

Tab 1	CS/SB 364 by ED, Osgood (CO-INTRODUCERS) Pizzo ; Identical to CS/H 01051 Council on the Social Status of Black Men and Boys					
Tab 2	CS/SB 430 by ED, Simon (CO-INTRODUCERS) Burgess, Arrington ; Similar to CS/H 01607 Cardiac Emergencies					
Tab 3	SB 444 by Avila (CO-INTRODUCERS) Collins, Yarborough ; Similar to CS/H 01237 Human Trafficking Awareness					
375666	D	S	RCS	AED, Avila	Delete everything after	04/11 02:54 PM
Tab 4	CS/SB 650 by TR, Leek (CO-INTRODUCERS) Rouson ; Similar to CS/CS/H 00085 Hazardous Walking Conditions					
786020	D	S	RCS	AED, Leek	Delete everything after	04/11 02:54 PM
Tab 5	CS/SB 754 by ED, Burton ; Similar to H 00581 International Baccalaureate Bonus Funding					
Tab 6	SB 1102 by Calatayud ; Identical to H 00877 School Readiness Program					
Tab 7	CS/SB 1122 by ED, Burton ; Similar to CS/CS/H 00885 Florida Virtual School					
Tab 8	SB 1382 by Calatayud ; Similar to H 00859 Access to School Readiness Programs for Economically Disadvantaged Households					
385316	A	S	LRCS	AED, Calatayud	Delete L.143:	04/11 02:54 PM
Tab 9	CS/SB 1528 by MS, Collins ; Compare to CS/H 01255 Educational Opportunities for Military Children					
Tab 10	SB 1590 by Burgess ; Educator Preparation					
123462	D	S	RCS	AED, Burgess	Delete everything after	04/11 02:54 PM
Tab 11	CS/SB 1702 by ED, Burgess ; Compare to CS/H 01115 Education					
101498	A	S	RCS	AED, Burgess	btw L.272 - 273:	04/11 02:54 PM

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS COMMITTEE ON PRE-K - 12
EDUCATION
Senator Burgess, Chair
Senator Pizzo, Vice Chair

MEETING DATE: Thursday, April 10, 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, Gaetz, Jones, Osgood, Simon, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 364 Education Pre-K - 12 / Osgood (Identical CS/H 1051)	Council on the Social Status of Black Men and Boys; Establishing the council within Florida Memorial University, rather than the Department of Legal Affairs; requiring Florida Memorial University, rather than the Office of the Attorney General, to provide staff and administrative support to the council; providing that members of the council may be reimbursed for certain expenses by Florida Memorial University, rather than the Department of Legal Affairs, etc. ED 03/17/2025 Fav/CS AED 04/10/2025 Favorable FP	Favorable Yeas 7 Nays 0
2	CS/SB 430 Education Pre-K - 12 / Simon (Similar CS/H 1607, Compare H 337, S 104)	Cardiac Emergencies; Revising requirements for instruction on cardiopulmonary resuscitation and the use of an automated external defibrillator; requiring each public school to develop a cardiac emergency response plan (CERP); requiring public schools, including charter schools, to have at least one operational automated external defibrillator on school grounds by a specified date, etc. ED 03/17/2025 Fav/CS AED 04/10/2025 Favorable RC	Favorable Yeas 8 Nays 0
3	SB 444 Avila (Similar CS/H 1237)	Human Trafficking Awareness; Requiring public schools to designate a member of the administrative personnel to provide annual training regarding human trafficking awareness to specified employees; requiring employees who receive such training to submit an acknowledgment to the school; requiring schools to keep the acknowledgments filed electronically, etc. ED 03/31/2025 Favorable AED 04/10/2025 Fav/CS RC	Fav/CS Yeas 8 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Committee on Pre-K - 12 Education
 Thursday, April 10, 2025, 8:30—10:30 a.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	CS/SB 650 Transportation / Leek (Similar CS/CS/H 85)	Hazardous Walking Conditions; Revising the criteria that determine a hazardous walking condition for public school students, etc. TR 03/12/2025 Fav/CS AED 04/10/2025 Fav/CS RC	Fav/CS Yeas 8 Nays 0
5	CS/SB 754 Education Pre-K - 12 / Burton (Similar H 581)	International Baccalaureate Bonus Funding; Revising the requirements for the calculation of additional full-time equivalent membership and certain bonuses based on International Baccalaureate examination scores of students to include students who earn a minimum grade in a specified course, etc. ED 03/11/2025 Fav/CS AED 04/10/2025 Favorable FP	Favorable Yeas 8 Nays 0
6	SB 1102 Calatayud (Identical H 877)	School Readiness Program; Revising the criteria for a child to receive priority for participation in the school readiness program; providing requirements for a school readiness program provider to be eligible for specified funding beginning on a specified date, etc. ED 03/17/2025 Favorable AED 04/10/2025 Favorable FP	Favorable Yeas 8 Nays 0
7	CS/SB 1122 Education Pre-K - 12 / Burton (Similar CS/CS/H 885)	Florida Virtual School; Deleting provisions requiring the Florida Virtual School to give priority to certain students; providing that officers and employees are granted sovereign immunity in addition to the board of trustees; providing that certain expenditures are contingent upon review and approval by the Florida Virtual School president and chief executive officer or authorized designees, rather than the executive director, etc. ED 03/17/2025 Fav/CS AED 04/10/2025 Favorable AP	Favorable Yeas 8 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Committee on Pre-K - 12 Education
 Thursday, April 10, 2025, 8:30—10:30 a.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
8	SB 1382 Calatayud (Similar H 859)	Access to School Readiness Programs for Economically Disadvantaged Households; Revising the Department of Education's duties for adopting specific program support services to coordinate a comprehensive early learning program; revising duties of early learning coalitions relating to the creation of a uniform waiting list; revising requirements for the school readiness program plan, etc. ED 03/17/2025 Favorable AED 04/10/2025 Fav/CS FP	Fav/CS Yeas 8 Nays 0
9	CS/SB 1528 Military and Veterans Affairs, Space, and Domestic Security / Collins (Compare CS/H 1255)	Educational Opportunities for Military Children; Requiring that strategies addressed in specified memoranda of agreement between school districts and military installations include the development and implementation of a specified training module; requiring the Department of Education to provide the training module to each district school board, etc. MS 03/18/2025 Fav/CS AED 04/10/2025 Favorable FP	Favorable Yeas 8 Nays 0
10	SB 1590 Burgess	Educator Preparation; Establishing the Task Force for Educator Preparation; requiring the Department of Education to provide administrative support for the task force; providing the duties of the task force; providing for expiration of the task force, etc. ED 03/31/2025 Favorable AED 04/10/2025 Fav/CS FP	Fav/CS Yeas 8 Nays 0
11	CS/SB 1702 Education Pre-K - 12 / Burgess (Compare CS/H 1115, CS/S 1618)	Education; Specifying sufficient notice and prior warning for immediate arrest and prosecution for school bus trespassing; authorizing a private school in a county that meets certain criteria to construct new facilities on certain property; requiring a charter school sponsor to use a standard monitoring tool to monitor and review a charter school; specifying that certain participation in marching band satisfies the physical education or performing arts credit requirement for a standard high school diploma, etc. ED 03/25/2025 Not Considered ED 03/31/2025 Fav/CS AED 04/10/2025 Fav/CS RC	Fav/CS Yeas 8 Nays 0
12	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 364

INTRODUCER: Education Pre-K - 12 Committee; and Senator Osgood and others

SUBJECT: Council on the Social Status of Black Men and Boys

DATE: April 10, 2025 REVISED: _____

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

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

I. Summary:

CS/SB 364 transfers the Council on the Social Status of Black Men and Boys from the Department of Legal Affairs to Florida Memorial University. The bill also shifts administrative responsibilities, including staffing support and expense reimbursements, from the Department of Legal Affairs and the Office of the Attorney General to Florida Memorial University.

Additionally, the bill designates the authority to approve the council's meeting times from the Attorney General to the president of Florida Memorial University.

If no direct appropriation is provided to the university to support the council, the university would incur a cost to implement the various provisions of the bill. **See Section V., Fiscal Impact Statement.**

The bill takes effect on July 1, 2025.

II. Present Situation:

The 2006 Florida Legislature established the Florida Council on the Social Status of Black Men and Boys (the council) to study conditions negatively affecting black males in our state. The council is housed within the Department of Legal Affairs in the Office of the Attorney General.¹

The council is comprised of 19 appointed members who serve four-year terms. These members include representatives of state agencies and the Legislature, as well as citizens who represent relevant areas of interest. The members include:

- Two members of the Senate who are not members of the same political party, appointed by the President of the Senate with the advice of the minority leader of the Senate.
- Two members of the House of Representatives who are not members of the same political party, appointed by the Speaker of the House of Representatives with the advice of the minority leader of the House of Representatives.
- The Secretary of Children and Family Services (DCF), or his or her designee.
- The director of the Mental Health Program Office within the DCF, or his or her designee.
- The State Surgeon General, or his or her designee.
- The Commissioner of Education, or his or her designee.
- The Secretary of Corrections, or his or her designee.
- The Attorney General, or his or her designee.
- The Secretary of Management Services, or his or her designee.
- The Secretary of Commerce, or his or her designee.
- A businessperson who is an African American appointed by the Governor.
- Two persons appointed by the President of the Senate who are not members of the Legislature or employed by state government. One of these appointments must be a clinical physiologist.
- Two persons appointed by the Speaker of the House of Representatives who are not members of the Legislature or employed by state government. One of these appointments must be an Africana studies professional.
- The deputy secretary for Medicaid in the Agency for Health Care Administration, or his or her designee.
- The Secretary of Juvenile Justice, or his or her designee.²

The council is tasked with conducting a systematic study of the social and economic conditions affecting black men and boys, including, but not limited to:

- Homicide rates;
- Arrest and incarceration rates;
- Poverty;
- Violence;
- Drug use;
- Death rates;
- Disparate annual income levels;

¹ Section 16.615, F.S.; Florida Council on the Social Status of Black Men and Boys, *About the Council*, <https://cssbmb.com/about-the-council/> (last visited Mar. 20, 2025).

² Section 16.615(1), F.S.

- School performance in all grade levels including postsecondary levels; and
- Health issues.

Based on these findings, the council proposes legislative and nonlegislative measures to alleviate and correct the underlying causes of these conditions. In addition to its mandated studies, the council may explore additional topics at the direction of the Legislature or its chair. It also receives input from legislators, government agencies, advocacy organizations, and private citizens. Furthermore, the council is responsible for developing a strategic program and funding initiative to establish local councils dedicated to addressing these issues at the community level. Additionally, it is tasked with developing a strategic program and funding initiative for the establishment of local councils.³

The council has statutory authority to access public records from state agencies, request research assistance from the Office of Economic and Demographic Research and the Office of Program Policy Analysis and Government Accountability, seek assistance from state or local government entities, and apply for and accept funding from public and private sources to support its work. It may also collaborate with Florida's Historically Black Colleges and Universities (HBCUs) to address education-related issues.⁴

The Office of the Attorney General provides staffing and administrative support and oversees the council's meeting schedule. The council meets quarterly and may hold additional meetings with the approval of the Attorney General.⁵ A quorum of 11 members is required for official actions, with a majority vote needed for final decisions.⁶ The council must submit an annual report by December 15 to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the relevant legislative committees outlining its findings and recommendations.⁷

As a public entity, the council and any subcommittees it forms are subject to Florida's public records law and public meetings law, ensuring transparency.⁸ Additionally, members not already required to file a financial disclosure statement must submit a disclosure of financial interests.⁹

Council members serve without compensation but are eligible for reimbursement for per diem and travel expenses. State officers and employees receive reimbursement through their respective agencies, while other members may be reimbursed through the Department of Legal Affairs.¹⁰

III. Effect of Proposed Changes:

This bill transfers the Council on the Social Status of Black Men and Boys from the Department of Legal Affairs to Florida Memorial University. The bill also shifts administrative

³ Section 16.615(4), F.S.

⁴ Section 16.615(5), F.S.

⁵ Section 16.615(6) and (7), F.S.

⁶ Section 16.615(8), F.S.

⁷ Section 16.615(9), F.S.

⁸ Section 16.615(11), F.S.

⁹ Section 16.615(12), F.S.

¹⁰ Section 16.615(10), F.S.

responsibilities, including staffing support and expense reimbursements, from the Department of Legal Affairs and the Office of the Attorney General to Florida Memorial University. Additionally, the bill designates the authority to approve the council's meeting times from the Attorney General to the president of Florida Memorial University.

No substantive changes are made to the council's composition, powers, or duties, aside from shifting oversight to the Department of Education.

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:

The Department of Legal Affairs is appropriated \$350,000 to support the Council on the Social Status of Black Men and Boys. It is anticipated that Florida Memorial University would need a similar amount of money to implement the provisions of the council. If no direct appropriation is provided to the university to support the council, the university would incur a cost to implement the various provisions of the bill.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill transfers, renumbers, and amends section 16.615 of the Florida Statutes as section 1001.216 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 17, 2025:

The committee substitute:

- Transfers the Council on the Social Status of Black Men and Boys at the Department of Legal Affairs to Florida Memorial University, instead of the Department of Education.
- Shifts staffing and administrative support responsibilities from the Office of the Attorney General to Florida Memorial University, instead of the Department of Education
- Designates the authority to approve the council's meeting times from the Attorney General to the president of Florida Memorial University, instead of the Commissioner of Education.
- Reassigns responsibility for reimbursing council members for expenses from the Department of Legal Affairs to Florida Memorial University, instead of the Department of Education.

- B. **Amendments:**

None.

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

581-02505-25

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1 A bill to be entitled
 2 An act relating to the Council on the Social Status of
 3 Black Men and Boys; transferring, renumbering, and
 4 amending s. 16.615, F.S.; establishing the council
 5 within Florida Memorial University, rather than the
 6 Department of Legal Affairs; requiring Florida
 7 Memorial University, rather than the Office of the
 8 Attorney General, to provide staff and administrative
 9 support to the council; providing that the council's
 10 meeting times are approved by the president of Florida
 11 Memorial University, rather than the Attorney General;
 12 providing that members of the council may be
 13 reimbursed for certain expenses by Florida Memorial
 14 University, rather than the Department of Legal
 15 Affairs; providing an effective date.

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

18
 19 Section 1. Section 16.615, Florida Statutes, is
 20 transferred, renumbered as section 1001.216, Florida Statutes,
 21 and amended to read:

22 1001.216 ~~16.615~~ Council on the Social Status of Black Men
 23 and Boys.—

24 (1) The Council on the Social Status of Black Men and Boys
 25 is established within Florida Memorial University ~~the Department~~
 26 ~~of Legal Affairs~~ and shall be composed ~~consist~~ of 19 members
 27 appointed as follows:

28 (a) Two members of the Senate who are not members of the
 29 same political party, appointed by the President of the Senate

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30 with the advice of the Minority Leader of the Senate.
 31 (b) Two members of the House of Representatives who are not
 32 members of the same political party, appointed by the Speaker of
 33 the House of Representatives with the advice of the Minority
 34 Leader of the House of Representatives.
 35 (c) The Secretary of Children and Families, or his or her
 36 designee.
 37 (d) The director of the Mental Health Program Office within
 38 the Department of Children and Families, or his or her designee.
 39 (e) The State Surgeon General, or his or her designee.
 40 (f) The Commissioner of Education, or his or her designee.
 41 (g) The Secretary of Corrections, or his or her designee.
 42 (h) The Attorney General, or his or her designee.
 43 (i) The Secretary of Management Services, or his or her
 44 designee.
 45 (j) The Secretary of Commerce, or his or her designee.
 46 (k) A businessperson who is an African American, as defined
 47 in s. 760.80(2) (a), appointed by the Governor.
 48 (l) Two persons appointed by the President of the Senate
 49 who are not members of the Legislature or employed by state
 50 government. One of the appointees must be a clinical
 51 psychologist.
 52 (m) Two persons appointed by the Speaker of the House of
 53 Representatives who are not members of the Legislature or
 54 employed by state government. One of the appointees must be an
 55 Africana studies professional.
 56 (n) The deputy secretary for Medicaid in the Agency for
 57 Health Care Administration, or his or her designee.
 58 (o) The Secretary of Juvenile Justice, or his or her

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59 designee.

60 (2) Each member of the council shall be appointed to a 4-
61 year term; however, for the purpose of providing staggered
62 terms, of the initial appointments, 9 members shall be appointed
63 to 2-year terms and 10 members shall be appointed to 4-year
64 terms. A member of the council may be removed at any time by the
65 member's appointing authority who shall fill the vacancy on the
66 council.

67 (3) (a) At the first meeting of the council each year, the
68 members shall elect a chair and a vice chair.

69 (b) A vacancy in the office of chair or vice chair must
70 ~~shall~~ be filled by vote of the remaining members.

71 (4) (a) The council shall make a systematic study of the
72 conditions affecting black men and boys, including, but not
73 limited to, homicide rates, arrest and incarceration rates,
74 poverty, violence, drug abuse, death rates, disparate annual
75 income levels, school performance in all grade levels including
76 postsecondary levels, and health issues.

77 (b) The council shall propose measures to alleviate and
78 correct the underlying causes of the conditions described in
79 paragraph (a). These measures may consist of changes to the law
80 or systematic changes that can be implemented without
81 legislative action.

82 (c) The council may study other topics suggested by the
83 Legislature or as directed by the chair of the council.

84 (d) The council shall receive suggestions or comments
85 pertinent to the applicable issues from members of the
86 Legislature, governmental agencies, public and private
87 organizations, and private citizens.

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88 (e) The council shall develop a strategic program and
89 funding initiative to establish local Councils on the Social
90 Status of Black Men and Boys.

91 (5) The council may:

92 (a) Access data held by any state departments or agencies,
93 which data is otherwise a public record.

94 (b) Make requests directly to the Joint Legislative
95 Auditing Committee for assistance with research and monitoring
96 of outcomes by the Office of Program Policy Analysis and
97 Government Accountability.

98 (c) Request, through council members who are also
99 legislators, research assistance from the Office of Economic and
100 Demographic Research within the Florida Legislature.

101 (d) Request information and assistance from the state or
102 any political subdivision, municipal corporation, public
103 officer, or governmental department thereof.

104 (e) Apply for and accept funds, grants, gifts, and services
105 from the state, the Federal Government or any of its agencies,
106 or any other public or private source for the purpose of
107 defraying clerical and administrative costs as may be necessary
108 for carrying out its duties under this section.

109 (f) Work directly with, or request information and
110 assistance on issues pertaining to education from, Florida's
111 historically black colleges and universities.

112 (6) Florida Memorial University ~~The Office of the Attorney~~
113 ~~General~~ shall provide staff and administrative support to the
114 council.

115 (7) The council shall meet quarterly and at other times at
116 the call of the chair or as determined by a majority of council

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117 members and approved by the president of Florida Memorial
118 University Attorney General.

119 (8) Eleven of the members of the council constitute a
120 quorum, and an affirmative vote of a majority of the members
121 present is required for final action.

122 (9) The council shall issue its annual report by December
123 15 each year, stating the findings, conclusions, and
124 recommendations of the council. The council shall submit the
125 report to the Governor, the President of the Senate, the Speaker
126 of the House of Representatives, and the chairpersons of the
127 standing committees of jurisdiction in each chamber.

128 (10) Members of the council shall serve without
129 compensation. Members are entitled to reimbursement for per diem
130 and travel expenses as provided in s. 112.061. State officers
131 and employees shall be reimbursed from the budget of the agency
132 through which they serve. Other members may be reimbursed by
133 Florida Memorial University ~~the Department of Legal Affairs~~.

134 (11) The council and any subcommittees it forms are subject
135 to the provisions of chapter 119, related to public records, and
136 the provisions of chapter 286, related to public meetings.

137 (12) Each member of the council who is not otherwise
138 required to file a financial disclosure statement pursuant to s.
139 8, Art. II of the State Constitution or s. 112.3144, must file a
140 disclosure of financial interests pursuant to s. 112.3145.

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



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: March 17, 2025

I respectfully request that **Senate Bill #364**, relating to Council on the Social Status of Black Men and Boys, be placed on the:

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

A handwritten signature in blue ink that reads "Rosalind Osgood".

Senator Rosalind Osgood
Florida Senate, District 32

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 430

INTRODUCER: Education Pre-K - 12 Committee and Senator Simon and others

SUBJECT: Cardiac Emergencies

DATE: April 10, 2025 REVISED: _____

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

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

I. Summary:

CS/SB 430 requires school districts to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), once during middle school in a physical education or health class and once during high school in a physical education or health class. The bill also requires that no later than July 1, 2027, every public school, including charter schools, must have at least one operational automated external defibrillator (AED) on school grounds. Specifically, public schools are required to:

- Ensure appropriate school staff are trained in first aid, CPR, and AED use.
- Maintain AEDs according to manufacturer specifications.
- Publicize and clearly mark AED locations.

The bill requires each public school to develop a Cardiac Emergency Response Plan (CERP) to guide school personnel in responding to sudden cardiac arrest or similar emergencies. Schools must collaborate with local emergency service providers to integrate their CERPs into the community's emergency response system.

The bill provides civil liability immunity to school employees and volunteers under the Good Samaritan Act and the Cardiac Arrest Survival Act. It also clarifies that schools required to maintain an AED for Florida High School Athletic Association (FHSAA) athletics do not automatically comply with this act.

The bill may have an indeterminate negative fiscal impact on local governments. **See Section V. Fiscal Impact Statement.**

The bill takes effect on July 1, 2025.

II. Present Situation:

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is a significant health risk in school settings, particularly during vigorous physical activity such as athletic practices and games. Immediate intervention through cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) is crucial. Research indicates that individuals experiencing ventricular fibrillation, a common cause of SCA, have a survival rate of 50 percent or higher when CPR and AED treatment are administered within three to five minutes of collapse. In 2014 alone, approximately 360,000 cases of sudden cardiac arrest occurred in community settings across the United States, including schools, highlighting the importance of readily accessible AEDs on school grounds.¹

CPR, First Aid, and AEDs

CPR is an emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple the chances of survival after cardiac arrest by keeping the blood flow active until the arrival of trained medical staff.²

First aid refers to medical attention that is usually administered immediately on-site after the injury occurs. It often consists of a one-time, short-term treatment and requires little technology or training to administer. First aid can include cleaning minor cuts, scrapes, or scratches; treating a minor burn; applying bandages and dressings; the use of non-prescription medicine; draining blisters; removing debris from the eyes; massage; and drinking fluids to relieve heat stress.³

An AED is a lightweight, portable device that delivers an electric shock through the chest to the heart when it detects an abnormal rhythm and changes the rhythm back to normal. AEDs can greatly increase a cardiac arrest victim's chance of survival. Although formal AED training isn't required, it's recommended to increase the confidence level of the user, promoting better outcomes.⁴

¹ American Heart Association, *Cardiac Emergency Response Planning for Schools: A Policy Statement* (2016), available at <https://cpr.heart.org/-/media/CPR-Files/Training-Programs/Nation-of-Heartsavers/CERP/CERP-for-Schools-Policy-in-Brief.pdf>.

² American Heart Association Emergency Cardiovascular Care, *What is CPR?*, available at <https://cpr.heart.org/en/resources/what-is-cpr> (last visited Mar. 20, 2025).

³ Occupational Safety and Health Administration, *What is First Aid?*, available at <https://www.osha.gov/medical-first-aid/recognition> (last visited Mar. 20, 2025).

⁴ American Heart Association, *What Is an Automated External Defibrillator?*, available at <https://www.heart.org/-/media/files/health-topics/answers-by-heart/what-is-an-aed.pdf> (last visited Mar. 20, 2025).

AEDs on School Grounds

Since 2006, a public school that is a member of the Florida High School Athletic Association (FHSAA)⁵ has been required to have an operational AED on school grounds.⁶ In 2020, the “Zachary Martin Act” required the AED to be in a clearly marked and publicized location for each athletic contest, practice, workout, or conditioning session, including those conducted outside of the school year. Public and private partnerships are encouraged to cover the cost associated with the purchase and placement of the AED and training in the use of the AED.

Beginning in 2021, a school employee or volunteer with current training in CPR and the use of an AED must be present at every athletic event during and outside of the school year, including athletic contests, practices, workouts, and conditioning sessions. The training must include completion of a course in CPR or a basic first aid course that includes CPR training and demonstrated proficiency in the use of an AED. Each employee or volunteer who is reasonably expected to use an AED must complete this training.

The location of the AED must be registered with a local emergency medical services medical director and each employee or volunteer required to complete the training must be notified annually in writing of the location of the AED on school grounds. The use of defibrillators by employees and volunteers is covered under the Good Samaritan Act and the Cardiac Arrest Survival Act.⁷

Athletic coaches employed by a public school, not just schools that are members of the FHSAA, must hold and maintain certification in CPR, first aid, and the use of an AED. The certification must be consistent with national evidence-based emergency cardiovascular care guidelines.⁸

State Required Cardiopulmonary Resuscitation Training

According to the American Heart Association, 40 states and Washington D.C. have passed laws or adopted curriculum requiring hands-on, guidelines-based CPR training for students to graduate high school.⁹

Florida school districts are encouraged, but not required, to provide basic first aid training, including CPR, to students in grades six and eight. However, districts must provide this training to students in grades nine and 11. The training must include CPR and follow a one-hour, nationally recognized program based on the most current, evidence-based emergency cardiovascular care guidelines.

⁵ Section 1006.20, F.S.

⁶ Ch. 2006-301, Laws of Fla.

⁷ Section 1006.165(1) F.S.

⁸ Section 1012.55(2), F.S.

⁹ CPR and AED Laws, *State CPR education requirements for schools*, <https://www.sca-aware.org/about-sudden-cardiac-arrest/cpr-and-aed-laws#:~:text=State%20CPR%20education%20requirements%20for,students%20before%20high%20school%20graduation>, (last visited March 20,2025).

Instruction must allow students to practice psychomotor skills for performing CPR and using an AED if the school has the necessary equipment. Additionally, school districts are encouraged to form public and private partnerships to support training and funding needs.¹⁰

School Wellness Policy

Each school district is required to electronically submit its local school wellness policy to the Department of Agriculture.¹¹ The local school wellness policy is a written plan that includes goals aimed at creating a healthy school environment.¹²

As part of the model local school wellness policy, districts are encouraged to integrate wellness activities across the entire school setting to promote student well-being. One suggested activity includes a health services component, which must provide a coordinated program of accessible health services for both students and staff. The program must include, but is not limited to:

- Violence prevention
- School safety
- Communicable disease prevention
- Health screenings, including body mass index (BMI)
- Community health referrals
- Immunizations
- Parenting skills
- First aid and CPR training.¹³

III. Effect of Proposed Changes:

This bill amends s. 1003.453, F.S., to require school districts to, instead of encouraging, provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. The instruction in both the middle and high school courses must:

- Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and
- Include the use of an automated external defibrillator.

The bill creates s. 1003.457, F.S., Cardiac emergencies and automated external defibrillators on school ground, to require each public school district to develop a cardiac emergency response plan (CERP) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. School districts are required to work directly with local emergency service providers to integrate the CERP into the community's emergency responder protocols.

¹⁰ Section 1003.453(3), F.S.

¹¹ Section 1003.453(1), F.S.

¹² Florida Department of Agriculture, *Local School Wellness Policies*, <https://www.fdacs.gov/Food-Nutrition/Nutrition-Programs/National-School-Lunch-Program/Wellness-Policies>. (last visited March 20, 2025).

¹³ Florida Department of Agriculture, *FDACS Model Local School Wellness Policy*, available at <https://www.fdacs.gov/content/download/72589/file/ModelLocalSchoolWellnessPolicy3-2020-f6379e0d1df4485e85ffcc772cb52917.pdf>.

The bill also requires that no later than July 1, 2027, each public school including charter schools, must have at least one operational automated external defibrillator on school grounds. The defibrillator must be available in a clearly marked and publicized location. Schools are required to maintain the defibrillator according to the manufacturer's recommendations and maintain all verification records for such defibrillators. Schools are also required to:

- Ensure appropriate school staff are trained in first aid, cardiopulmonary resuscitation, and defibrillator use.
- Register the location of each defibrillator with a local emergency medical services medical director.

The bill provides that school employees are immune from civil liability under the Good Samaritan Act¹⁴ and the Cardiac Arrest Survival Act.¹⁵ The bill clarifies that a public school that is a member of the Florida High School Athletic Association (FHSAA) and required to maintain an operational AED on campus related to athletics does not constitute compliance with this act.

Finally, the bill requires the State Board of Education to adopt rules.

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.

¹⁴ Section 786.13, F.S.

¹⁵ Section 786.1325, F.S.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Providing training to students and appropriate school staff would pose a fiscal impact to the districts. The requirement for each public school, including charter schools, to have at least one operational automated external defibrillator on school grounds would not pose an immediate impact as this provision is not required until July 1, 2027. Upon the implementation date, there would be an indeterminate fiscal impact to school districts to purchase and maintain the automated external defibrillator (AED). Based on a recent survey by the Florida Association of District School Superintendents, with 38 of 67 school districts responding, many schools in these districts reported having at least one AED in addition to the AED required for FHSAA member schools.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

The bill substantially amends section 1003.453 of the Florida Statutes.

This bill creates section 1003.457 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 17, 2025:

The committee substitute maintains provisions in SB 430, with modifications. The committee substitute:

- Removes annual automated external defibrillators (AED) reporting requirements related to AED use and success.
- Removes the authorization for the Department of Education (DOE) to reimburse school districts and charter schools for up to 50 percent of the total AED purchase price.

- Requires appropriate school staff to be trained in first aid, cardiopulmonary resuscitation (CPR), and AED use.
- Requires the State Board of Education to adopt administrative rules.

The committee substitute also adds the following requirements:

- School districts must provide basic training in first aid and CPR in a physical education or health class once in middle school and once in high school.
- The CPR training must allow students to practice the psychomotor skills associated with performing CPR and include the use of an AED.
- Public schools must develop a cardiac emergency response plan (CERP) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or similar life-threatening emergency while on school grounds. In addition:
 - Each CERP must integrate evidence-based core elements.
 - School officials must work directly with local emergency service providers to integrate the CERP into the community's emergency responder protocols.

B. Amendments:

None.

By the Committee on Education Pre-K - 12; and Senators Simon and Burgess

581-02506-25

2025430c1

1 A bill to be entitled
 2 An act relating to cardiac emergencies; amending s.
 3 1003.453, F.S.; revising requirements for instruction
 4 on cardiopulmonary resuscitation and the use of an
 5 automated external defibrillator; creating s.
 6 1003.457, F.S.; requiring each public school to
 7 develop a cardiac emergency response plan (CERP);
 8 requiring school officials to work with local
 9 emergency service providers to integrate the CERP into
 10 emergency responder protocols; requiring public
 11 schools, including charter schools, to have at least
 12 one operational automated external defibrillator on
 13 school grounds by a specified date; providing
 14 requirements for the placement and maintenance of the
 15 defibrillators; requiring that certain school staff
 16 receive specified training as determined by the CERP;
 17 providing immunity from liability for school employees
 18 and volunteers under the Good Samaritan Act and the
 19 Cardiac Arrest Survival Act; providing construction;
 20 requiring the State Board of Education to adopt rules;
 21 providing an effective date.
 22
 23 Be It Enacted by the Legislature of the State of Florida:
 24
 25 Section 1. Subsection (3) of section 1003.453, Florida
 26 Statutes, is amended to read:
 27 1003.453 School wellness and physical education policies;
 28 nutrition guidelines.-
 29 (3) School districts must ~~are encouraged to~~ provide basic

Page 1 of 3

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

581-02506-25

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30 training in first aid, including cardiopulmonary resuscitation,
 31 once in middle school in a physical education or health class
 32 and once in high school in a physical education or health class.
 33 Instruction in the use of cardiopulmonary resuscitation must:
 34 (a) Allow students to practice the psychomotor skills
 35 associated with performing cardiopulmonary resuscitation; and
 36 (b) Include the use of an automated external defibrillator
 37 ~~for all students in grade 6 and grade 8. School districts are~~
 38 ~~required to provide basic training in first aid, including~~
 39 ~~cardiopulmonary resuscitation, for all students in grade 9 and~~
 40 ~~grade 11. Instruction in the use of cardiopulmonary~~
 41 ~~resuscitation must be based on a one hour, nationally recognized~~
 42 ~~program that uses the most current evidence-based emergency~~
 43 ~~cardiovascular care guidelines. The instruction must allow~~
 44 ~~students to practice the psychomotor skills associated with~~
 45 ~~performing cardiopulmonary resuscitation and use an automated~~
 46 ~~external defibrillator when a school district has the equipment~~
 47 ~~necessary to perform the instruction. Private and public~~
 48 ~~partnerships for providing training or necessary funding are~~
 49 ~~encouraged.~~
 50 Section 2. Section 1003.457, Florida Statutes, is created
 51 to read:
 52 1003.457 Cardiac emergencies and automated external
 53 defibrillators on school grounds.-
 54 (1) Each public school shall develop a cardiac emergency
 55 response plan (CERP) that addresses the appropriate use of
 56 school personnel to respond to incidents involving an individual
 57 experiencing sudden cardiac arrest or a similar life-threatening
 58 emergency while on school grounds. Each CERP must integrate

Page 2 of 3

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

581-02506-25

2025430c1

59 evidence-based core elements.

60 (2) School officials shall work directly with local
61 emergency service providers to integrate the CERP into the
62 community's emergency responder protocols.

63 (3) (a) No later than July 1, 2027, each public school,
64 including charter schools, must have at least one operational
65 automated external defibrillator on school grounds. The
66 defibrillator must be available in a clearly marked and
67 publicized location. Schools must maintain the defibrillator
68 according to the manufacturer's recommendations and maintain all
69 verification records for such defibrillators.

70 (b) Appropriate school staff must be trained in first aid,
71 cardiopulmonary resuscitation, and defibrillator use.

72 (c) The location of each defibrillator must be registered
73 with a local emergency medical services medical director.

74 (d) The use of defibrillators by school employees and
75 volunteers is covered under ss. 768.13 and 768.1325.

76 (4) Compliance with the requirements of s. 1006.165 does
77 not constitute compliance with this section.

78 (5) The State Board of Education shall adopt rules to
79 administer this section.

80 Section 3. This act shall take effect July 1, 2025.



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: March 17th, 2025

I respectfully request that **Senate Bill # 430**, relating to Automated External Defibrillators on School Grounds, be placed on the:

- Committee agenda at your earliest possible convenience.
- Next committee agenda.

Senator Corey Simon
Florida Senate, District 3

The Florida Senate

APPEARANCE RECORD

SB 430

4/10/25

Meeting Date

Bill Number or Topic

Approps Pre-11-12 Ed

Committee

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

Amendment Barcode (if applicable)

Name Tiffany McCaskill Henderson

Phone (850) 933-5928

Address Senate

Street

Email tiffany.henderson@heart.org

Tallahassee, FL

City

State

32317

Zip

Speaking: [X] For [] Against [] Information OR Waive Speaking: [] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[] I am appearing without compensation or sponsorship.

[X] I am a registered lobbyist, representing:

American Heart 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)

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

S-001 (08/10/2021)

04-10-2025

Meeting Date

Approp Pre K-12 Education

Committee

The Florida Senate APPEARANCE RECORD

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

SB 430

Bill Number or Topic

Amendment Barcode (if applicable)

Name **Marnie George**

Phone **850 510-8866**

Address **PO Box 10805**

Email **marnie@teamjb.com**

Street

Tallahassee

FL 32302

City

State

Zip

Reset Form

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 Chapter, American College of

Cardiology

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

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 444

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

SUBJECT: Human Trafficking Awareness

DATE: April 14, 2025 REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 444 requires public school personnel to receive human trafficking awareness training. The bill requires a district- or school-based administrator to annually provide training to instructional personnel, school nurses and doctors, and other school personnel who come in regular contact with students. Such personnel must annually acknowledge receipt of training.

The bill requires each school district to develop a comprehensive training curriculum on human trafficking awareness, which must be submitted to the Department of Education for approval. The training must include:

- The definition of human trafficking and the difference between sex trafficking and labor trafficking.
- Guidance for public school personnel concerning how to identify students who may be victims of human trafficking and in reporting and responding to suspected human trafficking.
- A protocol for reporting suspected human trafficking, which includes reporting such suspicion to the Department of Children and Families or the Florida Human Trafficking Hotline.
- The bill specifies that charter schools must comply with the human trafficking awareness training.

The bill is not expected to have a fiscal impact on state or local governments. **See Section V., Fiscal Impact Statement.**

The bill is effective July 1, 2025.

II. Present Situation:

Human Trafficking

Human trafficking is a form of modern-day slavery.¹ Human trafficking is a global crime that trades in people of all genders, ages and backgrounds and exploits them for profit. Human trafficking generally takes two forms: sex trafficking in which a commercial sex act is induced by force, fraud or coercion, or in which the person induced to perform such act has not attained 18 years of age; or the recruitment, harboring, transportation, provision or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage or slavery.²

Traffickers use various techniques to instill fear in victims and to keep them enslaved. Some traffickers keep their victims under lock and key. However, the most frequently used practices are less obvious techniques that include isolating victims from the public and family members; confiscating passports, visas, or other identification documents; using or threatening to use violence toward victims or their families; telling victims that they will be imprisoned or deported for immigration violations if they contact authorities; and controlling the victims' funds by holding the money ostensibly for safekeeping.³

There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States. According to the U.S. Department of Justice, every two minutes a child is trafficked for the purpose of sexual exploitation in the United States.⁴

Department of Children and Families

The Department of Children and Families (DCF) tracks human trafficking allegations in two primary categories:

- Human Trafficking – Commercial Sexual Exploitation of a Child (CSEC): This maltreatment type is used for cases in which the allegations involve commercial sexual exploitation of a child (e.g., adult entertainment clubs, escort services, prostitution, etc.).
- Human Trafficking – Labor: This maltreatment type is used in cases in which the allegations involve issues associated with forced labor, slavery, or servitude that do not appear to be sexual in nature.⁵

In Fiscal Year 2023-2024, the total number of reports accepted by the Florida Abuse Hotline alleging one of the human trafficking maltreatments was 2,137 involving 1,592 children. Of the

¹ Section 787.06(1), F.S.

² Immigration and Customs Enforcement, *What is Human Trafficking?* <https://www.ice.gov/features/human-trafficking> (last visited April 1, 2025).

³ Section 787.06(1), F.S.

⁴ Florida Department of Education, *Human Trafficking*, <https://www.fldoe.org/schools/healthy-schools/human-trafficking.stml> (last visited April 1, 2025)

⁵ Florida Department of Children and Families, *Human Trafficking of Children Annual Report* (Oct. 1, 2024), available at https://www.myflfamilies.com/sites/default/files/2024-10/Human_Trafficking_Report_2023-24.pdf, at 3.

2,137 accepted reports, 1,965 (91.95 percent) were coded as CSEC and 172 (8.05 percent) reports were for Labor Trafficking.

County-level data reveals that Hillsborough County received the highest number of reports of human trafficking, with 220 reports, followed closely by Miami-Dade and Broward counties, each with 199 reports. Duval County received 148 reports, and Orange County reported 139 cases.⁶

Human Trafficking and Students

Of 22,326 trafficking victims and survivors identified through contacts with the National Human Trafficking Hotline in 2019, at least 5,359 were under age 18. Many underage victims of human trafficking are students in the American school system. No community, school, socioeconomic group, or student demographic is immune. Cases of child trafficking are found in every area of the country—in rural, suburban, and urban settings alike.⁷

Indicators that school staff and administrators should be aware of concerning a potential victim are if a child:

- Demonstrates an inability to attend school on a regular basis and/or has unexplained absences.
- Frequently runs away from home.
- Makes references to frequent travel to other cities.
- Exhibits bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear.
- Lacks control over his or her schedule and/or identification or travel documents.
- Is hungry, malnourished, deprived of sleep, or inappropriately dressed (based on weather conditions or surroundings).
- Shows signs of drug addiction.
- Has coached/rehearsed responses to questions.

Additional signs that may indicate sex trafficking include the child:

- Demonstrates a sudden change in attire, personal hygiene, relationships, or material possessions.
- Acts uncharacteristically promiscuous and/or makes references to sexual situations or terminology that are beyond age-specific norms.
- Has a “boyfriend” or “girlfriend” who is noticeably older.
- Attempts to conceal recent scars.

Additional signs that may indicate labor trafficking include if the child:

- Expresses need to pay off a debt.
- Expresses concern for family members’ safety if he or she shares too much information.
- Works long hours and receives little or no payment.

⁶ Florida Department of Children and Families, *Human Trafficking of Children Annual Report* (Oct. 1, 2024), available at https://www.myflfamilies.com/sites/default/files/2024-10/Human_Trafficking_Report_2023-24.pdf

⁷ <https://safesupportivelearning.ed.gov/human-trafficking-americas-schools> (last visited April 1, 2025).

- Cares for children not from his or her own family.⁸

Human Trafficking Education in Public Schools

As a part of required comprehensive age-appropriate and developmentally appropriate K-12 instruction students must receive instruction on the prevention of child sexual abuse, exploitation, and human trafficking. For students in grades six-12, the instruction must also include the various effects of social media including predatory behavior and human trafficking on the Internet.⁹

Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

- Recognition of signs of human trafficking;
- Awareness of resources, including national, state and local resources;
- Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
- Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
- Information on how social media and mobile device applications are used for human trafficking.¹⁰

The Department of Education (DOE) maintains a human trafficking webpage¹¹ with information about the human trafficking education; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

Human Trafficking Training for Educators

According to the U.S. Department of Education (USDOE), schools have several responsibilities regarding child trafficking. To be effective, schools should increase staff awareness and educate staff on the nature of trafficking and on which youth are most vulnerable to it, increase parent and student awareness of the risks and realities of trafficking, and develop district or schoolwide policies and protocols for identifying and supporting trafficking victims. Basic training on trafficking risk factors and indicators should be provided to school personnel, particularly those who work with students in higher-risk groups, or staff who, by virtue of their positions, are most likely to notice red flags. These school staff include school counselors, bus drivers, special education teachers, attendance officers, and school nurses.¹²

Several national training modules regarding human trafficking are available, such as:

⁸ U.S. Department of Education, *Human Trafficking of Children in the United States-A Fact Sheet for Schools*, <https://www.ed.gov/teaching-and-administration/supporting-students/human-trafficking/human-trafficking-of-children-in-the-united-states-a-fact-sheet-for-schools> (last visited April 1, 2025).

⁹ Section 1003.42(2), F.S.

¹⁰ Rule 6A-1.094124(6), F.A.C.

¹¹ Florida Department of Education, *Human Trafficking*, <https://www.fldoe.org/schools/healthy-schools/human-trafficking.stml> (last visited April 1, 2025).

¹² U.S. Department of Education, *Human Trafficking in America's Schools* (Jan. 2021), available at <https://www.ed.gov/sites/ed/files/documents/human-trafficking/human-trafficking-americas-schools.pdf>, at 15.

- The National Center on Safe Supportive Learning Environments, through a contract with the USDOE, provides educators with an introduction to human trafficking prevention. It includes three brief videos that provide information key to identifying potential trafficking, generating appropriate school-level responses, and efforts to prevent trafficking of students. Each video includes comments by both content and lived experience subject matter experts, as well as reflection questions for educators to consider individually or as a group.¹³
- The Blue Campaign by the Department of Homeland Security (DHS) is a national public awareness campaign designed to educate the public, law enforcement, and other industry partners to recognize the indicators of human trafficking, and how to appropriately respond to possible cases. The Blue Campaign works closely with DHS partners to develop general awareness trainings, as well as specific educational resources to help reduce victimization within vulnerable populations. Blue Campaign’s educational awareness objectives consists of two foundational elements, prevention of human trafficking and protection of exploited persons. The training on human trafficking includes general awareness, labor trafficking, and sex trafficking.¹⁴

Required Public School Training Related to Student Health, Safety, and Welfare

Florida teachers, administrator, and staff are required to complete a number of trainings regarding student well-being.

All teachers in grades K-12 must participate in continuing education training provided by the DCF on identifying and reporting child abuse and neglect.¹⁵

The DOE is required to develop an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness, and substance use disorders and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health, or substance use problem. School districts must annually certify that at least 80 percent of school personnel have received this training.¹⁶

The DOE, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, shall develop a list of approved youth suicide awareness and prevention training materials and suicide screening instruments that may be used for training in youth suicide awareness, suicide prevention, and suicide screening for instructional personnel in public schools. A school is designated a “Suicide Prevention Certified School” if it meets certain staff training requirements.¹⁷

Each district school board must adopt a dating violence and abuse policy for school and school events with procedures for responding to such incidents of dating violence or abuse, including

¹³ National Center on Safe Supportive Learning Environments, *Addressing Human Trafficking in Schools, Staff Development Series*, <https://safesupportivelearning.ed.gov/addressing-human-trafficking-americas-schools-staff-development-series> (last visited April 1, 2025).

¹⁴ Department of Homeland Security, *Blue Campaign*, <https://www.dhs.gov/blue-campaign> (last visited April 1, 2025).

¹⁵ Section 1012.98(13), F.S.

¹⁶ Section 1012.584(1) and (5), F.S.

¹⁷ Section 1012.583, F.S.

accommodations for students experiencing dating violence or abuse. The district school board must provide training for teachers, staff, and school administrators to implement the policy.¹⁸

A district school safety specialist, or designee, must provide for the necessary training and resources to students and school district staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security. Additionally, each district school board and charter school governing board must adopt an active assailant response plan. Each district school superintendent and charter school principal must annually certify that all school personnel have received training on the active assailant response plan.¹⁹

Each athletic coach or sponsor of outdoor-related extracurricular activities must annually complete training in exertional heat illness identification, prevention, and response, including effective administration of cooling zones. A school employee or volunteer with current training in cardiopulmonary resuscitation (CPR) and use of a defibrillator must be present at each athletic event or practice.²⁰

Each school district must provide training to any school personnel authorized to use positive behavior interventions and supports pursuant to school district policy on the use of physical restraint. The training must include risk assessment procedures, safe and appropriate restraint techniques, documentation and reporting requirements, CPR and medical emergencies.²¹

Each school employee whose duties include regular contact with the student who has an individualized seizure action plan must complete training in the care of students with epilepsy and seizure disorders. The DOE must identify on its website one or more free online training courses.²²

Charter Schools

Charter schools are tuition-free public schools created through an agreement or “charter” that provides flexibility relative to regulations for traditional public schools. During the 2022-2023 school year, 382,367 students were enrolled in 726 charter schools in 46 school districts.²³ In general, charter schools are exempt for most Florida laws that govern public schools. The specific regulations that charter schools must comply with are named in law and include requirements such as:

- Provisions to students with disabilities.
- Civil rights.
- Student health, safety, and welfare.
- Secondary school start times.
- Public records, public meetings and public inspection.

¹⁸ Section 1006.148, F.S.

¹⁹ Section 1006.07(6), F.S.

²⁰ Section 1006.165(1), F.S.

²¹ Section 1003.573(5), F.S.

²² Section 1006.0626, F.S.

²³ 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>.

- Threat management teams.
- School Environmental Safety Incident Reporting.
- Florida Safe Schools Assessment Tool.
- Mental health awareness and assistance training.²⁴

III. Effect of Proposed Changes:

This bill creates s. 1006.481, F.S., to establish requirements for human trafficking awareness training in public schools.

The bill requires the Department of Education (DOE) to identify free training curriculum regarding human trafficking awareness, which may be conducted either in-person or online. Such training must include:

- The definition of human trafficking and the difference between sex trafficking and labor trafficking.
- Guidance specific to the public education sector concerning how to identify students who may be victims of human trafficking.
- Guidance concerning the role of employees of the public school system in reporting and responding to suspected human trafficking.
- A protocol for reporting suspected human trafficking which must require that suspicion of human trafficking of a child be reported to the Department of Children and Families or the Florida Human Trafficking Hotline at either entity's designated telephone number.

Each public school shall require that the following staff human trafficking awareness training:

- Instructional personnel, to include classroom teachers, school counselors, social workers, career specialists, school psychologists, librarians and media specialists, learning specialists, and paraprofessionals.
- School administrators.
- Educational Support Employees, which includes, but is not limited to, doctors, nurses, secretaries, craft workers, and service workers.

Each employee must submit to the school district an acknowledgement of having received the training, which must be retained by the school.

Lastly, the bill clarifies that charter schools must comply with the requirement for the training on human trafficking awareness.

The bill is effective July 1, 2025.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

²⁴ Section 1002.33(16), F.S.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill is not expected to have a fiscal impact on the Department of Education or on the school districts, as the bill requires the department of education to identify free training curriculum, that may be conducted either in-person or online.

VI. Technical Deficiencies:

None.

VII. Related Issues:**VIII. Statutes Affected:**

This bill creates section 1006.481 of the Florida Statutes.

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

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

CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:

The committee substitute amends the bill to:

- Require the Department of Education to identify a no-cost human trafficking awareness training curriculum that will provide guidance on identifying students who may be victims of human trafficking and on the requirements and procedures for reporting; and
- Require school districts to ensure that instructional personnel, school administrators, and staff who come into contact with students receive this training, either in-person or online.

The amendment also clarifies that charter schools must comply with requirements on human trafficking.

B. Amendments:

None.



375666

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2025	.	
	.	
	.	
	.	

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

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Section 1006.481, Florida Statutes, is created
to read:

1006.481 Human trafficking awareness training.-

(1) No later than December 1, 2025, the Department of
Education shall identify a free training curriculum regarding
human trafficking awareness, which must include all of the



375666

11 following:

12 (a) The definition of human trafficking and the difference
13 between sex trafficking and labor trafficking.

14 (b) Guidance specific to the public education sector
15 concerning how to identify students who may be victims of human
16 trafficking.

17 (c) Guidance concerning the role of employees of the public
18 school system in reporting and responding to suspected human
19 trafficking.

20 (d) A protocol for reporting suspected human trafficking,
21 which must require that suspicion of human trafficking of a
22 child be reported to the Department of Children and Families or
23 the Florida Human Trafficking Hotline at either entity's
24 designated telephone number.

25 (2) The training curriculum may be conducted either in-
26 person or online.

27 (3) Each public school shall require that all instructional
28 personnel under s. 1012.01(2), administrative personnel under s.
29 1012.01(3)(c), and educational support personnel under s.
30 1012.01(6) who have contact with students must have received
31 training on human trafficking awareness. Each employee must
32 submit to the school an acknowledgment of having received the
33 training, which must be retained by the school.

34 Section 2. Paragraph (b) of subsection (16) of section
35 1002.33, Florida Statutes, is amended to read:

36 1002.33 Charter schools.—

37 (16) EXEMPTION FROM STATUTES.—

38 (b) Additionally, a charter school shall be in compliance
39 with the following statutes:



375666

- 40 1. Section 286.011, relating to public meetings and
41 records, public inspection, and criminal and civil penalties.
- 42 2. Chapter 119, relating to public records.
- 43 3. Section 1003.03, relating to the maximum class size,
44 except that the calculation for compliance pursuant to s.
45 1003.03 shall be the average at the school level.
- 46 4. Section 1012.22(1)(c), relating to compensation and
47 salary schedules.
- 48 5. Section 1012.33(5), relating to workforce reductions.
- 49 6. Section 1012.335, relating to contracts with
50 instructional personnel hired on or after July 1, 2011.
- 51 7. Section 1012.34, relating to the substantive
52 requirements for performance evaluations for instructional
53 personnel and school administrators.
- 54 8. Section 1006.12, relating to safe-school officers.
- 55 9. Section 1006.07(7), relating to threat management teams.
- 56 10. Section 1006.07(9), relating to School Environmental
57 Safety Incident Reporting.
- 58 11. Section 1006.07(10), relating to reporting of
59 involuntary examinations.
- 60 12. Section 1006.1493, relating to the Florida Safe Schools
61 Assessment Tool.
- 62 13. Section 1006.07(6)(d), relating to adopting an active
63 assailant response plan.
- 64 14. Section 943.082(4)(b), relating to the mobile
65 suspicious activity reporting tool.
- 66 15. Section 1012.584, relating to youth mental health
67 awareness and assistance training.
- 68 16. Section 1001.42(4)(f)2., relating to middle school and



375666

69 high school start times. A charter school-in-the-workplace is
70 exempt from this requirement.

71 17. Section 1006.481, relating to training on human
72 trafficking awareness.

73 Section 3. This act shall take effect July 1, 2025.

74

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

76 And the title is amended as follows:

77 Delete everything before the enacting clause
78 and insert:

79

A bill to be entitled

80

An act relating to human trafficking awareness;

81

creating s. 1006.481, F.S.; requiring the Department

82

of Education to identify a curriculum regarding human

83

trafficking awareness; specifying required components

84

of the curriculum; authorizing in-person or online

85

training; requiring public schools to require that

86

certain personnel have received certain training;

87

requiring school employees to acknowledge completion

88

of training; amending s. 1002.33, F.S.; requiring

89

charter schools to comply with requirements for human

90

trafficking awareness training; providing an effective

91

date.

By Senator Avila

39-01350B-25

2025444__

1 A bill to be entitled
 2 An act relating to human trafficking awareness;
 3 creating s. 1006.481, F.S.; requiring public schools
 4 to designate a member of the administrative personnel
 5 to provide annual training regarding human trafficking
 6 awareness to specified employees; requiring employees
 7 who receive such training to submit an acknowledgment
 8 to the school; requiring schools to keep the
 9 acknowledgments filed electronically; requiring each
 10 school district to provide the curriculum for such
 11 training and to submit such curriculum to the
 12 Department of Education for approval; providing
 13 requirements for the training; providing an effective
 14 date.
 15
 16 Be It Enacted by the Legislature of the State of Florida:
 17
 18 Section 1. Section 1006.481, Florida Statutes, is created
 19 to read:
 20 1006.481 Human trafficking awareness training.-
 21 (1) Each public school shall designate a member of the
 22 administrative personnel as defined in s. 1012.01(3) to provide
 23 annual training regarding human trafficking awareness to
 24 instructional personnel as defined in s. 1012.01(2), other
 25 administrative personnel, school nurses and school doctors as
 26 identified in s. 1012.01(6), and any other personnel deemed by
 27 the designated administrative personnel member to have regular
 28 contact with students. Such training must also be provided for
 29 new employees in such positions within 90 days after they begin

Page 1 of 2

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

39-01350B-25

2025444__

30 their employment. Each employee must submit to the school-
 31 designated member of the administrative personnel a signed and
 32 dated acknowledgment of having received the training. The school
 33 shall keep such acknowledgment filed electronically.
 34 (2) Each school district shall provide to the designated
 35 administrative personnel a comprehensive training curriculum for
 36 the annual training described in subsection (1). Such curriculum
 37 must be submitted to the Department of Education for approval
 38 and must include all of the following:
 39 (a) The definition of human trafficking and the difference
 40 between sex trafficking and labor trafficking.
 41 (b) Guidance specific to the public education sector
 42 concerning how to identify students who may be victims of human
 43 trafficking.
 44 (c) Guidance concerning the role of employees of the public
 45 school system in reporting and responding to suspected human
 46 trafficking.
 47 (d) A protocol for reporting suspected human trafficking
 48 which must require that suspicion of human trafficking of a
 49 child be reported to the Department of Children and Families or
 50 the Florida Human Trafficking Hotline at either entity's
 51 designated telephone number.
 52 Section 2. This act shall take effect July 1, 2025.

Page 2 of 2

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



SENATOR BRYAN AVILA

39th District

THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

Avila.bryan.web@flsenate.gov

COMMITTEES:

COMMITTEES:

Finance and Tax, *Chair*

Transportation, *Vice Chair*

Appropriations Committee on Transportation,

Tourism, and Economic Development

Environmental and Natural Resources

Ethics and Elections

Fiscal Policy

Rules

April 1, 2025

The Honorable Senator Danny Burgess
The Florida Senate
201 The Capitol
404 South Monroe Street
Tallahassee, Florida 32399-1100

REF: Request to be Heard

Honorable Chair Danny Burgess,

I respectfully request SB 444 Human Trafficking be placed on the next committee agenda.

SB 444 Human Trafficking Requires public schools to designate a member of the administrative personnel to provide annual training regarding human trafficking awareness to specified employees; requiring employees who receive such training to submit an acknowledgment to the school; requiring schools to keep the acknowledgments filed electronically.

Sincerely,

A handwritten signature in blue ink that reads "Bryan Avila".

Bryan Avila
Senator
District 39

CC: Tim Elwell, Staff Director
Amanda Fountain, Committee Administrative Assistant
Jonathan Till, Legislative Aide

The Florida Senate

APPEARANCE RECORD

SB444

Bill Number or Topic

10 Apr 25

Meeting Date

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

Approp. on Pre-K-12

Committee

Amendment Barcode (if applicable)

Name Christopher Holton

Phone 504-234-8857

Address 2020 Pennsylvania Ave.

Street

Email Holton@centerforsecuritypolicy.org

Washington

DC

20005

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:

Center for Security Policy

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB444

4/10/25 Meeting Date

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

Bill Number or Topic

Appropriations Committee k-12 Education Committee

Amendment Barcode (if applicable)

Name Lauren Evans + Terara Fields

Phone (850) 294-2300

Address 425 W. Jefferson St. Street

Email tw10c@fsu.edu

Tallahassee FL 32306 City State 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)

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

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/CS/SB 650

INTRODUCER: Appropriations Committee on Pre-K - 12 Education; Transportation Committee; and Senators Leek and Rouson

SUBJECT: Hazardous Walking Conditions

DATE: April 14, 2025

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Shutes</u>	<u>Vickers</u>	<u>TR</u>	<u>Fav/CS</u>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<u>Fav/CS</u>
3.	_____	_____	<u>RC</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/SB 650 expands the criteria for identifying hazardous walking conditions for public elementary school students to include walkway that is along a limited access..

The bill may have an indeterminate negative fiscal impact on local governments. **See Section V. Fiscal Impact Statement.**

This bill takes effect July 1, 2025.

II. Present Situation:

Hazardous Walking Conditions

Hazardous walking conditions are classified based on statutory criteria for walkways that are parallel or perpendicular to a road, as well as for crossings over the road at uncontrolled sites that students must use to walk to and from school.¹

¹ Section 1006.23(2), F.S.

The purpose of identifying hazardous walking conditions is to ensure that public school students, whose grade level does not exceed grade six² and who live within two miles of their school are eligible for state transportation funding if they walk to school and are subjected to such conditions.³ State funds are generally not allocated for transporting these students unless a hazardous walking condition is identified.⁴

The following statutory criteria define hazardous walking conditions for walkways parallel to the road.

Walkways Parallel to the Road

A hazardous walking condition exists for walkways parallel to the road when there is less than a four-foot wide surface adjacent to the road for students to walk, not including drainage ditches, sluiceways, swales, or channels. Additionally, if the road is uncurbed and has a posted speed limit of 50 miles per hour or greater, the walking surface must be set back at least three feet from the edge of the road, or it will be identified as a hazardous walking condition.

A condition on a parallel walkway may not be designated as hazardous if:

- The volume of traffic on the road is less than 180 vehicles per hour, per direction, during the time when students walk to and from school; or
- The road is located in a residential area with a posted speed limit of 30 miles per hour or less.⁵

Inspecting, Determining, and Reporting Hazardous Walking Conditions

Identification of hazardous walking conditions begins when the district school superintendent requests a review of a condition perceived to be hazardous for students who live within the two-mile limit of a school and who walk to school.

Once a request for review is received, the perceived hazardous walking condition must be jointly inspected by a representative of the:

- school district;
- state or local governmental entity with jurisdiction over the location; and
- either a municipal police department, the sheriff's office, or the Florida Department of Transportation (FDOT).

Under current law, the governmental representatives must determine whether the condition constitutes a hazardous walking condition. If the governmental representatives concur that a condition constitutes a hazardous walking condition, the governmental entity with jurisdiction must report that determination in writing to the superintendent, who then initiates a formal request for correction.

² Section 1006.23(1), F.S.

³ Section 1006.23(4), F.S.

⁴ Section 1011.68(1), F.S.

⁵ Section 1006.23(2), F.S.

If the governmental representatives are unable to reach a consensus, the reasons for lack of consensus are reported to the superintendent, who must provide a report and recommendation to the district school board. The board may initiate a proceeding under Chapter 86 of the Florida Statutes, to determine whether the condition constitutes a hazardous walking condition after providing at least 30 days' notice to the state or local governmental entity having jurisdiction over the road.⁶

Roadway Definitions and Access

The FDOT Design Manual sets forth design criteria, as well as procedures, for all new construction, reconstruction, and resurfacing projects on the State Highway System and the National Highway System. The manual utilizes a functional classification that groups streets and highways into classes, or systems, according to the character of service they are intended to provide. Relevant definitions include:

- *Freeway*: A freeway is a divided highway that provides full control of access (i.e. limited access) and is intended for long distance trips.
- *Expressway*: Expressways are freeways situated in major metropolitan areas with primary service for commuters; and may or may not be tolled.
- *Ramp*: A turning roadway that connects a freeway to a crossing roadway within an interchange.⁷

Section 316.091, F.S., prohibits the operation of a bicycle or other human-powered vehicle on the roadway or along the shoulder of a limited access highway, including bridges, unless official signs and a designated, marked bicycle lane are present at the entrance of the section of highway indicating that such use is permitted pursuant to a pilot program of the FDOT.⁸

Safe Routes to School Program

The Safe Routes to School (SRTS) is a statewide program funded by the FDOT. Its goal is to make it safer for more children to walk and bicycle to school. The program provides funding for roadway improvement projects that improve safety near schools. The program funds projects that address unsafe or lack of infrastructure, as well as programs that promote walking and bicycling through education/encouragement programs aimed at children, parents, and the community.⁹

A 2022 OPPAGA report found that for Fiscal Years 2016-2017 through 2021-2022, FDOT allocated approximately \$40 million to 30 school districts for 109 SRTS projects. Most of the SRTS projects involved the construction of sidewalks.¹⁰

⁶ Section 1006.23(3), F.S.

⁷ Florida Department of Transportation, *FDOT Design Manual 2025*, at 1, available at https://fdotwww.blob.core.windows.net/sitefinity/docs/default-source/roadway/fdm/2025/2025-fdm-complete.pdf?sfvrsn=624b0e74_10

⁸ Section 316.091(4), F.S.

⁹ Florida Department of Transportation, *What is Florida SRTS?*, available at <https://www.fdot.gov/projects/floridasrts/florida-safe-routes-to-school/what-is-florida-srts> (last visited March 22, 2025).

¹⁰ OPPAGA, *Hazardous Walking Conditions in Florida: A 2022 Analysis* (2022), at 45, available at <https://ricksblog.biz/wp-content/uploads/2022/08/OPPAGA-Research-Hazardous-Walking-Conditions-07-26-2022.pdf> (last visited March 22, 2025).

III. Effect of Proposed Changes:

The bill expands the criteria for identifying hazardous walking conditions for public elementary school students who use walkways parallel to the road to walk to and from school. The bill adds that a walkway is also considered hazardous if it is along a street or highway that is specifically designed for through traffic, and over, from, or to which owners or occupants of abutting land have no right of access. Such highways or streets may be facilities from which trucks, buses, and other commercial vehicles are excluded, or they may be facilities open to use by all customary forms of street and highway traffic.

It is unclear from the bill, but local school districts may be required to purchase additional buses for increased transportation services for students who currently use walkways that would be considered hazardous under the requirements of the bill.

The effective date of the bill is 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:**

The bill could increase the number of students eligible for school transportation services. As a result, school districts may incur costs related to the purchase of additional buses for increased transportation services. Thus, the bill could have an indeterminate negative fiscal impact on local government expenditures.

VI. **Technical Deficiencies:**

None.

VII. **Related Issues:**

None.

VIII. **Statutes Affected:**

This bill amends section 1006.23 of the Florida Statutes.

IX. **Additional Information:**

A. **Committee Substitute – Statement of Changes:**

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

CS/CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:

The committee substitute modifies the bill to specify a walkway that is along a limited access facility shall be included as a hazardous walking condition.

CS by Transportation on March 12, 2025:

The committee substitute removed the reference in the bill related to expressways.

B. **Amendments:**

None.



786020

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2025	.	
	.	
	.	
	.	

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

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Paragraph (a) of subsection (2) of section
1006.23, Florida Statutes, is amended to read:

1006.23 Hazardous walking conditions.—

(2) HAZARDOUS WALKING CONDITIONS.—

(a) *Walkways parallel to the road.*—

1. It shall be considered a hazardous walking condition



786020

11 with respect to any road along which students must walk in order
12 to walk to and from school if there is not an area at least 4
13 feet wide adjacent to the road, not including drainage ditches,
14 sluiceways, swales, or channels, having a surface upon which
15 students may walk without being required to walk on the road
16 surface or if the walkway is along a limited access facility as
17 defined in s. 334.03(12). In addition, whenever the road along
18 which students must walk is uncurbed and has a posted speed
19 limit of 50 miles per hour or greater, the area as described
20 above for students to walk upon shall be set off the road by no
21 less than 3 feet from the edge of the road.

22 2. Subparagraph 1. does not apply when the road along which
23 students must walk:

24 a. Is a road on which the volume of traffic is less than
25 180 vehicles per hour, per direction, during the time students
26 walk to and from school; or

27 b. Is located in a residential area and has a posted speed
28 limit of 30 miles per hour or less.

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

30
31 ===== T I T L E A M E N D M E N T =====

32 And the title is amended as follows:

33 Delete everything before the enacting clause
34 and insert:

35 A bill to be entitled
36 An act relating to hazardous walking conditions;
37 amending s. 1006.23, F.S.; revising the criteria that
38 determine a hazardous walking condition for public
39 school students; providing an effective date.

By the Committee on Transportation; and Senators Leek and Rouson

596-02315-25

2025650c1

1 A bill to be entitled
 2 An act relating to hazardous walking conditions;
 3 amending s. 1006.23, F.S.; revising the criteria that
 4 determine a hazardous walking condition for public
 5 school students; providing an effective date.
 6
 7 Be It Enacted by the Legislature of the State of Florida:
 8
 9 Section 1. Paragraph (a) of subsection (2) of section
 10 1006.23, Florida Statutes, is amended to read:
 11 1006.23 Hazardous walking conditions.—
 12 (2) HAZARDOUS WALKING CONDITIONS.—
 13 (a) *Walkways parallel to the road.*—
 14 1. It shall be considered a hazardous walking condition
 15 with respect to any road along which students must walk in order
 16 to walk to and from school if there is not an area at least 4
 17 feet wide adjacent to the road, not including drainage ditches,
 18 sluiceways, swales, or channels, having a surface upon which
 19 students may walk without being required to walk on the road
 20 surface or if the walkway is along a freeway, including any
 21 entrance ramp, exit ramp, or interchange, regardless of the
 22 posted speed limit. In addition, whenever the road along which
 23 students must walk is uncurbed and has a posted speed limit of
 24 50 miles per hour or greater, the area as described above for
 25 students to walk upon shall be set off the road by no less than
 26 3 feet from the edge of the road.
 27 2. Subparagraph 1. does not apply when the road along which
 28 students must walk:
 29 a. Is a road on which the volume of traffic is less than

Page 1 of 2

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

596-02315-25

2025650c1

30 180 vehicles per hour, per direction, during the time students
 31 walk to and from school; or
 32 b. Is located in a residential area and has a posted speed
 33 limit of 30 miles per hour or less.
 34 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: March 12, 2025

I respectfully request that **Senate Bill #650**, relating to Hazardous Walking Conditions, be placed on the:

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

Sincerely,

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

Sen. Tom Leek
Florida Senator, District 7

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 754

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

SUBJECT: International Baccalaureate Bonus Funding

DATE: April 10, 2025 REVISED: _____

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

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

I. Summary:

CS/SB 754 sets a grade of “C” or higher in Theory of Knowledge to be used in addition to International Baccalaureate (IB) examinations to calculate additional full-time equivalent membership funds for school districts and to generate bonuses for IB teachers.

This bill does not have a fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill is effective July 1, 2025.

II. Present Situation:

Established in 1968 in Geneva, Switzerland, the International Baccalaureate (IB) programme is designed to develop well-rounded individuals who can respond to today’s challenges.¹ As of October 2024, IB programmes were being offered at over 5,900 schools in over 160 countries to more than 1.95 million students throughout all regions of the world.² The IB programme offers four different programmes to students aged three to 19:

- Primary Years Programme;
- Middle Years Programme;

¹ International Baccalaureate, *About the IB*, <https://www.ibo.org/about-the-ib/>, (last visited Mar. 22, 2025).

² International Baccalaureate, *Facts and Figures*, <https://www.ibo.org/about-the-ib/facts-and-figures/>, (last visited Mar. 22, 2025).

- Career-related Programme; and
- Diploma Programme.³

The IB Diploma was established in 1968 as the first IB programmes offered for students aged 16 to 19, consisting of six subject area groups and three core courses.⁴ The IB Diploma curriculum offers courses that students can select from in the following six subject groups:

- Studies in language and literature;
- Language acquisition;
- Individuals and societies;
- Sciences;
- Mathematics; and
- Arts.

Students take a minimum of three or a maximum of four Higher Level (HL) courses and the remaining courses at Standard Level (SL). Additionally, all students enrolled in the IB Diploma Programme must successfully complete the diploma core components which include:

- Theory of Knowledge;
- The Extended Essay; and
- Creativity, activity, service.

The IB examination scores range from one to seven (scores from four to seven are typically considered passing) for each of the six subject groups. The Theory of Knowledge and Extended Essay diploma core components are awarded individual grades from A (excellent) to E (fail) and collectively can contribute up to three bonus points towards earning the IB diploma.⁵ IB diplomas are awarded to students who earn at least 24 points from the course's corresponding examinations and the available bonus points from the core components. However, students cannot fail either the Theory of Knowledge and Extended Essay diploma core components and must complete the creativity, activity and service (not scored) component to be awarded the IB diploma.⁶

According to the Department of Education (DOE), there were 17,262 students enrolled in IB programs in 2024-2025 in grades nine through 12.⁷

The Florida Education Finance Program (FEFP) provides a funding incentive for school districts with students in IB courses who successfully complete IB examinations or earn an IB diploma. School districts and schools can earn a value of 0.16 full-time equivalent student membership within the FEFP for each student enrolled in an IB course who receives a score of four or higher on a subject examination. An additional value of 0.3 full-time equivalent student membership is added for each student who receives an IB diploma.

³ International Baccalaureate, *Programme*, <https://www.ibo.org/programmes/>, (last visited Mar. 22, 2025).

⁴ International Baccalaureate, *Diploma Programme*, <https://www.ibo.org/programmes/diploma-programme/>, (last visited March 22, 2025).

⁵ International Baccalaureate, *DP curriculum*, <https://www.ibo.org/programmes/diploma-programme/curriculum/>, (last visited March 22, 2025).

⁶ Email, Florida League of IB Schools (Mar. 6, 2025).

⁷ Florida Department of Education, *Report Cards – Accelerated Course Enrollment (2024-2025)*, <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=00> (last visited Mar. 22, 2025).

Additionally, school districts are required to distribute bonuses to IB teachers as follows:

- \$50 for each student taught in an IB course who earns a score of four higher on the IB examination.
- Additional bonuses of \$500 to each IB teacher who teaches in a “D” or “F” rated school and who has at least one student scoring four or higher on the IB examination.⁸

In the most recent FEFP calculation, 3,660.48 weighted FTE were counted for the IB exam as add on FTE.⁹

III. Effect of Proposed Changes:

This bill modifies s. 1011.62, F.S., to include a grade of “C” or higher in Theory of Knowledge in the calculation of additional full-time equivalent membership based on International Baccalaureate (IB) examination scores of students.

The bill also includes a grade of “C” or higher in Theory of Knowledge to be used to provide IB teacher bonuses for students taught and additional bonuses for IB teachers in “D” or “F” rated schools based on student performance.

The bill is likely to increase the funding to school districts that have an IB program based on the additional IB core component (Theory of Knowledge) that is currently not included in funding calculations or for the award of bonuses to IB teachers.

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.

⁸ Section 1012.62(1), F.S.

⁹ Florida Department of Education, *Florida Education Finance Program (2024-2025)*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/24-25FEFP2ndCalc.pdf>.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill does not have an impact on state expenditures but may impact the funds received by school districts under the Florida Educational Finance Program (FEFP). The bill expands the core components that qualify for receipt of additional funding for IB programs. This may increase the number of full-time equivalent (FTE) student membership calculated for students successfully completing the Theory of Knowledge, which could shift funds within the FEFP toward school districts with IB programs.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1011.62 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 11, 2025:

The committee substitute provides clarifying language specifying that grades of “C” or higher in Theory of Knowledge from the International Baccalaureate (IB) core components are required to be used for additional FTE membership calculation for students enrolled in Florida school districts and for awarding IB teacher bonuses.

B. Amendments:

None.

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

581-02306-25

2025754c1

A bill to be entitled

An act relating to International Baccalaureate bonus funding; amending s. 1011.62, F.S.; revising the requirements for the calculation of additional full-time equivalent membership and certain bonuses based on International Baccalaureate examination scores of students to include students who earn a minimum grade in a specified course; providing an effective date.

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

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

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

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

(1) *Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination, or a grade of "C" or higher in

Page 1 of 3

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

581-02306-25

2025754c1

Theory of Knowledge. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional learning for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate

Page 2 of 3

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

581-02306-25

2025754c1

59 instruction:

60 1. A bonus in the amount of \$50 for each student taught by
61 the International Baccalaureate teacher in each International
62 Baccalaureate course who receives a score of 4 or higher on the
63 International Baccalaureate examination, or a grade of "C" or
64 higher in Theory of Knowledge.

65 2. An additional bonus of \$500 to each International
66 Baccalaureate teacher in a school designated with a grade of "D"
67 or "F" who has at least one student scoring 4 or higher on the
68 International Baccalaureate examination, or a grade of "C" or
69 higher in Theory of Knowledge, regardless of the number of
70 classes taught or of the number of students scoring a 4 or
71 higher on the International Baccalaureate examination, or a
72 grade of "C" or higher in Theory of Knowledge.

73

74 Bonuses awarded under this paragraph shall be in addition to any
75 regular wage or other bonus the teacher received or is scheduled
76 to receive. For such courses, the teacher shall earn an
77 additional bonus of \$50 for each student who has a qualifying
78 score.

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



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Health Policy, *Chair*
Judiciary, *Vice Chair*
Agriculture
Appropriations Committee on Agriculture, Environment,
and General Government
Appropriations Committee on Health
and Human Services
Banking and Insurance
Fiscal Policy
Rules

SENATOR COLLEEN BURTON

12th District

March 12, 2025

The Honorable Danny Burgess
411 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399

Chair Burgess,

I respectfully request SB 754 International Baccalaureate Bonus Funding on your Appropriations Committee on Pre-K – 12 Education agenda at your earliest convenience.

Thank you for your consideration.

Regards,

A handwritten signature in blue ink that reads "Colleen Burton".

Colleen Burton
State Senator, District 12

CC: Tim Elwell; Staff Director
Amanda Fountain, Committee Administrative Assistant

REPLY TO:

- 1375 Havendale Blvd., NW Winter Haven, Florida 33881 (863) 413-1529
- 408 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5012

Senate's Website: www.flsenate.gov

Ben Albritton
President of the Senate

Jason Brodeur
President Pro Tempore

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 1102

INTRODUCER: Senator Calatayud

SUBJECT: School Readiness Program

DATE: April 10, 2025

REVISED: _____

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

I. Summary:

SB 1102 expands criteria for eligibility for children with special needs served in the School Readiness (SR) program and provides specific accountability and training criteria for SR providers to be eligible to receive a special needs differential allocation.

This bill does not have an immediate fiscal impact on state expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect on July 1, 2027.

II. Present Situation:

School Readiness Program

Overview

Florida’s School Readiness (SR) program offers low-income families financial assistance to facilitate access to high-quality childcare and early education for their children while parents work or participate in job training. The Division of Early Learning (DEL), under the Department of Education (DOE), administers the program at the state level while early learning coalitions (ELCs) administer the SR program at the county and regional levels. Funding comes from four sources including the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant, and the State of Florida.¹

The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills. The program gives children

¹ Florida Department of Education, *Division of Early Learning 2023–2024 Annual Report (2024)*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf> (last visited Mar. 19, 2025).

access to a quality early learning environment and supports parents with information about child development and family engagement. The quality environment of each SR provider is measured by the administration of a widely recognized tool that assesses the interactions between adults and children in the classroom.

The SR program uses the Classroom Assessment Scoring System[®] (CLASS) to measure the quality of teacher-child interactions in SR programs. In Fiscal Year 2023–2024, 4,699 SR providers participated in CLASS. Providers, unless exempt, must receive a score of at least 4.00 on the CLASS to be eligible to be eligible for a SR contract. In Fiscal Year 2023–2024, almost 99 percent (4,642) of participating SR providers met the minimum contracting threshold by scoring 4.00 or higher on CLASS.

In Fiscal Year 2023–2024, there were 212,062 children participating in the SR program at 6,889 early learning providers. Total expenditures were \$990 million, which included \$36 million in administrative expenses, \$59 million in non-direct services expenditures, and \$80 million in quality expenditures.²

School Readiness Eligibility and Priorities

Florida statute defines “economically disadvantaged” as having a family income that does not exceed 150 percent of the federal poverty level and includes being a child of a working migratory family as defined by 34 C.F.R. s. 200.81(d) or (f) or an agricultural worker who is employed by more than one agricultural employer during the course of a year, and whose income varies according to weather conditions and market stability.³ The definition is used to determine eligibility for and priority status in the SR program.

Each ELC is required to give priority to receive services under the SR program as follows:

- Children under the age of 13 from a family that includes a parent who is receiving temporary cash assistance and is subject to the federal work requirements or a parent who has an Intensive Service Account or an Individual Training Account.
- An at-risk child younger than nine years of age.
- Subsequent priority is given based on the ELC’s local priorities to children who meet the following criteria:
 - A child from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school who is from a working family that is economically disadvantaged.
 - A child of a parent who transitions from the work program into employment from birth to the beginning of the school year for which the child is eligible for admission to kindergarten.
 - An at-risk child who is at least nine years of age but younger than 13 years of age. However, an at-risk child whose sibling is enrolled in the SR program within a specific eligibility priority category shall be given priority over other children who are eligible.
 - A child who is younger than 13 years of age from a working family that is economically disadvantaged.

² Florida Department of Education, *Division of Early Learning 2023–2024 Annual Report (2024)*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf> (last visited Mar. 19, 2025).

³ Section 1002.81(6), F.S.

- A child of a parent who transitions from the work program into employment who is younger than 13 years of age.
- A child who has special needs and has been determined eligible as a student with a disability who has a current individual education plan (IEP) with a Florida school district and is not younger than three years of age.
- A child who otherwise meets one of the first two eligibility criteria but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program (VPK).⁴

School Readiness Funding

Each ELC is required to establish a parent sliding fee scale that provides for a parent copayment that is not a barrier to families receiving SR program services. Coalitions may waive copayments for at-risk children or temporarily waive the copayment children whose family income is at or below the federal poverty level. Coalitions may also waive copayments for a child whose family experiences a natural disaster or an event that limits the parent's ability to pay including:

- Incarceration;
- Placement in residential treatment;
- Becoming homeless;
- An emergency situation such as a household fire or burglary; or
- While the parent is participating in parenting classes or participating in an Early Head Start program or Head Start Program.⁵

A parent may not transfer SR program services to another SR program provider until the parent has submitted documentation from the current provider to the ELC stating that the parent has satisfactorily fulfilled the copayment obligation.⁶

Each ELC is required to distribute the SR program funds as allocated in the General Appropriations Act (GAA) to the eligible providers. All instructions to ELCs for distributing the SR program funds to eligible providers come from the DOE in accordance with the policies of the Legislature.⁷

All state, federal, and local matching funds provided to an ELC are to be used for implementation of its approved SR program plan, including the hiring of staff to effectively operate the SR program.⁸

Costs for the SR program must be kept to the minimum necessary for the efficient and effective administration of the SR program with the highest priority of expenditure being direct services for eligible children. No more than five percent of the funds allocated in the general appropriations act may be used for administrative costs and no more than 22 percent of the funds

⁴ Section 1002.87(1), F.S.

⁵ Section 1002.84(9), F.S.

⁶ *Id.*

⁷ Section 1002.84(17), F.S.

⁸ Section 1002.89(3), F.S.

allocated may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services.⁹

Gold Seal Quality Care Program Allocation.

The Gold Seal Quality Care Program allocation provides eligible SR program providers with the established rate differential. A childcare facility which achieves Gold Seal Quality status and which participates in the School Readiness program shall receive a minimum of a 20 percent rate differential for each enrolled School Readiness child by care level and unit of childcare.¹⁰

Subject to legislative appropriation, all expenditures from the Gold Seal Quality Care Program allocation are required to be used by the DOE to help meet federal targeted requirements for improving quality to the extent allowable in the state's approved Child Care and Development Fund Plan.¹¹

Differential Payment Program Allocation.

The differential payment program allocation provides eligible SR program providers the differential pay¹² established by the DOE. Subject to legislative appropriation, all expenditures from the differential payment program allocation must be used by the DOE to help meet federal targeted requirements for improving quality to the extent allowable in the state's approved Child Care and Development Fund Plan.¹³

Special Needs Differential Allocation.

The special needs differential allocation provides assistance to eligible SR program providers to implement the special needs rate provisions defined in the state's approved Child Care and Development Fund Plan. Subject to legislative appropriation, each early learning coalition must be reimbursed based on actual expenditures. All expenditures from the special needs differential allocation must be used by the DOE to help meet federal targeted requirements for improving quality to the extent allowable in the state's approved plan.¹⁴

III. Effect of Proposed Changes:

This bill modifies s. 1002.87, F.S., to expand in priorities for the School Readiness (SR) program the description of a child who has special needs to include a child who requires additional accommodations beyond those required by the Americans with Disabilities Act, and requires that a child's special needs and the associated accommodations be validated by one of the following who is not the child's parent or a person employed by the childcare provider:

- A licensed health care professional.
- A licensed mental health professional.
- An educational psychologist.

⁹ Section 1002.89(4), F.S.

¹⁰ Section 1002.945(6), F.S.

¹¹ Section 1002.89(1), F.S.

¹² Section 1002.82(2)(o), F.S.

¹³ Section 1002.89(1)(c), F.S.

¹⁴ Section 1002.89(1)(d), F.S.

The bill requires the following documentation to be used in determining a child's eligibility for accommodations:

- A current individual education plan (IEP) with a Florida school district.
- A current individualized family support plan (IFSP).
- A determination of required accommodations.

The bill allows an SR provider to be eligible to receive additional funding through the special needs differential for an eligible child.

The bill modifies s. 1002.89(1), F.S., to provide eligibility requirements that must be met by July 1, 2027, in order for SR providers to receive additional funding under the special needs differential allocation that include:

- Meeting or exceeding the minimum CLASS composite score for contracting.
- Completing training on early identification of social and communication delays specified by the Department of Education (DOE).
- Completing 10 hours of training in inclusive early childhood or inclusive school-age education practices within the preceding two-year period.
- Completing an additional 10 hours of training in each subsequent five-year period as required by the DOE.

The bill takes effect on July 1, 2027.

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:

As the implementation of the bill does not occur until 2027, there is no immediate impact for the 2025–2026 fiscal year. For Fiscal Year 2025–2026 and annually thereafter, the fiscal impact to state expenditures would be an estimated \$6.7 million, if every potentially eligible child were to qualify for and receive the special needs differential. It is unknown how many additional providers/children, if any, would qualify for and receive the special needs differential. This population may receive services through other sources, reducing the potential fiscal impact.

VI. Technical Deficiencies:

None.

VII. Related Issues:**Section 1**

The bill prohibits a child’s parent from being able to validate special needs and accommodations. The bill sponsor may consider expanding the prohibition to include relatives of the child.

The bill requires “a determination of required accommodations” to determine a child’s eligibility for accommodations. It is unclear if this determination is the documentation resulting from validation by a licensed health care professional, a licensed mental health professional, or an educational psychologist.

Section 2

The bill specifies that an SR provider must complete various training. The bill sponsor may wish to specify the individual who must complete the training: the owner/operator of a provider or all employees of the provider.

The bill specifies that to receive funding through the special needs differential in 2027, an SR provider must complete an additional 10 hours of training in a subsequent five-year period. Such a timeline is inconsistent with an annual award. In order to provide for annual eligibility for the special needs differential, the sponsor may wish to specify two hours of training per year.

In order to authorize SR providers to complete the required two years of training by 2027, the bill sponsor may wish to make the effective date of the bill July 1, 2025.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1002.87 and 1002.89.

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 Calatayud

38-01371A-25

20251102__

1 A bill to be entitled
 2 An act relating to the school readiness program;
 3 amending s. 1002.87, F.S.; revising the criteria for a
 4 child to receive priority for participation in the
 5 school readiness program; amending s. 1002.89, F.S.;
 6 providing requirements for a school readiness program
 7 provider to be eligible for specified funding
 8 beginning on a specified date; providing an effective
 9 date.

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

12
 13 Section 1. Paragraph (c) of subsection (1) and subsection
 14 (2) of section 1002.87, Florida Statutes, are amended to read:
 15 1002.87 School readiness program; eligibility and
 16 enrollment.—
 17 (1) Each early learning coalition shall give priority for
 18 participation in the school readiness program as follows:
 19 (c) Subsequent priority shall be given, based on the early
 20 learning coalition's local priorities identified under s.
 21 1002.85(2)(i), to children who meet the following criteria:
 22 1. A child from birth to the beginning of the school year
 23 for which the child is eligible for admission to kindergarten in
 24 a public school under s. 1003.21(1)(a)2. who is from a working
 25 family that is economically disadvantaged, and may include such
 26 child's eligible siblings, beginning with the school year in
 27 which the sibling is eligible for admission to kindergarten in a
 28 public school under s. 1003.21(1)(a)2. until the beginning of
 29 the school year in which the sibling is eligible to begin 6th

Page 1 of 4

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

38-01371A-25

20251102__

30 grade, provided that the first priority for funding an eligible
 31 sibling is local revenues available to the coalition for funding
 32 direct services.
 33 2. A child of a parent who transitions from the work
 34 program into employment as described in s. 445.032 from birth to
 35 the beginning of the school year for which the child is eligible
 36 for admission to kindergarten in a public school under s.
 37 1003.21(1)(a)2.
 38 3. An at-risk child who is at least 9 years of age but
 39 younger than 13 years of age. An at-risk child whose sibling is
 40 enrolled in the school readiness program within an eligibility
 41 priority category listed in paragraphs (a) and (b) and
 42 subparagraph 1. shall be given priority over other children who
 43 are eligible under this paragraph.
 44 4. A child who is younger than 13 years of age from a
 45 working family that is economically disadvantaged.
 46 5. A child of a parent who transitions from the work
 47 program into employment as described in s. 445.032 who is
 48 younger than 13 years of age.
 49 6. A child who has special needs ~~and~~ has been determined
 50 eligible as a student who requires additional accommodations
 51 beyond those required by the Americans with Disabilities Act.
 52 The child's special needs and associated accommodations must be
 53 validated by a licensed health care professional, a licensed
 54 mental health professional, or an educational psychologist. Such
 55 person may not be the child's parent or a person employed by a
 56 child care provider. The following documentation must be used to
 57 determine the child's eligibility for such accommodations:
 58 a. with a disability, has A current individual education

Page 2 of 4

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

38-01371A-25 20251102__

59 plan with a Florida school district; ~~and is not younger than 3~~
 60 ~~years of age.~~

61 b. A current individualized family support plan;
 62 c. A diagnosed special need; or
 63 d. A determination of required accommodations ~~needs child~~
 64 ~~eligible under this paragraph remains eligible until the child~~
 65 ~~is eligible for admission to kindergarten in a public school~~
 66 ~~under s. 1003.21(1)(a)2.~~

67 7. A child who otherwise meets one of the eligibility
 68 criteria in paragraphs (a) and (b) and subparagraphs 1. and 2.
 69 but who is also enrolled concurrently in the federal Head Start
 70 Program and the Voluntary Prekindergarten Education Program.

71 (2) A school readiness program provider may be paid only
 72 for authorized hours of care provided for a child in the school
 73 readiness program. A child enrolled in the Voluntary
 74 Prekindergarten Education Program may receive care from the
 75 school readiness program if the child is eligible according to
 76 the eligibility priorities and criteria established in
 77 subsection (1). The school readiness program provider of a child
 78 who meets the requirements of subsection (6) may be eligible for
 79 additional funding through the special needs differential
 80 allocation to implement the special needs rate as determined in
 81 s. 1002.89(1)(d).

82 Section 2. Paragraph (d) of subsection (1) of section
 83 1002.89, Florida Statutes, is amended to read:

84 1002.89 School readiness program; funding.—

85 (1) DETERMINATION OF EARLY LEARNING COALITION SCHOOL
 86 READINESS PROGRAM FUNDING.—Funding for the school readiness
 87 program shall be used by the early learning coalitions in

38-01371A-25 20251102__

88 accordance with this part and the General Appropriations Act.

89 (d) *Special needs differential allocation.*—There is created
 90 the special needs differential allocation to assist eligible
 91 school readiness program providers to implement the special
 92 needs rate provisions defined in the state's approved Child Care
 93 and Development Fund Plan. Subject to legislative appropriation,
 94 each early learning coalition shall be reimbursed based on
 95 actual expenditures. All expenditures from the special needs
 96 differential allocation shall be used by the department to help
 97 meet federal targeted requirements for improving quality to the
 98 extent allowable in the state's approved plan. A school
 99 readiness program provider is eligible for funding through the
 100 allocation to implement the special needs differential rate upon
 101 meeting all of the following requirements by July 1, 2027:

102 1. The provider has met or exceeded the minimum program
 103 assessment composite score required for contracting as
 104 determined by the department, as applicable.

105 2. The provider has completed training on early
 106 identification of social and communication delays as specified
 107 by the department.

108 3. The provider has completed 10 hours of training in
 109 inclusive early childhood or inclusive school-age education
 110 practices within the preceding 2-year period with the provider
 111 completing an additional 10 hours of such training each
 112 subsequent 5-year period as specified by the department.

113 Section 3. This act shall take effect July 1, 2027.



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: March 18th, 2025

I respectfully request that **Senate Bill #1102**, relating to School Readiness Programs, be placed on the:

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

A handwritten signature in cursive script that reads "Alexis Calatayud".

Senator Alexis Calatayud
Florida Senate, District 38

April 10, 2025

Meeting Date

Appropriations PreK-12

Committee

Name Molly Grant

Address 206 B South Monroe Street

Street

Tallahassee

City

FL

State

32312

Zip

The Florida Senate

APPEARANCE RECORD

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

SB 1102

Bill Number or Topic

Amendment Barcode (if applicable)

Phone 850-982-0160

Email mgrant@aelcfl.org

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

AELC

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

1102

Bill Number or Topic

4/10/25

Meeting Date

Approps. Prek-12 Ed.

Committee

Amendment Barcode (if applicable)

Name Michele Watson

Phone 250-320-2388

Address 1203 Governor's Square Blvd. suite 102

Street

Email mwatson@facct.com

Tall.

City

FL

State

32301

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.

[x] I am a registered lobbyist, representing: Florida Alliance of children's councils ; Trusts

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

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 1122

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

SUBJECT: Florida Virtual School

DATE: April 10, 2025

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1122 makes both technical and substantive changes related to the Florida Virtual School (FLVS). These changes impact its governance, funding, reporting, and assessment requirements.

This bill does not have a fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect July 1, 2025.

II. Present Situation:

Florida Virtual School

Founded in 1997¹, the Florida Virtual School (FLVS) was established for the development and delivery of online and distance learning education. The mission of FLVS is to provide all students in Florida with technology-based educational opportunities to gain knowledge and gain the necessary skills to succeed. The FLVS is required to prioritize students:

- Who need expanded access to courses to meet their educational goals.
- Who are seeking accelerated access to graduate at least one semester early.

¹ Florida Virtual School, *About Us*, <https://www.flvs.net/about-us>, (last visited March 20, 2025).

- Who are children of an active-duty member of the United States Armed Forces who is not stationed in this state whose home of record or state of legal residence is Florida.

To ensure students are informed of opportunities offered by FLVS, the Commissioner of Education is required to provide the FLVS Board of Trustees with access to records of public school students.²

In the 2024-2025 school year, 9,035 students are enrolled in FLVS full-time in grades kindergarten through grade 12 and taught by 2,517 teachers.³ Additionally, school districts may contract with FLVS to offer an approved FLVS school district franchise for part-time or full-time students.

FLVS Governance

The FLVS is governed by a Board of Trustees (board) comprised of seven members appointed by the Governor to four-year staggered terms. Board members are public officers who bear fiduciary responsibility for the FLVS. The board is required to meet at least four times a year, upon the call of the chair or at the request of the majority of the board.

The board oversees the development of FLVS' technology-based education system, ensuring its programs are cost-effective, educationally sound, marketable, and self-sustaining through the Florida Education Finance Program. The board is also tasked with seeking avenues to generate revenue to support its future programs and any funds that are generated from patents, copyrights, trademarks, or licenses are considered internal funds. Additionally, the board may receive supplemental revenue from support organizations such as alumni associations, foundations, parent-teacher associations, and booster clubs. These organizations can recommend expenditures for FLVS, subject to review by the executive director, who has the authority to reject any spending that violates Florida law or sound educational management.

The FLVS board, like other district school boards, is responsible for administering and maintaining a personnel program for all FLVS employees. All employees of FLVS, except for temporary, seasonal, and student employees may be state employees eligible to participate in the Florida Retirement System and receive benefits. The classification and pay plan, including terminal leave and other benefits, and any amendments thereto, are subject to review and approval by the Department of Management Services and the Executive Office of the Governor prior to adoption.⁴

FLVS Required Annual Report

The board is required to annually submit to the Governor, the Legislature, the Commissioner of Education and the State Board of Education the results from their financial audit and the following:

- The operations and accomplishments of the FLVS within the state and those occurring outside the state as FLVS Global.

² Section 1002.37(1), F.S.

³ Florida Department of Education, *Know Your Schools Portal – Population and Enrollment, Overview*, <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=71>, (last visited March 20, 2025).

⁴ Section 1002.37(2), F.S.

- The marketing and operational plan for the FLVS and FLVS Global including recommendations regarding methods for improving the delivery of education through the Internet and other distance learning technology.
- The assets and liabilities of the FLVS and FLVS Global at the end of the fiscal year.
- Recommendations regarding the unit cost of providing services to students through FLVS and FLVS Global.
- Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the FLVS and FLVS Global.⁵

Assessment Requirements for FLVS Students

Public school students receiving full-time instruction in kindergarten through grade 12 by the FLVS must take all required statewide assessments and participate in the coordinated screening and progress monitoring system. Additionally, industry certification examinations, national assessments, and statewide assessments offered by the school district are required to be made available to all FLVS students. If the FLVS and a school district have not agreed upon an alternative testing site, the FLVS student may take the assessments at the school to which the student would be assigned according to district school board attendance areas. A school district is required to provide the student with access to the school's testing facilities and the date and time of the administration of progress monitoring and each examination or assessment.⁶

III. Effect of Proposed Changes:

This bill amends s. 1002.37, F.S., to make several technical and substantive changes. Specifically, the bill does the following:

- For Florida Virtual School (FLVS) governance, the bill:
 - Removes FLVS requirements to give priority to students who need expanded access to courses, students seeking accelerated access in order to earn a high school diploma a semester early, and student who are children of an active-duty member of the United States Armed Forces.
 - Authorizes the FLVS president and chief executive officer to request a meeting of the FLVS Board of Trustees (Board) and authorizes the board to enter into contract with other educational institutions and government agencies.
 - Aligns the definition of educational support employees at FLVS with current law.
 - Clarifies that FLVS employees, except for temporary, seasonal, and student employees, are state employees for the purpose of being eligible to participate in the Florida Retirement System.
- For FLVS funding, the bill authorizes the FLVS to approve and accrue supplemental revenue from a direct support organization and that expenditures from all supplemental funds be contingent upon review and approval of the FLVS president and chief executive officer.
- For the FLVS annual report to the Governor, the Legislature, the Commissioner of Education and the State Board of Education, the bill requires the FLVS to only report on the operations and accomplishments of the FLVS and deletes the reporting requirements related to:
 - The marketing and operational plan for the FLVS and FLVS Global.
 - The assets and liabilities of the FLVS and FLVS Global at the end of the fiscal year.

⁵ Section 1002.37(7), F.S.

⁶ Section 1002.37(10), F.S.

- Recommendations regarding the unit cost of providing services to students through FLVS and FLVS Global.
- Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the FLVS and FLVS Global.
- For assessment requirements, the bill clarifies that students at FLVS are eligible to participate in international assessments if they are administered at the school district. Additionally, the bill requires a school district to provide a test administrator when a student from FLVS is participating in required statewide assessments, the coordinated screening and progress monitoring system, industry certification examinations, and national assessments.

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.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1002.37 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 PreK-12 on March 17, 2025:

The committee substitute amends the bill to remove the authority of the Florida Virtual School to offer voluntary prekindergarten (VPK) programs and to receive a proportional share of the Safe Schools allocation.

- B. **Amendments:**

None.

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

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1 A bill to be entitled
 2 An act relating to the Florida Virtual School;
 3 amending s. 1002.37, F.S.; deleting provisions
 4 requiring the Florida Virtual School to give priority
 5 to certain students; requiring the Florida Virtual
 6 School to ensure that parents, in addition to
 7 students, are informed of specified information;
 8 providing that officers and employees are granted
 9 sovereign immunity in addition to the board of
 10 trustees; providing that the Florida Virtual School
 11 president and chief executive officer may call a
 12 meeting of the board of trustees; providing that the
 13 board of trustees may fund the education delivery
 14 system through supplemental funding in addition to the
 15 Florida Education Finance Program; requiring that
 16 certain funds be used to support the school's mission;
 17 authorizing the Florida Virtual School to accrue
 18 supplemental revenue from direct-support
 19 organizations; providing that certain expenditures are
 20 contingent upon review and approval by the Florida
 21 Virtual School president and chief executive officer
 22 or authorized designees, rather than the executive
 23 director; removing the executive director's
 24 authorization to override certain proposed
 25 expenditures; requiring, rather than authorizing,
 26 specified employees to be state employees for the
 27 purpose of being eligible to participate in the
 28 Florida Retirement System and to receive benefits;
 29 deleting a requirement for the board of trustees to

Page 1 of 11

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

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30 establish priorities for the admission of students;
 31 authorizing the board of trustees to enter into
 32 contracts with other educational institutions and
 33 government agencies; deleting requirements for the
 34 board of trustees to establish performance and
 35 accountability measures and report performance of
 36 school district franchises to the Commissioner of
 37 Education; deleting certain requirements relating to
 38 an audit report submitted annually by the board of
 39 trustees to specified entities; requiring that
 40 international assessments offered by the school
 41 district be made available to all Florida Virtual
 42 School students; requiring that students have access
 43 to a test administrator; making technical changes;
 44 providing an effective date.

45
 46 Be It Enacted by the Legislature of the State of Florida:

47
 48 Section 1. Paragraphs (b) and (c) of subsection (1),
 49 subsection (2), paragraph (f) of subsection (3), subsections (4)
 50 and (7), paragraph (b) of subsection (9), and paragraphs (c) and
 51 (d) of subsection (10) of section 1002.37, Florida Statutes, are
 52 amended to read:

53 1002.37 The Florida Virtual School.—

54 (1)

55 (b) The mission of the Florida Virtual School is to
 56 provide students with technology-based educational opportunities
 57 to gain the knowledge and skills necessary to succeed. The
 58 school shall serve all students ~~any student in the state~~ who

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

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59 ~~meet~~ meets the profile for success in this educational delivery
60 context and shall give priority to:

61 1. ~~Students who need expanded access to courses in order to~~
62 ~~meet their educational goals, such as home education students~~
63 ~~and students in inner city and rural high schools who do not~~
64 ~~have access to higher-level courses.~~

65 2. ~~Students seeking accelerated access in order to obtain a~~
66 ~~high school diploma at least one semester early.~~

67 3. ~~Students who are children of an active duty member of~~
68 ~~the United States Armed Forces who is not stationed in this~~
69 ~~state whose home of record or state of legal residence is~~
70 ~~Florida.~~

71 (c) To ensure parents and students are informed of the
72 opportunities offered by the Florida Virtual School, the
73 commissioner shall provide the board of trustees of the Florida
74 Virtual School access to the records of public school students
75 in a format prescribed by the board of trustees.

76
77 The board of trustees of the Florida Virtual School shall
78 identify appropriate performance measures and standards based on
79 student achievement that reflect the school's statutory mission
80 and priorities, and shall implement an accountability system for
81 the school that includes assessment of its effectiveness and
82 efficiency in providing quality services that encourage high
83 student achievement, seamless articulation, and maximum access.

84 (2) The Florida Virtual School shall be governed by a board
85 of trustees composed ~~comprised~~ of seven members appointed by the
86 Governor to 4-year staggered terms. The board of trustees shall
87 be a public agency entitled to sovereign immunity pursuant to s.

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88 768.28, and board members shall be public officers who shall
89 bear fiduciary responsibility for the Florida Virtual School.
90 The board of trustees shall have the following powers and
91 duties:

92 (a)1. The board of trustees shall meet at least 4 times
93 each year, upon the call of the board chair, ~~or~~ at the request
94 of a majority of the membership, or at the request of the
95 Florida Virtual School president and chief executive officer.

96 2. The fiscal year for the Florida Virtual School is ~~shall~~
97 ~~be~~ the state fiscal year as provided in s. 216.011(1)(q).

98 (b) The board of trustees shall be responsible for the
99 Florida Virtual School's development of a state-of-the-art
100 technology-based education delivery system that is cost-
101 effective, educationally sound, marketable, and capable of
102 sustaining a self-sufficient delivery system through the Florida
103 Education Finance Program and other supplemental funding
104 sources.

105 (c) The board of trustees shall aggressively seek avenues
106 to generate revenue to support its future endeavors, and shall
107 enter into agreements with distance learning providers. The
108 board of trustees may acquire, enjoy, use, and dispose of
109 patents, copyrights, and trademarks and any licenses and other
110 rights or interests thereunder or therein. Ownership of all such
111 patents, copyrights, trademarks, licenses, and rights or
112 interests thereunder or therein vests ~~shall vest~~ in the state,
113 with the board of trustees having full right of use and full
114 right to retain the revenues derived therefrom. Any funds
115 realized from patents, copyrights, trademarks, or licenses are
116 ~~shall be~~ considered internal funds ~~as provided in s. 1011.07.~~

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117 Such funds ~~must shall~~ be used to support the school's mission,
 118 marketing, and research, and development activities in order to
 119 improve courseware and services to its students.

120 (d) The board of trustees shall be responsible for the
 121 administration and control of all local school funds derived
 122 from all activities or sources and shall prescribe the
 123 principles and procedures to be followed in administering these
 124 funds.

125 (e) The Florida Virtual School may accrue supplemental
 126 revenue from direct-support organizations and supplemental
 127 support organizations, which include, but are not limited to,
 128 alumni associations, foundations, parent-teacher associations,
 129 and booster associations. The governing body of each direct-
 130 support and supplemental support organization shall recommend
 131 the expenditure of moneys collected by the organization for the
 132 benefit of the school. Such expenditures ~~are shall be~~ contingent
 133 upon the review and approval of the Florida Virtual School
 134 president and chief executive officer or authorized designees
 135 ~~executive director. The executive director may override any~~
 136 ~~proposed expenditure of the organization that would violate~~
 137 ~~Florida law or breach sound educational management.~~

138 (f) In accordance with law and rules of the State Board of
 139 Education, the board of trustees shall administer and maintain
 140 personnel programs for all employees of the board of trustees
 141 and the Florida Virtual School. The board of trustees may adopt
 142 ~~rules, policies, and procedures~~ related to the appointment,
 143 employment, and removal of personnel.

144 1. The board of trustees shall determine the compensation,
 145 including salaries and fringe benefits, and other conditions of

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146 employment for such personnel.

147 2. The board of trustees may establish and maintain a
 148 personnel loan or exchange program by which persons employed by
 149 the board of trustees for the Florida Virtual School as ~~academic~~
 150 administrative and instructional staff may be loaned to, or
 151 exchanged with persons employed in like capacities by, public
 152 agencies either within or without this state, or by private
 153 industry. With respect to public agency employees, the program
 154 authorized by this subparagraph ~~must shall~~ be consistent with
 155 the requirements of part II of chapter 112. The salary and
 156 benefits of board of trustees personnel participating in the
 157 loan or exchange program ~~must shall~~ be continued during the
 158 period of time they participate in a loan or exchange program,
 159 and such personnel ~~are shall be~~ deemed to have no break in
 160 creditable or continuous service or employment during such time.
 161 The salary and benefits of persons participating in the
 162 personnel loan or exchange program who are employed by public
 163 agencies or private industry ~~must shall~~ be paid by the
 164 originating employers of those participants, and such personnel
 165 ~~are shall be~~ deemed to have no break in creditable or continuous
 166 service or employment during such time.

167 3. The employment of all Florida Virtual School ~~academic~~
 168 administrative and instructional personnel or educational
 169 support employees as those terms are defined in s. 1012.01(3),
 170 (2), or (6), respectively, is shall be subject to rejection for
 171 ~~cause by the board of trustees, and shall be~~ subject to policies
 172 of the board of trustees relative to certification, tenure,
 173 leaves of absence, sabbaticals, remuneration, and such other
 174 conditions of employment as the board of trustees deems

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175 necessary and proper, not inconsistent with law.

176 4. Each person employed by the board of trustees in an
177 ~~academic~~ administrative or instructional capacity with the
178 Florida Virtual School ~~is shall be~~ entitled to a contract as
179 provided by policies ~~rules~~ of the board of trustees.

180 5. All employees except temporary, seasonal, and student
181 employees shall may be state employees for the purpose of being
182 eligible to participate in the Florida Retirement System and
183 receive benefits. The classification and pay plan, including
184 terminal leave and other benefits, and any amendments thereto,
185 are shall be subject to review and approval by the Department of
186 Management Services and the Executive Office of the Governor
187 prior to adoption.

188 (g) ~~The board of trustees shall establish priorities for~~
189 ~~admission of students in accordance with paragraph (1)(b).~~

190 ~~(h)~~ The board of trustees shall establish and distribute to
191 all school districts and high schools in this ~~the~~ state
192 procedures for enrollment of students in courses offered by the
193 Florida Virtual School.

194 ~~(h)(i)~~ The board of trustees shall establish criteria
195 defining the elements of an approved franchise. The board of
196 trustees may enter into contracts and franchise agreements with
197 Florida district school boards or other educational institutions
198 and government agencies and may establish the terms and
199 conditions governing such agreements. ~~The board of trustees~~
200 ~~shall establish the performance and accountability measures and~~
201 ~~report the performance of each school district franchise to the~~
202 ~~Commissioner of Education.~~

203 ~~(i)(j)~~ The board of trustees shall submit to the State

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204 Board of Education both forecasted and actual enrollments and
205 credit completions for the Florida Virtual School, according to
206 procedures established by the State Board of Education. At a
207 minimum, such procedures must include the number of public,
208 private, and home education students served by program and by
209 county of residence.

210 ~~(j)(k)~~ The board of trustees shall provide for the content
211 and custody of student and employee personnel records. Student
212 records are shall be subject to ~~the provisions of~~ s. 1002.22.
213 Employee records are shall be subject to ~~the provisions of~~ s.
214 1012.31.

215 ~~(k)(i)~~ The financial records and accounts of the Florida
216 Virtual School must shall be maintained under the direction of
217 the board of trustees and under rules adopted by the State Board
218 of Education for the uniform system of financial records and
219 accounts for the schools of this ~~the~~ state.

220
221 The Governor shall designate the initial chair of the board of
222 trustees to serve a term of 4 years. Members of the board of
223 trustees shall serve without compensation, but may be reimbursed
224 for per diem and travel expenses pursuant to s. 112.061. The
225 board of trustees shall be a body corporate with all the powers
226 of a body corporate and such authority as is needed for the
227 proper operation and improvement of the Florida Virtual School.
228 The board of trustees is specifically authorized to adopt ~~rules,~~
229 ~~policies, and procedures,~~ consistent with law and rules of the
230 State Board of Education related to governance, personnel,
231 budget and finance, administration, programs, curriculum and
232 instruction, travel and purchasing, technology, students,

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233 contracts and grants, and property as necessary for optimal,
 234 efficient operation of the Florida Virtual School. Tangible
 235 personal property owned by the board of trustees is shall be
 236 subject to ~~the provisions of~~ chapter 273.

237 (3) Funding for the Florida Virtual School shall be
 238 provided as follows:

239 (f) The Florida Virtual School shall receive state funds
 240 for operating purposes as provided in the General Appropriations
 241 Act. The calculation to determine the amount of state funds
 242 includes: the sum of the basic amount for current operations
 243 established in s. 1011.62(1)(s), the discretionary millage
 244 compression supplement established in s. 1011.62(5), the state-
 245 funded discretionary contribution established in s. 1011.62(6),
 246 a per-full-time equivalent share of the exceptional student
 247 education guaranteed allocation established in s. 1011.62(8),
 248 and the mental health assistance allocation established in s.
 249 1011.62(13).

250 (4) School districts operating a virtual school that is an
 251 approved franchise of the Florida Virtual School may count full-
 252 time equivalent students, as provided in paragraph (3)(a), if
 253 such school has been certified as an approved franchise by the
 254 Commissioner of Education based on criteria established by the
 255 board of trustees pursuant to paragraph (2)(h) ~~(2)(i)~~.

256 (7) The board of trustees shall annually submit to the
 257 Governor, the Legislature, the Commissioner of Education, and
 258 the State Board of Education the audit report prepared pursuant
 259 to subsection (6) and a complete and detailed report setting
 260 forth+

261 ~~(a)~~ the operations and accomplishments of the Florida

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262 Virtual School ~~within the state and those occurring outside the~~
 263 ~~state as Florida Virtual School Global.~~

264 ~~(b) The marketing and operational plan for the Florida~~
 265 ~~Virtual School and Florida Virtual School Global, including~~
 266 ~~recommendations regarding methods for improving the delivery of~~
 267 ~~education through the Internet and other distance learning~~
 268 ~~technology.~~

269 ~~(c) The assets and liabilities of the Florida Virtual~~
 270 ~~School and Florida Virtual School Global at the end of the~~
 271 ~~fiscal year.~~

272 ~~(d) Recommendations regarding the unit cost of providing~~
 273 ~~services to students through the Florida Virtual School and~~
 274 ~~Florida Virtual School Global. In order to most effectively~~
 275 ~~develop public policy regarding any future funding of the~~
 276 ~~Florida Virtual School, it is imperative that the cost of the~~
 277 ~~program is accurately identified. The identified cost of the~~
 278 ~~program must be based on reliable data.~~

279 ~~(e) Recommendations regarding an accountability mechanism~~
 280 ~~to assess the effectiveness of the services provided by the~~
 281 ~~Florida Virtual School and Florida Virtual School Global.~~

282 (9)

283 (b) For students receiving full-time or part-time
 284 instruction in kindergarten through grade 12 ~~5~~ and students
 285 ~~receiving full-time instruction in kindergarten through grade 12~~
 286 from the Florida Virtual School, the full-time equivalent
 287 student enrollment calculated under this subsection is subject
 288 to the requirements in s. 1011.61(4).

289 (10)

290 (c) Industry certification examinations, national

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291 assessments, ~~and~~ statewide assessments, and international
292 assessments offered by the school district must ~~shall~~ be
293 available to all Florida Virtual School students.

294 (d) Unless an alternative testing site is mutually agreed
295 to by the Florida Virtual School and the school district or as
296 contracted under s. 1008.24, all industry certification
297 examinations, national assessments, progress monitoring under s.
298 1008.25(9), ~~and~~ statewide assessments, and international
299 assessments must be taken at the school to which the student
300 would be assigned according to district school board attendance
301 areas. A school district shall ~~must~~ provide the student with
302 access to the school's testing facilities, a test administrator,
303 and the date and time of the administration of progress
304 monitoring and each examination or assessment.

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



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Health Policy, *Chair*
Judiciary, *Vice Chair*
Agriculture
Appropriations Committee on Agriculture, Environment,
and General Government
Appropriations Committee on Health and
Human Services
Banking and Insurance
Fiscal Policy
Rules

SENATOR COLLEEN BURTON

12th District

March 26, 2025

The Honorable Danny Burgess
411 Senate Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Chair Burgess,

I respectfully request SB 1122 Florida Virtual School be placed on the Appropriations Committee on Pre-K-12 Education agenda at your earliest convenience.

Thank you for your consideration.

Regards,

A handwritten signature in blue ink that reads "Colleen Burton".

Colleen Burton

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

REPLY TO:

- 1375 Havendale Boulevard, NW, Winter Haven, Florida 33881 (863) 413-1529
- 408 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5012

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore

The Florida Senate

APPEARANCE RECORD

1122

Bill Number or Topic

4/10/25

Meeting Date

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

Prek-12 Appops

Committee

Florida Virtual School

Amendment Barcode (if applicable)

Name Melanie Bostick

Phone _____

Address PO Box 2478

Email _____

Street

Tallahassee

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 1382

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

SUBJECT: Access to School Readiness Programs for Economically Disadvantaged Households

DATE: April 14, 2025

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1382 modifies the definition of “economically disadvantaged” used for determining eligibility in the School Readiness (SR) program and makes changes to implement the new definition and modifies tracking of children on waiting lists for SR services. Specifically, the bill:

- Revises the definition of “economically disadvantaged” by replacing “income that does not exceed 150 percent of the federal poverty level” with “income that does not exceed 65 percent of the state median income” for families seeking SR services.
- Modifies various references to the SR waitlists that require the tracking of children on waitlists by family income and priority.
- Modifies the data collected by the Department of Education (DOE) to reflect the change in definition related to income.
- Modifies the priorities for children from economically disadvantaged families by separating the first subsequent priority group into two groups based on income.
- Requires estimates adopted by the Early Learning Programs Estimating Conference to consider county specific trends and changes.

This bill has an indeterminate fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect on July 1, 2025.

II. Present Situation:

School Readiness Program

Overview

Florida's School Readiness (SR) program offers low-income families financial assistance to facilitate access to high-quality childcare and early education for their children while parents work or participate in job training. The Division of Early Learning (DEL), under the Department of Education (DOE), administers the program at the state level while early learning coalitions (ELCs) administer the SR program at the county and regional levels. Funding comes from four sources including the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant, and the State of Florida.

The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills. The program gives children access to a quality early learning environment and supports parents with information about child development and family engagement. The quality environment of each SR provider is measured by the administration of a widely recognized tool that assesses the interactions between adults and children in the classroom.

In Fiscal Year 2023-2024, there were 212,062 children participating in the SR program at 6,889 early learning providers. Total expenditures were \$990 million, which included \$36 million in administrative expenses, \$59 million in non-direct services expenditures, and \$80 million in quality expenditures.¹

School Readiness Eligibility and Priorities

Florida statute defines "economically disadvantaged" as having a family income that does not exceed 150 percent of the federal poverty level and includes being a child of a working migratory family as defined by 34 C.F.R. s. 200.81(d) or (f) or an agricultural worker who is employed by more than one agricultural employer during the course of a year, and whose income varies according to weather conditions and market stability.² The definition is used to determine eligibility for and priority status in the SR program.

According to the 2023 Poverty Guidelines Computations from the U.S. Department of Health and Human Services, for a family of three the federal poverty level was \$24,860 per year. Meaning a family of three would need to earn \$37, 290 or less per year to not exceed the 150 percent threshold for "economically disadvantaged."³ For comparison, the 2023 State Median

¹ Florida Department of Education, *Division of Early Learning 2023-2024 Annual Report (2024)*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf>.

² Section 1002.81(6), F.S.

³ U.S. Department of Health and Human Services, 2023 Poverty Guidelines Computations, <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines/prior-hhs-poverty-guidelines-federal-register-references/2023-poverty-guidelines-computations> (last visited Mar. 19, 2025)

Income (SMI) for Florida was \$71,771, meaning a family would need to earn \$46,612.15 or less to not exceed 65 percent of the state median income.⁴

Each ELC is required to give priority to receive services under the SR program as follows:

- Children under the age of 13 from a family that includes a parent who is receiving temporary cash assistance and is subject to the federal work requirements or a parent who has an Intensive Service Account or an Individual Training Account.
- An at-risk child younger than nine years of age.
- Subsequent priority is given based on the ELC's local priorities to children who meet the following criteria:
 - A child from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school who is from a working family that is economically disadvantaged.
 - A child of a parent who transitions from the work program into employment from birth to the beginning of the school year for which the child is eligible for admission to kindergarten.
 - An at-risk child who is at least nine years of age but younger than 13 years of age, however an at-risk child whose sibling is enrolled in the school readiness program within a specific eligibility priority category shall be given priority over other children who are eligible.
 - A child who is younger than 13 years of age from a working family that is economically disadvantaged.
 - A child of a parent who transitions from the work program into employment who is younger than 13 years of age.
 - A child who has special needs and has been determined eligible as a student with a disability who has a current individual education plan (IEP) with a Florida school district and is not younger than three years of age.
 - A child who otherwise meets one of the first two eligibility criteria but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program (VPK).⁵

School Readiness Waitlists

During Fiscal Year 2023-2024 there were 117,981 SR enrollments of children aged birth to four years of age compared to an estimated population of 357,199 children aged birth to four years of age from families below 150 percent of the federal poverty level, meaning statewide only 33 percent of children below this threshold were served by the SR program. The percentages varied by ELC from a low of 19 percent of children served by the Santa Rosa ELC to a high of 48 percent served by the ELC of the Big Bend.⁶

⁴ Florida Department of Health, 2023 Median Household Income, <https://www.flhealthcharts.gov/ChartsDashboards/rdPage.aspx?rdReport=NonVitalIndGrp.Dataviewer&cid=0293> (last visited Mar. 19, 2025).

⁵ Section 1002.87(1), F.S.

⁶ Florida Department of Education, *Division of Early Learning 2023-2024 Annual Report (2024)*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf>.

Since not all eligible children are served by the SR program, there are waitlists to organize those waiting for services. Florida law requires that the “single point of entry” system where families apply for services for both SR and the Voluntary Prekindergarten (VPK) programs utilize a uniform waitlist to track eligible children waiting for enrollment into the SR program.⁷ The DOE is required to adopt specific program support services that include a single point of entry and a uniform waitlist for the SR program.⁸

Each ELC is required to establish a uniform waitlist to track eligible children waiting for enrollment in the SR program.⁹ The State Board of Education has adopted a rule to provide guidelines to the ELCs on the development of waitlists for families seeking services. The adopted rules provide guidance for the following:

- Definitions of terms.
- Prequalifying questions and applications for services.
- Eligibility Screening.
- Waitlist management.
- Reapplication for services after removal from waitlist.¹⁰

As part of each ELC’s SR program plan, the ELC is required to include in its plan procedures for implementing the requirement for a uniform waitlist for SR services.¹¹ Additionally ELCs are required to collect and report to the DOE with data about SR program delivery to include data about:

- Progress in reducing the number of children on waitlists.
- The percentage of children served as compared to the number of administrative staff and overhead.
- The percentage of children served compared to the number of children under the age of five from families below 150 percent of the federal poverty level.
- Provider payment processes and fraud intervention.
- Child attendance and stability.
- Use of Child Care Resource and Referral (CCR&R) services.
- Child outcomes related to school readiness.¹²

School Readiness Funding

Each ELC is required to establish a parent sliding fee scale that provides for a parent copayment that is not a barrier to families receiving SR program services. Coalitions may waive copayments for at-risk children or temporarily waive the copayment children whose family income is at or below the federal poverty level. Coalitions may also waive copayments for a child whose family experiences a natural disaster or an event that limits the parent’s ability to pay including:

- Incarceration;
- Placement in residential treatment;
- Becoming homeless;

⁷ Section 1002.81(13), F.S.

⁸ Section 1002.82(2)(f), F.S.

⁹ Section 1002.84(2), F.S.

¹⁰ Rule 6A-4.300, F.A.C.

¹¹ Section 1002.85(2), F.S.

¹² Section 1002.85(5), F.S.

- An emergency situation such as a household fire or burglary; or
- While the parent is participating in parenting classes or participating in an Early Head Start program or Head Start Program.

A parent may not transfer SR program services to another school readiness program provider until the parent has submitted documentation from the current provider to the ELC stating that the parent has satisfactorily fulfilled the copayment obligation.¹³

Each ELC is required to distribute the SR program funds as allocated in the General Appropriations Act (GAA) to the eligible providers. All instructions to early learning coalitions for distributing the school readiness program funds to eligible providers come from the DOE in accordance with the policies of the Legislature.¹⁴

Costs for the SR program must be kept to the minimum necessary for the efficient and effective administration of the SR program with the highest priority of expenditure being direct services for eligible children. No more than five percent of the funds allocated in the general appropriations act may be used for administrative costs and no more than 22 percent of the funds allocated may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services.¹⁵

III. Effect of Proposed Changes:

This bill modifies s. 1002.81, F.S., to change the definition of “economically disadvantaged” used for determining eligibility for the School Readiness (SR) program. The bill changes the threshold for “economically disadvantaged” from families with an income that does not exceed “150 percent of the federal poverty level” to “65 percent of the state median income.” This change means that more families will meet the definition of “economically disadvantaged” than under the current definition. By some estimates adopting the 65 percent of state median income threshold will potentially mean an additional 31,000 families with 54,000 children may be eligible for SR services.¹⁶

The bill modifies ss. 1002.81, 1002.82, 1002.84, 1002.85, and 1002.87, F.S., to require that the uniform waitlists track children on the waitlist based on family household income and by the priorities specified in Florida law.

The bill modifies s. 1002.85, F.S., to require that the data collected from Early Learning Coalitions (ELCs) by the Department of Education (DOE) reflect the change in the definition of “economically disadvantaged” using state median income instead of federal poverty levels.

The bill modifies s. 1002.87, F.S., to separate the first subsequent priority group for children waiting to be served in the SR program that is in current Florida law.¹⁷

¹³ Section 1002.84.(9), F.S.

¹⁴ Section 1002.84(17), F.S.

¹⁵ Section 1002.89(4), F.S.

¹⁶ Email, Association of Early Learning Coalitions, Inc. (Mar. 14, 2025).

¹⁷ Section 1002.87(1), F.S.

- To be in the first subsequent priority group, a child will need to be aged from birth to the beginning of the school year the child is eligible for kindergarten and is from a working family that is “economically disadvantaged” with an income at or less than 55 percent of the state median income.
- To be in the second subsequent priority group, a child will need to be aged from birth to the beginning of the school year the child is eligible for kindergarten and is from a working family that is “economically disadvantaged” with an income greater than 55 percent, but less than 65 percent of the state median income.

The change may offer greater opportunities to receive services to struggling families that are well below the state median income.

The bill modifies s. 1002.89, F.S., to require that the data for the total number of unweighted full-time equivalent SR children that is adopted by the Early Learning Program Estimating conference must consider the historical trends of children served and population changes for each county.

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 has an indeterminate fiscal impact. The transition from 150 percent of the federal poverty level to 65 percent of the state median income could result in additional eligible families and children. However, since the federal poverty level threshold is much lower compared to the state's minimum wage, the number of eligible families will continue to decrease and could result in fewer families being served if the transition does not occur. The number of school readiness children served is based on the annual appropriation each year provided in the GAA. If the forecasted number of eligible children should increase, without additional funding, there would be an increased number of children placed on the waitlist.

VI. Technical Deficiencies:

None.

VII. Related Issues:**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 1002.81, 1002.82, 1002.84, 1002.85, 1002.87, and 1002.89.

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

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

CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:

The committee substitute modifies the bill to specify the first subsequent priority group for participation in the School Readiness program includes household incomes at or less than 55 percent of the state median income.

B. Amendments:

None.



385316

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2025	.	
	.	
	.	
	.	

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

Senate Amendment

Delete line 143
and insert:
income at or less than 55 percent of the state median income,
and may

By Senator Calatayud

38-01129B-25

20251382__

A bill to be entitled

An act relating to access to school readiness programs for economically disadvantaged households; amending s. 1002.81, F.S.; revising the definitions of the terms "economically disadvantaged" and "single point of entry"; amending s. 1002.82, F.S.; revising the Department of Education's duties for adopting specific program support services to coordinate a comprehensive early learning program; amending s. 1002.84, F.S.; revising duties of early learning coalitions relating to the creation of a uniform waiting list; amending s. 1002.85, F.S.; revising requirements for the school readiness program plan; revising data elements relating to early learning programs collected by the Department of Education; amending s. 1002.87, F.S.; revising which groups of students receive priority in a school readiness program; amending s. 1002.89, F.S.; revising criteria for the determination of the annual allocation for the school readiness program; providing an effective date.

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

Section 1. Subsections (6) and (13) of section 1002.81, Florida Statutes, are amended to read:

1002.81 Definitions.—Consistent with the requirements of 45 C.F.R. parts 98 and 99 and as used in this part, the term:

(6) "Economically disadvantaged" means having a family income that does not exceed 65 percent of the state median

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

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income 150 percent of the federal poverty level and includes being a child of a working migratory family as defined by 34 C.F.R. s. 200.81(d) or (f) or an agricultural worker who is employed by more than one agricultural employer during the course of a year, and whose income varies according to weather conditions and market stability.

(13) "Single point of entry" means an integrated information system that allows a parent to enroll his or her child in the school readiness program or the Voluntary Prekindergarten Education Program at various locations throughout a county, that may allow a parent to enroll his or her child by telephone or through a website, and that uses a uniform waiting list to track ~~eligible~~ children waiting for enrollment in the school readiness program based on family household income and by the priorities established pursuant to s. 1002.87.

Section 2. Paragraph (f) of subsection (2) of section 1002.82, Florida Statutes, is amended to read:

1002.82 Department of Education; powers and duties.—

(2) The department shall:

(f) Establish a unified approach to the state's efforts to coordinate a comprehensive early learning program. In support of this effort, the department:

1. Shall adopt specific program support services that address the state's school readiness program, including:

a. Statewide data information program requirements that include:

(I) Eligibility requirements.

(II) Financial reports.

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59 (III) Program accountability measures.
 60 (IV) Child progress reports.
 61 b. Child care resource and referral services.
 62 c. A single point of entry and uniform waiting list that
 63 tracks children waiting for school readiness program services
 64 based on family household income and by priority established
 65 pursuant to s. 1002.87.
 66 2. May provide technical assistance and guidance on
 67 additional support services to complement the school readiness
 68 program, including:
 69 a. Warm-Line services.
 70 b. Anti-fraud plans.
 71 c. Training and support for parental involvement in
 72 children's early education.
 73 d. Family literacy activities and services.
 74 Section 3. Subsection (2) of section 1002.84, Florida
 75 Statutes, is amended to read:
 76 1002.84 Early learning coalitions; school readiness powers
 77 and duties.—Each early learning coalition shall:
 78 (2) Establish a uniform waiting list to track eligible
 79 children waiting for enrollment in the school readiness program
 80 based on family household income and the priorities established
 81 pursuant to s. 1002.87, and in accordance with rules adopted by
 82 the State Board of Education.
 83 Section 4. Paragraph (b) of subsection (2) and subsection
 84 (5) of section 1002.85, Florida Statutes, are amended to read:
 85 1002.85 Early learning coalition plans.—
 86 (2) Each early learning coalition must submit a school
 87 readiness program plan every 3 years to the department before

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88 the expenditure of funds. A coalition may not implement its
 89 school readiness program plan until it receives approval from
 90 the department. A coalition may not implement any revision to
 91 its school readiness program plan until the coalition submits
 92 the revised plan to and receives approval from the department.
 93 If the department rejects a plan or revision, the coalition must
 94 continue to operate under its previously approved plan. The plan
 95 must include, but is not limited to:
 96 (b) The coalition's procedures for implementing the
 97 requirements of this part, including:
 98 1. Single point of entry.
 99 2. Uniform waiting list that tracks children waiting for
 100 school readiness program services based on family household
 101 income and the priorities established under s. 1002.87.
 102 3. Eligibility and enrollment processes and local
 103 eligibility priorities for children pursuant to s. 1002.87.
 104 4. Parent access and choice.
 105 5. Sliding fee scale and policies on applying the waiver or
 106 reduction of fees in accordance with s. 1002.84(9).
 107 6. Use of preassessments and postassessments, as
 108 applicable.
 109 7. Use of contracted slots, as applicable, based on the
 110 results of the assessment required under paragraph (i).
 111 (5) The department shall collect and report data on
 112 coalition delivery of early learning programs. Elements must
 113 ~~shall~~ include, but are not limited to, measures related to
 114 progress toward ~~towards~~ reducing the number of children on the
 115 waiting list, the percentage of children served by the program
 116 as compared to the number of administrative staff and overhead,

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 117 the percentage of children served compared to total number of
 118 children under the age of 5 years below 65 percent of the state
 119 ~~median income 150 percent of the federal poverty level~~, provider
 120 payment processes, fraud intervention, child attendance and
 121 stability, use of child care resource and referral, and
 122 kindergarten readiness outcomes for children in the Voluntary
 123 Prekindergarten Education Program or the school readiness
 124 program upon entry into kindergarten. The department shall
 125 request input from the coalitions and school readiness program
 126 providers before finalizing the format and data to be used. The
 127 report shall be implemented beginning July 1, 2014, and results
 128 of the report must be included in the annual report under s.
 129 1002.82.

130 Section 5. Paragraph (c) of subsection (1) of section
 131 1002.87, Florida Statutes, is amended to read:

132 1002.87 School readiness program; eligibility and
 133 enrollment.—

134 (1) Each early learning coalition shall give priority for
 135 participation in the school readiness program as follows:

136 (c) Subsequent priority shall be given, based on the early
 137 learning coalition's local priorities identified under s.
 138 1002.85(2)(i), to children who meet the following criteria:

139 1. A child from birth to the beginning of the school year
 140 for which the child is eligible for admission to kindergarten in
 141 a public school under s. 1003.21(1)(a)2. who is from a working
 142 family that is economically disadvantaged, with a household
 143 income less than 55 percent of the state median income, and may
 144 include such child's eligible siblings, beginning with the
 145 school year in which the sibling is eligible for admission to

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 146 kindergarten in a public school under s. 1003.21(1)(a)2. until
 147 the beginning of the school year in which the sibling is
 148 eligible to begin 6th grade, provided that the first priority
 149 for funding an eligible sibling is local revenues available to
 150 the coalition for funding direct services.

151 2. A child from birth to the beginning of the school year
 152 for which the child is eligible for admission to kindergarten in
 153 a public school under s. 1003.21(1)(a)2. who is from a working
 154 family that is economically disadvantaged, with a household
 155 income greater than 55 percent, but less than 65 percent, of the
 156 state median income, and may include such child's eligible
 157 siblings, beginning with the school year in which the sibling is
 158 eligible for admission to kindergarten in a public school under
 159 s. 1003.21(1)(a)2. until the beginning of the school year in
 160 which the sibling is eligible to begin 6th grade, provided that
 161 the first priority for funding an eligible sibling is local
 162 revenues available to the coalition for funding direct services.

163 3. A child of a parent who transitions from the work
 164 program into employment as described in s. 445.032 from birth to
 165 the beginning of the school year for which the child is eligible
 166 for admission to kindergarten in a public school under s.
 167 1003.21(1)(a)2.

168 ~~4.3-~~ An at-risk child who is at least 9 years of age but
 169 younger than 13 years of age. An at-risk child whose sibling is
 170 enrolled in the school readiness program within an eligibility
 171 priority category listed in paragraphs (a) and (b) and
 172 subparagraph 1. shall be given priority over other children who
 173 are eligible under this paragraph.

174 ~~5.4-~~ A child who is younger than 13 years of age from a

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175 working family that is economically disadvantaged.

176 ~~6.5-~~ A child of a parent who transitions from the work
177 program into employment as described in s. 445.032 who is
178 younger than 13 years of age.

179 ~~7.6-~~ A child who has special needs, has been determined
180 eligible as a student with a disability, has a current
181 individual education plan with a Florida school district, and is
182 not younger than 3 years of age. A special needs child eligible
183 under this paragraph remains eligible until the child is
184 eligible for admission to kindergarten in a public school under
185 s. 1003.21(1)(a)2.

186 ~~8.7-~~ A child who otherwise meets one of the eligibility
187 criteria in paragraphs (a) and (b) and subparagraphs 1. and 2.
188 but who is also enrolled concurrently in the federal Head Start
189 Program and the Voluntary Prekindergarten Education Program.

190 Section 6. Paragraph (a) of subsection (1) of section
191 1002.89, Florida Statutes, is amended to read:

192 1002.89 School readiness program; funding.—

193 (1) DETERMINATION OF EARLY LEARNING COALITION SCHOOL
194 READINESS PROGRAM FUNDING.—Funding for the school readiness
195 program shall be used by the early learning coalitions in
196 accordance with this part and the General Appropriations Act.

197 (a) *School readiness program allocation.*—If the annual
198 allocation for the school readiness program is not determined in
199 the General Appropriations Act or the substantive bill
200 implementing the General Appropriations Act, it must ~~shall~~ be
201 determined as follows:

202 1. For each county in the early learning coalition, the
203 total number of unweighted full-time equivalent school readiness

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204 children, as adopted by the Early Learning Programs Estimating
205 Conference pursuant to s. 216.136(8), which must consider the
206 historical trend of children served and population changes for
207 each county, shall be multiplied by the appropriate care level
208 factor to calculate the weighted full-time equivalent school
209 readiness children. For purposes of this subparagraph, the term
210 “care level factor” means the adjustment made based on the
211 relative differences in reimbursement rates associated with the
212 eligible school readiness children pursuant to s. 1002.87.

213 2. The total weighted full-time equivalent school readiness
214 children shall be multiplied by the rate index to calculate the
215 adjusted weighted full-time equivalent school readiness
216 children. For purposes of this subparagraph, the term “rate
217 index” means the adjustment made based on the impact of
218 geographic location on reimbursement rates.

219 3. The school readiness program funds shall be distributed
220 based on each county’s proportionate share of the total adjusted
221 weighted full-time equivalent school readiness children.

222 Section 7. This act shall take effect July 1, 2025.



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: March 18th, 2025

I respectfully request that **Senate Bill #1382**, relating to Access to School Readiness Programs for Economically Disadvantaged Households, be placed on the:

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

A handwritten signature in black ink that reads "Alexis Calatayud".

Senator Alexis Calatayud
Florida Senate, District 38

The Florida Senate

APPEARANCE RECORD

SB 1382

April 10, 2025

Meeting Date

Appropriations Committee on Pre-K-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 Eric Carr Phone 850-529-4237

Address 136 S. Bronough St. Email Ecarr@FLChamber.com

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 Chamber of Commerce

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

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

1382

Bill Number or Topic

4/10/25

Meeting Date

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

Prek-12 education apprp

Committee

Amendment Barcode (if applicable)

Name Matt Herndon

Phone 941-704-2793

Address 113 E College Ave

Street

Email matt@teamrsa.com

Tallahassee FL

City

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:

United Way Florida

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB1382
Bill Number or Topic

4/10/25
Meeting Date

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Senate professional staff conducting the meeting

PreK-12 education approp
Committee

Amendment Barcode (if applicable)

Name Matt Herndon Phone 941-704-2793

Address 113 E College Ave Street Email matt@teamrsa.com

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:

United Way
Suncoast

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

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

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

April 10, 2025

Meeting Date

Appropriations PreK-12

Committee

Name Molly Grant

Name

The Florida Senate

APPEARANCE RECORD

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SB 1382

Bill Number or Topic

Amendment Barcode (if applicable)

Phone 850-982-0160

Email mgrant@aelcfl.org

Address 206 B South Monroe Street

Street

Tallahassee

FL

32312

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:

AELC

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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1382

Bill Number or Topic

Amendment Barcode (if applicable)

4/10/25

Meeting Date

Approps. PreK-12 Ed.

Committee

Name Michele Watson

Phone 850-320-2388

Address 1203 Governors Square Blvd. suite 102
Street

Email mwatson@fact.com

Tall. 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 Alliance of children's councils : Trusts

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

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 1528

INTRODUCER: Military and Veterans Affairs, Space, and Domestic Security Committee and Senator Collins

SUBJECT: Educational Opportunities for Military Children

DATE: April 10, 2025

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Proctor</u>	<u>Proctor</u>	<u>MS</u>	<u>Fav/CS</u>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<u>Favorable</u>
3.	<u> </u>	<u> </u>	<u>FP</u>	<u> </u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1528 directs the Department of Education (DOE) to develop and implement a training module relating to facilitating and expediting the transfer of a K-12 student’s education records from an out-of-state school. The DOE must provide the training module to each district school board to provide to each public and charter K-12 school within its district. The district school board must make the training available to employees who work directly with military students and families.

This bill may have an insignificant negative fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect July 1, 2025.

II. Present Situation:

Procedures for Maintenance and Transfer of Student Records

Each school principal must maintain a permanent cumulative record for each student enrolled in a public K-12 school. The record must be maintained in the form, and contain all data required by Florida Administrative Code Rule 6A-1.0955. The cumulative record is confidential and

exempt from the provisions of public records under s. 119.07(1), F.S., and is open to inspection only as provided in chapter 1002, F.S.¹

Information contained in education records must be classified and retained as follows:

- Category A: Information for each student which must be kept current while the student is enrolled and retained permanently in the manner prescribed by s. 1001.52(2), F.S.
- Category B: Information which is subject to periodic review and elimination when the information is no longer useful in the manner prescribed by s. 1001.52(3), F.S.

The content of Category A records, which must be maintained for each student, are as follows:

- Student's full legal name;
- Authenticated birthdate, place of birth, race, ethnicity, and sex;
- Last known address of the student,
- Names of the student's parent(s) or guardian(s);
- Name and location of last school attended;
- Number of days present and absent, date enrolled, and date withdrawn;
- Courses taken and record of achievement, such as grades, units, or certification of competence;
- Date of graduation or date of program completion; and
- Records of requests for access to and disclosure of personally identifiable information from the education records of the student as required by the Family Educational Rights and Privacy Act.

The content of Category B records may include, but are not limited to:

- Health information and health care plans;
- Family background data;
- Standardized test scores;
- Educational and career plans;
- Honors and activities;
- Work experience reports;
- Teacher comments;
- Reports of student services or exceptional student staffing committees including all information required by s. 1001.42(13), F.S.;
- Discipline records;
- School Environmental Safety Incident Reports collected under s. 1006.07(9), F.S.;
- Except as provided in Subsection (6), threat assessments done by the threat assessment team pursuant to s. 1006.07(7), F.S.;
- Academic and behavioral intervention services,
- Psychological evaluations;
- Therapeutic treatment plans and therapy progress notes;
- Correspondence from community agencies or private professionals,
- Driver education certificate;
- List of schools attended;

¹ Section 1003.25(1), F.S.

- Written agreements of corrections, deletions or expunctions as a result of meetings or hearings to amend educational records; and
- Records designated for retention by the Florida Department of State in General Records Schedule GS7 for Public Schools Pre-K – 12, Adult and Vocational/Technical.²

The procedure for transferring and maintaining records of students who transfer from school to school is prescribed by rules of the State Board of Education.³

The transfer of education records:

- Must be made immediately upon written request of an eligible student, a parent or a receiving school. The principal or designee must transfer a copy of all Category A and Category B information and must retain a copy of Category A information; however, student records which are required for audit purposes for programs listed in s. 1010.305, F.S., must be maintained in the district for the time period pursuant to Florida Administrative Code Rule 6A-1.0453.
- Must not be delayed for nonpayment of a fee or fine assessed by the school.
- Of students who transfer from school to school must occur within five school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. In accordance with s. 1003.25, F.S., student records must contain verified reports of serious or recurrent behavior patterns, including all documentation and related information for reports of concerning behavior, concerning communication, or threats that are documented using any portion of the Florida Harm Prevention and Threat Management Instrument, and psychological evaluations, including therapeutic treatment plans and therapy progress notes created or maintained by district or charter school staff. All reports of concerning behavior, concerning communication, or threats must be transferred, regardless of the outcome or level of concern.⁴

Procedures relating to the acceptance of transfer work and credit for students must be prescribed by rule by the State Board of Education.⁵

III. Effect of Proposed Changes:

This bill amends s. 1003.05, F.S., to direct the DOE to develop and implement a training module relating to facilitating and expediting the transfer of a K-12 student's education records from an out-of-state school. The DOE must provide the training module to each district school board to provide to each public and charter K-12 school within its district. The district school board must make the training available to employees who work directly with military students and families.

² Fla. Admin. Code R. 6A-1.0955 (2024).

³ Section 1003.25(2), F.S.

⁴ Fla. Admin. Code R. 6A-1.0955 (2024).

⁵ Section 1003.25(3), 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 identified.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

There may be an insignificant fiscal impact related to the development and implementation by the DOE of a training module relating to facilitating and expediting the transfer of a K-12 student's education records from an out-of-state school and then making the training available to employees who work directly with military students and families.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.05 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 Military and Veterans Affairs, Space, and Domestic Security on March 18, 2025:

The committee substitute removes the provision for future legislative review and repeal of the Interstate Compact on Educational Opportunity for Military Children.

- B. **Amendments:**

None.

By the Committee on Military and Veterans Affairs, Space, and Domestic Security; and Senator Collins

583-02562-25

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1 A bill to be entitled
 2 An act relating to the educational opportunities for
 3 military children; amending s. 1003.05, F.S.;
 4 requiring that strategies addressed in specified
 5 memoranda of agreement between school districts and
 6 military installations include the development and
 7 implementation of a specified training module;
 8 requiring the Department of Education to provide the
 9 training module to each district school board;
 10 requiring each district school board to provide such
 11 module to each public and charter K-12 school in its
 12 district; requiring district school boards to make
 13 certain training available to certain employees;
 14 providing an effective date.

15
 16 Be It Enacted by the Legislature of the State of Florida:

17
 18 Section 1. Subsection (2) of section 1003.05, Florida
 19 Statutes, is amended to read:

20 1003.05 Assistance to transitioning students from military
 21 families.—

22 (2) The Department of Education shall facilitate the
 23 development and implementation of memoranda of agreement between
 24 school districts and military installations which address
 25 strategies for assisting students who are the children of active
 26 duty military personnel in the transition to Florida schools.

27 (a) The strategies developed by the department must include
 28 the development and implementation of a training module relating
 29 to facilitating and expediting the transfer of a K-12 student's

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30 education records from an out-of-state school.
 31 (b) The department shall provide the training module
 32 required under paragraph (a) to each district school board to
 33 provide to each public and charter K-12 school within its
 34 district. The district school board shall make the training
 35 available to employees who work directly with military students
 36 and families.

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

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The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: March 19, 2025

I respectfully request that **Senate Bill #1528**, relating to Educational Opportunities for Military Children, be placed on the:

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

A handwritten signature in blue ink, appearing to read "Jay Collins".

Senator Jay Collins
Florida Senate, District 14

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 1590

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

SUBJECT: Educator Preparation

DATE: April 14, 2025

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1590 changes Florida’s teacher preparation and certification system by requiring the Department of Education (DOE) to update and revise the Florida Educator Accomplished Practices and develop a new Florida Teacher Excellence Examination. The bill requires the State Board of Education to approve new uniform core-curricula, and once completed, requires the DOE to submit an implementation plan to the Governor and Legislature regarding modification to teacher preparation programs.

The bill also creates the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway to certification through on-the-job mentorship and evaluation and strengthens professional learning standards and mentor training to better support teacher development and student success.

This bill has an indeterminate fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect upon becoming a law.

II. Present Situation:

Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.¹ State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.²

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.³
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.⁴ In addition to completing the district program, candidates must demonstrate mastery of general knowledge⁵ and subject area knowledge.⁶

Teacher preparation program courses are prohibited from distorting significant historical events or including a curriculum or instruction that teaches identity politics, violates the Florida Educational Equity Act,⁷ or is based on theories that systemic racism, sexism, oppression, and

¹ Section 1004.04(1), F.S.

² See Florida Department of Education, *Florida's Coordinated System of Professional Learning*, <https://www.fldoe.org/teaching/professional-dev/> (last visited April 2, 2025). See also Rule 6A-5.066, F.A.C.; ss. 1004.04(3) and 1004.85(1), F.S.

³ Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited April 2, 2025). See also Rule 6A-5.066, F.A.C.

⁴ Section 1012.56(8), F.S. Florida Department of Education. *State-Approved Educator Preparation Programs, Approved Add-on Programs*, <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.stml> (last visited April 2, 2025).

⁵ See Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited April 2, 2025).

⁶ Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited April 2, 2025).

⁷ Section 1000.05, F.S.

privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. Teacher Preparation courses must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

Initial Teacher Preparation Program

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core-curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade six must successfully complete all competencies for a reading endorsement.

The SBE must establish, in rule, uniform core-curricula for each state-approved teacher preparation program including, but not limited to:

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP) across content areas;
- The use of state-adopted content standards to guide curricula and instruction;
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students;
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such students to a mental health professional for support;
- Strategies to support the use of technology in education and distance learning; and
- Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.

Educator Preparation Institutes

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;

- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.⁸

EPIs may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the EPI provides evidence of the EPI's capacity to implement a competency-based program that includes each of the following:

- Participant instruction and assessment in the FEAP across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.
- Field experiences appropriate to the certification subject area.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.⁹

⁸ Section 1004.85(2), F.S.

⁹ Section 1004.85(3), F.S. *See also* s. 1004.04(2), F.S.

Requirements for Individuals Supervising or Directing Teacher Preparation Field Experiences

All school district personnel and instructional personnel who supervise or direct teacher preparation program students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

- Evidence of “clinical educator” training;
- A valid professional certificate;
- At least three years of teaching experience in prekindergarten through grade 12;
- Earned an effective or highly effective rating on the prior year’s performance evaluation or be a peer evaluator under the district’s evaluation system; and
- For all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade three or who are enrolled in a teacher preparation program for a certificate area includes reading instruction or intervention for any students in kindergarten through grade six, a certificate or endorsement in reading.¹⁰

Professional Learning Certification Programs

School districts, charter schools, and charter management organizations may offer a professional learning certification program that must be approved by the DOE. The program must include:

- A minimum period of initial preparation before becoming the teacher of record;
- An option to collaborate with other agencies or educational entities for implementation;
- A teacher mentorship and induction component;
- An assessment of teaching performance aligned with the district’s personnel evaluation system;
- Professional educational preparation content knowledge that must be included in the mentoring and induction activities;
- Required passing scores on the general knowledge, subject area, and the professional education competency test; and
- Completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade six.

As required by law, the DOE adopted standards for the approval of professional learning certification programs, including standards for the teacher mentorship and induction component. The standards for the teacher mentorship and induction component must include:

- Program administration and evaluation;
- Mentor roles, selection, and training;
- Beginning teacher assessment and professional development; and
- Teacher content knowledge and practices aligned to the FEAP.

To serve as a mentor in a professional learning certification program, an individual must:

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

¹⁰ Section 1004.04(5), F.S.

- Have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- Have earned an effective or highly effective rating on the prior year’s performance evaluation; and
- May be a peer evaluator under the district’s evaluation system.¹¹

Educator Certification

In order 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. Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in other instructional capacity must be certified.¹² The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”¹³

The DOE issues three main types of educator certificates:

- **Professional Certificate:** The professional certificate is Florida’s highest type of full-time educator certification. The professional certificate is valid for five years and is renewable.¹⁴
- **Temporary Certificate:** The temporary certificate covers employment in full-time positions for which educator certification is required.¹⁵ Generally, a temporary certificate is valid for five years and is nonrenewable.¹⁶
- **Athletic Coaching Certificate:** The athletic coaching certificate covers full-time and part-time employment as a public school’s athletic coach.¹⁷ The DOE issues two types of athletic coaching certificates – one is valid for five years and may be issued for subsequent five-year periods while the other is valid for three years and may be issued only once. The five-year certificate requires satisfaction of certain specialization requirements established in rule.¹⁸

Professional Certificate Requirements

To be eligible for a professional certificate, a person must:

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor’s or higher degree from an accredited institution of higher learning or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor’s or higher degree;
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant’s disqualification from certification or employment;
- Be of good moral character;

¹¹ Section 1012.56(8), F.S.

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

¹³ Section 1012.54, F.S.

¹⁴ Section 1012.56(7)

¹⁵ Rule 6A-4.004(1), F.A.C.

¹⁶ Section 1012.56(7), F.S.

¹⁷ Section 1012.55(2), F.S.

¹⁸ Rule 6A-4.004(7), F.A.C.

- Be competent and capable of performing the duties, functions, and responsibilities of a teacher;
- Demonstrate mastery of general knowledge;
- Demonstrate mastery of subject area knowledge; and
- Demonstrate mastery of professional preparation and education competence, if the person serves as a classroom teacher or school administrator.¹⁹

Demonstrating Mastery of General Knowledge

Mastery of general knowledge may be demonstrated through any of the following methods:

- Achieving a passing score on the General Knowledge Test;
- Achieving passing scores established in SBE rule on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills (*e.g.*, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination);
- Providing documentation of a valid professional standard teaching certificate issued by another U.S. state or territory, by the National Board for Professional Teaching Standards (NBPTS), or by the American Board for Certification of Teacher Excellence (ABCTE);
- Completing two semesters of successful, part-time or full-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution identified by the DOE as having a quality program; and
- Documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.²⁰

Demonstrating Mastery of Subject Area Knowledge

Mastery of subject area knowledge may be demonstrated through any of the following methods:

- Bachelor's Degree Level (for certification in a subject area for which SBE rule requires a bachelor's or higher degree):
 - If a Florida subject area examination has been developed, achieving a passing score on the Florida-developed subject area examination specified in SBE rule or documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher in the certificate subject area as identified in SBE rule.
 - If a Florida subject area examination has not been developed, achieving a passing score on a standardized examination specified in SBE rule, including passing scores on both the oral proficiency and written proficiency examinations administered by the American Council on the Teaching of Foreign Languages or successful completion of a United States Defense Language Institute Foreign Language Center program or a passing score on the Defense Language Proficiency Test.
 - For certification in any other subject area for which there is no Florida subject area test or standardized examination specified in state board rule (*e.g.*, Dance), completing the

¹⁹ Section 1012.56(2), F.S.

²⁰ Section 1012.56(3), F.S.

- required bachelor's or higher degree and content courses specified in SBE rule and verification of subject area competence by the district school superintendent or, for a state-supported or private school, the school's chief administrative officer.
- Master's Degree Level (for certification in a subject area for which SBE rule requires a master's or higher degree): Completing the required master's or higher degree and content courses specified in SBE rule and achieving a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.
 - Out-of-State Certification: Providing documentation of a valid professional standard teaching certificate issued for a subject area by another U.S. state or territory or by NBPTS or ABCTE, if the certificate is comparable to the Florida professional certificate issued for the same subject area.²¹

Demonstrating Mastery of Professional Preparation and Education Competence

Mastery of professional preparation and education competence may be demonstrated by:

- Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;
- Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the NBPTS or a national educator credentialing board approved by the State Board of Education;
- 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 awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the DOE as having a quality program and achievement of a passing score on the professional education competency examination required by SBE rule;
- Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program, and documentation of three years of being rated effective or highly effective while holding a temporary certificate;
- Successful completion of a professional learning certification program; or
- Successful completion of a competency-based certification program and achievement of a passing score on the professional education competency examination required by rule of the SBE.²²

Professional Education Competency Program

School districts must and private schools or state-supported public schools, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must:

²¹ Section 1012.56(5)

²² Section 1012.56(6), F.S.

- Be based on classroom application of the FEAP and instructional performance; and,
- For public schools, must be aligned with the district's or state-supported public school's evaluation system.

The Commissioner of Education must determine the continued approval of programs, based upon the department's review of performance data. The department must review the performance data as a part of the periodic review of each school district's professional learning system.²³

Teacher Apprenticeship Program

In 2023, the Legislature created the Teacher Apprenticeship Program (TAP). 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 training 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 3.0 in that degree program.
- Successfully passed a background screening pursuant to law.
- Received a temporary apprenticeship certificate.

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 law and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.²⁴

A teacher who serves as a mentor in the TAP must:

- Have at least five years of teaching experience in this state.
- Be rated as highly effective in the three most recent value-added model (VAM) scores or on the three most recent available performance evaluations if the teacher does not generate a state VAM score.
- Satisfy any other requirements established by the DOE.²⁵

Mentors for Individuals with a Temporary Certificate

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

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

²³ Section 1012.56(9), F.S.

²⁴ Section 1012.555(2), F.S.

²⁵ Section 1012.555(3), F.S.

- Have earned an effective or highly effective rating on the prior year's performance evaluation.²⁶

Professional Learning Systems

Current law requires school districts to develop a professional learning system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations. The system must be initially reviewed and approved by the DOE and subsequently reviewed and approved every five years thereafter. Among other things, the professional learning system must:

- Support and increase the success of educators through collaboratively developed school improvement plans;
- Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- Provide training to teacher mentors as part of professional development certification and education competency programs.²⁷

An organization of private schools or consortium of charter schools which has no fewer than 10-member schools in this state, which publishes and files with the DOE copies of its standards, and the member schools comply with compulsory school attendance, or a public or private college or university with a teacher preparation program, may also develop a professional learning system. The system and in-service catalog must be submitted to the commissioner for approval.²⁸

III. Effect of Proposed Changes:

Implementation Plan

This bill provides legislative intent to modernize Florida's educator preparation programs, certification processes, and professional learning systems to better equip teachers for the demands of today's classrooms.

The bill requires the Department of Education (DOE) to establish a workgroup by September 1, 2025, to update and revise the Florida Educator Accomplished Practices (FEAPs) and develop a rule to implement the uniform core-curricula. The workgroup must include representatives from teacher preparation programs (TPPs), educator preparation institutes (EPIs), school districts, classroom teachers, and other education stakeholders.

The DOE is required to submit the workgroup's findings and the final version of the revised practices to the Governor, the President of the Senate, and the Speaker of the House of

²⁶ Section 1012.56(7), F.S.

²⁷ Section 1012.98(5), F.S.

²⁸ Section 1012.98(7), F.S.

Representatives by July 1, 2026. The bill further requires the State Board of Education (SBE) to consider the revised FEAPs and core-curricula by August 1, 2026.

No later than July 1, 2027, the DOE must begin developing the Florida Teacher Excellence Examination (FTEE), which must align with the revised FEAPs and serve as a measure of educator readiness for professional certification.

Finally, once the revised FEAPs and rule for implementing the core-curricula are approved, the DOE must submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives that includes an implementation plan and schedule for aligning initial TPPs, EPs, teacher preparation core courses, and the Coaching for Educator Readiness and Teaching (CERT) Certification Program with the revised FEAPs and the FTEE.

Uniform Core-Curricula

The bill creates s. 1012.551, F.S., to establish requirements for all state-approved TPPs, beginning August 1, 2027, to implement uniform core-curricula aligned with the revised FEAPs. The SBE is required to adopt these core-curricula by rule to ensure consistency in teacher training across the state.

The bill specifies that the uniform core-curricula must meet, at a minimum, the following standards:

- May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates the Florida Educational Equity Act, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.
- Must afford candidates the opportunity to think critically, master academic program content, learn instructional strategies, and demonstrate teaching competence.
- Must use state-approved academic standards to guide instruction.
- Must provide training on the use of evidence-based instructional materials included on the state-adopted instructional materials list, those evaluated or developed by the Department of Education, and materials posted online by the department, including when and how to use intervention resources.
- Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, with phonics as the primary strategy for teaching word reading and a prohibition on the use of the three-cueing system or visual memory as primary instructional methods.
- Must include content literacy and mathematics practices.
- Must include differentiated instruction strategies to support the needs of English language learners and students with disabilities while maintaining grade-level expectations.
- Must include effective, evidence-based assessment and grading practices aligned with the state's academic standards.
- Must require a mastery-based clinical experience in classroom settings to apply program content and instruction, with in-classroom performance evaluations aligned with the FEAPs and instructional personnel evaluation systems. Clinical experience providers must meet

requirements outlined in s. 1012.56(7), and candidate performance must be evaluated through observable teaching practice rather than solely written or project-based assessments.

Coaching for Educator Readiness and Teaching (CERT) Certification Program

The bill creates s. 1012.552, F.S., to require the DOE to create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway for teachers to enter the teaching profession.

The bill authorizes school districts, charter schools, and charter management organizations to implement the CERT program as a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

Participants in the CERT program must engage in a structured mentorship and induction component with qualified mentors. The CERT program must include an assessment of teaching performance aligned with the district's, charter school's, or charter management organization's personnel evaluation system. This includes an initial evaluation of each educator's competencies to develop an individualized professional learning plan and a summative evaluation to ensure successful program completion.

Additionally, the program must offer professional learning opportunities tailored to each educator's growth and learning needs, based on observational data and feedback. Candidates must achieve a passing score on the subject area examination required by SBE rule and successfully complete all reading endorsement competencies, including the endorsement practicum, if pursuing certification in a coverage area that requires it.

Finally, the program must provide guidance and on-the-job training in the classroom to support candidates in mastering the revised FEAPs.

School Community Professional Learning Act

The bill updates references to reflect Florida's current Educational Leadership Standards and the FEAPs. The bill requires training, when such training is available, on the use of instructional materials included on the state-adopted list, as well as those evaluated, developed, and posted online by the DOE, including guidance on when and how to implement intervention materials.

Additionally, the bill requires the DOE to develop criteria for the initial review and continued approval of clinical educator and mentor training programs. At a minimum, these criteria must include: instruction and assessment in the FEAPs; effective communication strategies to guide reflection and personal growth; modeling of evidence-based teaching practices and skills; and strategies for fostering resilience in educators.

The bill takes effect upon becoming a law.

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 could have an indeterminate, yet insignificant, fiscal impact on the Department of Education to provide administrative support to the workgroup to update the Florida Educator Accomplished Practices as well as creating the Coaching for Educator Readiness and Teaching (CERT) Program. It is likely that the department would be able to absorb the current requirements of the bill within the existing resources.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates sections 1012.551 and 1012.552 of the Florida Statutes.

This bill substantially amends section 1012.98 of the Florida Statutes.

The bill creates an undesignated section of Florida law.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:

The committee substitute removes all the provisions from the bill and makes the following modifications:

- Requires the Department of Education (DOE) to establish a workgroup to revise the Florida Educator Accomplished Practices (FEAPs) and develop a rule for implementation of the uniform core-curricula to be considered by the State Board of Education by August 1, 2026.
- Requires, by July 2027, the DOE to begin development of the Florida Teacher Excellence Examination aligned with update FEAPS.
- Requires, upon approval of the FEAPS, the DOE to report to the Legislature on an implementation plan to align teacher preparation programs, core courses, and a new statewide certification program to the FEAPS.
- Creates s. 1012.551, F.S., to establish guidelines for the teacher preparation program uniform core-curricula.
- Creates s. 1012.552, F.S., to require the DOE to create a Coaching for Educator Readiness and Teaching (CERT) program.
- Amends s. 1012.98, F.S., to update a reference to the educational leadership standards, require training on the use of instructional materials, and require the DOE to update requirements for individuals who serve as mentors for clinical educators.

- B. **Amendments:**

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2025	.	
	.	
	.	
	.	

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

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. (1) It is the intent of the Legislature to ensure all students have access to a well-qualified and prepared teacher at all grade levels. In order to prepare all teachers for success in the classroom, the Legislature intends to revise educator preparation programs, educator certification, and professional learning to modernize teacher training and properly



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11 prepare educators to meet the challenges of educating students
12 in the 21st century.

13 (2) No later than September 1, 2025, the Department of
14 Education shall establish a workgroup to update and revise the
15 Florida Educator Accomplished Practices. The workgroup must
16 include, at a minimum, representatives from state-approved
17 initial teacher preparation programs under s. 1004.04, Florida
18 Statutes, educator preparation institutes under s. 1004.85,
19 Florida Statutes, school district personnel, classroom teachers,
20 and other education stakeholders.

21 (a) The department shall submit the workgroup's findings
22 and recommendations, including the final version of the revised
23 practices, to the Governor, the President of the Senate, and the
24 Speaker of the House of Representatives by July 1, 2026.

25 (b) The revised Florida Educator Accomplished Practices and
26 rule to implement the uniform core curricula pursuant to s.
27 1012.551, Florida Statutes, must be considered by the State
28 Board of Education by August 1, 2026.

29 (3) No later than July 1, 2027, the Department of Education
30 shall begin development of the Florida Teacher Excellence
31 Examination, which must align with the revised Florida Educator
32 Accomplished Practices and serve as a measure of educator
33 readiness for professional certification.

34 (4) Upon approval of the Florida Educator Accomplished
35 Practices and rule implementing the uniform core-curricula, the
36 Department of Education shall submit a report to the Governor,
37 the President of the Senate, and the Speaker of the House of
38 Representatives which includes an implementation plan and
39 schedule for aligning initial teacher preparation programs under



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40 s. 1004.04, Florida Statutes, educator preparation institutes
41 under s. 1004.85, Florida Statutes, teacher preparation core
42 courses, and Coaching for Educator Readiness and Teaching (CERT)
43 programs under s. 1012.552, Florida Statutes, to the revised
44 Florida Educator Accomplished Practices and the Florida Teacher
45 Excellence Examination. The report must include any recommended
46 changes to existing statutes necessary to implement such
47 alignment.

48 Section 2. Section 1012.551, Florida Statutes, is created
49 to read:

50 1012.551 Teacher preparation core principles, standards,
51 and content.-

52 (1) Beginning August 1, 2027, each teacher preparation
53 program approved pursuant to ss. 1004.04, 1004.85, and 1012.552
54 must provide uniform core curricula courses aligned with the
55 Florida Educator Accomplished Practices that establish the
56 foundational standards and expectations for evidence-based
57 instruction and professional responsibility. The State Board of
58 Education shall establish in rule the uniform core curricula.

59 (2) The uniform core curricula for each state-approved
60 teacher preparation program must meet, at a minimum, the
61 following standards:

62 (a) May not distort significant historical events or
63 include curriculum or instruction that teaches identity
64 politics, violates s. 1000.05, or is based on theories that
65 systemic racism, sexism, oppression, and privilege are inherent
66 in the institutions of the United States and were created to
67 maintain social, political, and economic inequities.

68 (b) Must afford candidates the opportunity to think



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69 critically, achieve mastery of academic program content, learn
70 instructional strategies, and demonstrate competence.

71 (c) Must use state-approved academic standards to guide
72 instruction.

73 (d) Must provide training on the use of evidence-based
74 instructional materials included on the state-adopted
75 instructional materials list pursuant to s. 1006.28, materials
76 evaluated and identified pursuant to s. 1001.215(4), materials
77 developed pursuant to s. 1006.39, and materials posted online by
78 the department, including when and how to use intervention
79 materials.

80 (e) Must include scientifically researched and evidence-
81 based reading instructional strategies grounded in the science
82 of reading which improve reading performance for all students,
83 including explicit, systematic, and sequential approaches to
84 teaching phonemic awareness, phonics, vocabulary, fluency, and
85 text comprehension and multisensory intervention strategies. The
86 primary instructional strategy for teaching word reading is
87 phonics instruction for decoding and encoding. Instructional
88 strategies for foundational skills may not employ the three-
89 cueing system model of reading or visual memory as a basis for
90 teaching word reading. Instructional strategies may include
91 visual information and strategies that improve background and
92 experiential knowledge, add context, and increase oral language
93 and vocabulary to support comprehension, but may not be used to
94 teach word reading.

95 (f) Must include content literacy and mathematics
96 practices.

97 (g) Must include strategies for differentiated instruction



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98 to meet student needs, including English language learners and
99 students with disabilities, while maintaining grade-level
100 expectations.

101 (h) Must include strategies and practices to support
102 effective, evidence-based assessment and grading practices
103 aligned to the state's academic standards.

104 (i) Must require the completion of a mastery-based clinical
105 experience in classroom settings to provide direct application
106 of program content and instruction and mastery of the components
107 of teaching as outlined in the Florida Educator Accomplished
108 Practices. These clinical experiences must allow candidates to
109 demonstrate mastery of curriculum and pedagogy through
110 observable performance evaluations aligned with instructional
111 personnel evaluation systems approved pursuant to s. 1012.34.
112 Mastery must be assessed through in-classroom performance, with
113 candidate feedback provided for growth and refinement, rather
114 than solely through written assignments or project-based
115 assessments. Clinical experience may only be provided by
116 individuals who meet the requirements of s. 1012.56(7).

117 Section 3. Section 1012.552, Florida Statutes, is created
118 to read:

119 1012.552 The Coaching for Educator Readiness and Teaching
120 Certification (CERT) Program.—

121 (1) OBJECTIVE.—The Department of Education shall create the
122 Coaching for Educator Readiness and Teaching (CERT)
123 Certification Program as an alternative pathway for teachers to
124 enter the teaching profession. School districts, charter
125 schools, and charter management organizations may implement the
126 CERT program to provide a cohesive, competency-based training



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127 and certification pathway for teachers who have a state-issued
128 temporary certificate to earn their professional certificate
129 through an on-the-job mentorship and learning program.

130 (2) PROGRAM REQUIREMENTS.—A CERT program must include all
131 of the following:

132 (a) A teacher mentorship and induction component. Mentors
133 must meet the requirements of s. 1012.56(7).

134 (b) An assessment of teaching performance aligned to the
135 district, charter school, or charter management organization
136 system for personnel evaluation under s. 1012.34 which provides
137 for:

138 1. An initial evaluation of each educator's competencies to
139 determine an appropriate individualized professional learning
140 plan.

141 2. A summative evaluation to assure successful completion
142 of the program.

143 (c) Professional learning, in accordance with s. 1012.98,
144 tailored to each educator's growth and learning needs, according
145 to observational data and feedback.

146 (d) Required achievement of passing scores on the subject
147 area examination required by State Board of Education rule.

148 (e) Required successful completion of all competencies for
149 a reading endorsement, including completion of the endorsement
150 practicum, for a candidate certification in a coverage area
151 identified pursuant to s. 1012.585(3)(f).

152 (f) Provide guidance and on-the-job training in the
153 classroom on mastering Florida Educator Accomplished Practices.

154 Section 4. Subsections (3) and (4) and paragraph (b) of
155 subsection (5) of section 1012.98, Florida Statutes, are amended



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156 to read:

157 1012.98 School Community Professional Learning Act.—

158 (3) Professional learning activities must be linked to
159 student learning, provide ~~and~~ professional growth for
160 instructional and administrative staff, and meet the following
161 criteria:

162 (a) For instructional personnel, utilize materials aligned
163 to the state's academic standards.

164 (b) For school administrators, utilize materials aligned to
165 the Florida Educational Leadership Standards adopted in rule by
166 the State Board of Education ~~state's educational leadership~~
167 ~~standards~~.

168 (c) Have clear, defined, and measurable outcomes for both
169 individual inservice activities and multiple day sessions.

170 (d) Employ multiple measurement tools for data on teacher
171 growth, participants' use of new knowledge and skills, student
172 learning outcomes, instructional growth outcomes, and leadership
173 growth outcomes, as applicable.

174 (e) Utilize active learning and engage participants
175 directly in designing and trying out strategies, providing
176 participants with the opportunity to engage in authentic
177 teaching and leadership experiences.

178 (f) Utilize artifacts, interactive activities, and other
179 strategies to provide deeply embedded and highly contextualized
180 professional learning.

181 (g) Create opportunities for collaboration.

182 (h) Utilize coaching and expert support to involve the
183 sharing of expertise about content and evidence-based practices,
184 focused directly on instructional personnel and school



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185 administrator needs.

186 (i) Provide opportunities for instructional personnel and
187 school administrators to think about, receive input on, and make
188 changes to practice by facilitating reflection and providing
189 feedback.

190 (j) Provide sustained duration with follow-up ~~followup~~ for
191 instructional personnel and school administrators to have
192 adequate time to learn, practice, implement, and reflect upon
193 new strategies that facilitate changes in practice.

194 (k) Provide training, when such training is available, on
195 the use of instructional materials included on the state-adopted
196 instructional materials list pursuant to s. 1006.28, materials
197 evaluated and identified pursuant to s. 1001.215(4), materials
198 developed pursuant to s. 1006.39, and materials posted online by
199 the department, including when and how to use intervention
200 materials.

201 (4) The inservice activities designed to implement this
202 section must:

203 (a) Support and increase the success of educators through
204 collaboratively developed school improvement plans that focus
205 on:

206 1. Enhanced and differentiated instructional strategies to
207 engage students in a rigorous and knowledge-based ~~relevant~~
208 curriculum based on the Florida Educator Accomplished Practices
209 ~~state and local educational standards, goals, and initiatives;~~
210 and

211 ~~2. Increased opportunities to provide meaningful~~
212 ~~relationships between teachers and all students; and~~

213 ~~2.3.~~ Increased opportunities for professional collaboration



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214 among and between teachers, certified school counselors,
215 instructional leaders, postsecondary educators engaged in
216 preservice training for new teachers, and the workforce
217 community.

218 (b) Assist the school community in providing stimulating,
219 scientific research-based educational activities that encourage
220 and motivate students to achieve at the highest levels and to
221 participate as active learners and that prepare students for
222 success at subsequent educational levels and the workforce.

223 (c) Provide continuous support for all education
224 professionals as well as temporary intervention for education
225 professionals who need improvement in knowledge, skills, and
226 performance.

227 (d) Provide instructional personnel and school
228 administrators with the knowledge, skills, and best practices
229 necessary to support excellence in classroom instruction and
230 educational leadership.

231 (e) Provide training to individuals who serve as mentors or
232 clinical educators ~~teacher mentors as part of the professional~~
233 ~~learning certification program under s. 1012.56(8) and the~~
234 ~~professional education competency program under s. 1012.56(9).~~
235 The department shall develop criteria for the initial review and
236 continued approval of clinical educator and mentor training that
237 must include, at a minimum:

238 1. Instruction and assessment in the Florida Educator
239 Accomplished Practices.

240 2. Effective communication strategies to guide reflection
241 and personal growth.

242 3. Effective modeling of evidence-based teaching practices



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243 and skills.

244 4. Fostering resilience in educators ~~components on teacher~~
245 ~~development, peer coaching, time management, and other related~~
246 ~~topics as determined by the Department of Education.~~

247 Section 5. This act shall take effect upon becoming a law.

248
249 ===== T I T L E A M E N D M E N T =====

250 And the title is amended as follows:

251 Delete everything before the enacting clause
252 and insert:

253 A bill to be entitled
254 An act relating to educator preparation; providing
255 legislative intent; requiring the Department of
256 Education to establish a workgroup to update and
257 revise the Florida Educator Accomplished; requiring
258 the department to submit workgroup findings to the
259 Governor and the Legislature by a certain date;
260 requiring the State Board of Education to consider
261 certain revisions and a specified rule by a certain
262 date; requiring the department to develop a teacher
263 examination; requiring the department to submit to the
264 Governor and the Legislature an implementation plan
265 for teacher preparation programs; creating s.
266 1012.551, F.S.; establishing guidelines for teacher
267 preparation program uniform core curricula; creating
268 s. 1012.552, F.S.; requiring the department to create
269 a specified alternative certification pathway for
270 teachers; amending s. 1012.98, F.S.; updating a
271 reference to educational leadership standards;



272 requiring training on instructional materials;
273 requiring the department to develop criteria for
274 certain mentors' training; providing an effective
275 date.

By Senator Burgess

23-01562A-25

20251590__

A bill to be entitled

An act relating to educator preparation; providing legislative intent; establishing the Task Force for Educator Preparation; providing the purpose for the task force; providing for the composition of the task force; requiring the Department of Education to provide administrative support for the task force; providing the duties of the task force; requiring the task force to provide a specified report to the Governor and the Legislature by a specified date; providing for expiration of the task force; providing an effective date.

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

Section 1. (1) It is the intent of the Legislature to revise educator preparation, certification, and professional learning development by 2028, to modernize and reform the program, and to properly prepare educators to meet the challenges of educating students in the 21st century.

(2) There is established the Task Force for Educator Preparation to make recommendations regarding educator training, assessment, certification, and professional learning. The task force shall be composed of the following members:

(a) Two members from a state university initial teacher preparation program, appointed by the President of the Senate and the Speaker of the House of Representatives.

(b) Two members from private postsecondary institution initial teacher preparation programs, appointed by the Governor

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

23-01562A-25

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and the President of the Senate.

(c) Two members from a Florida College System institution initial teacher preparation program or educator preparation institute, appointed by the Governor and the Speaker of the House of Representatives.

(d) Two school district representatives with responsibility for district alternative certification programs, appointed by the President of the Senate and the Speaker of the House of Representatives.

(e) Three teachers with active certifications, with at least one from a charter school, and at least one who has served as a mentor. The Governor, the President of the Senate, and the Speaker of the House of Representatives shall each appoint one teacher.

(f) Two district school superintendents, appointed by the President of the Senate and the Speaker of the House of Representatives.

(g) A Department of Education representative with expertise in educator quality, appointed by the Governor.

(3) The Department of Education shall provide administrative support for the task force.

(4) The task force shall:

(a) Evaluate the effectiveness of teacher training programs, including:

1. The uniform core curricula in initial teacher preparation programs, including evidence-based practices in mathematics and literacy instruction, classroom management, and the use of data to analyze student performance for personalized instruction.

Page 2 of 3

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

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59 2. Preparation under school district alternative
60 certification pathways or educator preparation institutes.
61 3. The effectiveness of teacher apprenticeship programs.
62 4. Improvements to field experiences for student teachers.
63 (b) Analyze existing Florida teacher certification
64 standards and procedures, including:
65 1. Gaps or inefficiencies in current certification
66 pathways.
67 2. Appropriate educator certification for elementary,
68 middle, and secondary school grades.
69 3. The effectiveness of certification exams and
70 alternatives to ensure teachers meet competency standards.
71 (c) Evaluate educator professional learning, including:
72 1. Ongoing professional learning requirements for teachers.
73 2. Mentor teachers and teaching coaches.
74 3. Collaboration with teacher preparation programs.
75 (5) The task force shall issue a report with
76 recommendations for improvements to the Governor, the President
77 of the Senate, and the Speaker of the House of Representatives
78 no later than December 1, 2025, at which time the task force
79 shall expire.
80 Section 2. This act shall take effect upon becoming a law.

The Florida Senate

APPEARANCE RECORD

SB 1590

Bill Number or Topic

4-10-25

Meeting Date

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

3K-12 Appops

Committee

Amendment Barcode (if applicable)

Name Nathan Hoffman

Phone 217-503-7368

Address 215 South Monroe

Email Nathan@afloridapromise.org

Street

Tallahassee

City

FL

State

32301

Zip

Speaking:

For

Against

Information

OR

Waive Speaking:

In Support

Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:
Foundation for Florida's future

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

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

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

S-001 (08/10/2021)

APPEARANCE RECORD

SB 1590

Bill Number or Topic

4/10/25

Meeting Date

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

Approps on PreK-12
Committee Edu

Amendment Barcode (if applicable)

Name Aurelie Colon

Phone 9548818595

Address 403 Washington Ave
Street

Email aurelie.colon@splcenter.org

Montgomery AZ
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:

SPLC

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 \(flsenate.gov\)](#)

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/CS/SB 1702

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

SUBJECT: Education

DATE: April 14, 2025

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/SB 1702 modifies or adds provisions related to charter school monitoring, school transportation, the Redlands Christian Migrant Association, high school graduation requirements and school district liability insurance. Specifically, the bill:

- Modifies the requirements for monitoring of charters schools to require the sponsor to use the standard monitoring tool.
- Defines a sufficient warning against trespassing on a school bus, which authorizes arrest and prosecution for a trespasser on a school bus.
- Authorizes private schools in certain counties to construct new temporary or permanent facilities on land that was owned by a church, library, theater, or school, and retain that zoning and land use designation.
- Includes the Redlands Christian Migrant Association in a hold-harmless provision for school readiness program reimbursement rates.
- Modifies graduation requirements to allow two years of marching band to satisfy the high school graduation one-credit requirement in physical education or of the one-credit requirement in performing arts in order to receive a standard high school diploma.
- Includes liability insurance in the listed types of casualty insurance that a school district may use the revenue generated by their discretionary millage levy to pay for the cost of premiums.
- Requires the Commissioner of Education to coordinate with selected school districts during the 2025-2026 school year and report to the Legislature student outcomes and policy recommendations from prohibitions on the use of electronic devices in schools.

The bill does not have a fiscal impact on state revenues or expenditures. **See Section V., Fiscal Impact Statement.**

The bill takes effect on July 1, 2025.

II. Present Situation:

Trespassing on School Grounds

Florida law describes instances when a person who does not have legitimate business on a school campus or any additional authorization, license or invitation to enter or remain on school property or is a student who is currently suspended or expelled is guilty of a misdemeanor of the second degree when that person enters and remains on school property. Additionally, any person who enter or remains on school property after the principal or designee has directed the person to leave school property or to not enter school property is guilty of a misdemeanor of the first degree.¹

Florida law provides instances when an officer may make a lawful arrest without a warrant. These instances generally cover circumstances where an officer reasonably believes the person committed the offense, the offense was committed in the presence of the officer, a warrant has been issued and is held by another peace officer, or there is probable cause in certain circumstances.²

Florida's Charter Schools

Charter schools are tuition-free public schools created through an agreement or “charter” that provides flexibility relative to regulations created for traditional public schools. During the 2022-2023 school year, 382,367 students were enrolled in 726 charter schools in 46 school districts.³

Charter schools are open to all students residing within the district; however, charter schools are allowed to target students within specific age groups or grade levels, students considered at-risk of dropping out or failing, students wishing to enroll in a charter school-in-the-workplace or charter school-in-a-municipality, students residing within a reasonable distance of the school, students who meet reasonable academic, artistic or other eligibility standards established by the charter school, or students articulating from one charter school to another.⁴

Charter schools are created when an individual, a group of parents or teachers, a business, a municipality, or a legal entity applies to the school district; the school district approves the application; the applicants form a governing board that negotiates a contract with the district school board; and the applicants and district school board agree upon a charter or contract. The

¹ Section 810.097, F.S.

² Section 901.15, F.S.

³ 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>.

⁴ Florida Department of Education, *Frequently Asked Questions (Charter Schools)*, <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.stml> (last visited Apr. 3, 2025). See also s. 1002.33(10), F.S.

district school board then becomes the sponsor of the charter school. The negotiated contract outlines the expectations of both parties regarding the school's academic and financial performance.⁵

A charter school must be organized as, or be operated by, a nonprofit organization. The charter school may serve at-risk students, or offer a specialized curriculum or core academic program, provide early intervention programs, or serve exceptional education students.

All charter applicants must prepare and submit an application on a model application form prepared by the Department of Education (DOE), which:

- Demonstrates how the school will use the guiding principles.
- Provides a detailed curriculum.
- Contains goals and objectives for improving student learning.
- Describes the separate reading curricula and differentiated strategies.
- Contains an annual financial plan.

A school board is required to review all charter school applications and, within 90 days of receipt, approve or deny the application.

A charter school may be sponsored by any of the following:

- A district school board.
- A state university approved to sponsor certain lab schools.
- A state university approved by the DOE.
- A Florida College System institution approved by the DOE.⁶

Florida law outlines the duties of charter school sponsors. The sponsor is required to monitor and review the charter school to ensure progress toward the goals established in the charter and to monitor revenues and expenditures of the charter school. The sponsor is also required to ensure that the charter school participates in the state's educational accountability system but is prohibited from applying its policies to a charter school or imposing additional reporting requirements except when the charter school is experiencing a deteriorating financial condition or emergency. The sponsor is required to submit to the DOE via a web-based format an annual report that includes the following:

- The number of applications for charter school received annually.
- The applicant's contact information.
- The date each application was approved, denied or withdrawn.
- The date each final contract was executed.

The DOE is required to compile an annual report by sponsor each year and post the report on the DOE website by January 15 of each year.

⁵ Florida Department of Education, *Frequently Asked Questions (Charter Schools)*, <https://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-faqs.shtml> (last visited Apr. 3, 2025). See also s. 1002.33(6), F.S.

⁶ Florida Department of Education, *Frequently Asked Questions (Charter Schools)*, <https://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-faqs.shtml> (last visited Apr. 3, 2025). See also s. 1002.33, F.S.

Florida law also provides for accountability of charter school sponsors that requires the DOE to develop a sponsor evaluation framework. At a minimum the framework is required to address the following:

- The sponsor’s vision toward charter school authorization and progress toward vision.
- The alignment of sponsor policies and practices for charter school authorization and best practices.
- The academic and financial performance of charter schools overseen by the sponsor.
- The status of charters school authorized by the sponsor.

The DOE is required to compile the results of the evaluations and publish as part of the required reporting of monitoring of charter schools.⁷

Private School Facilities

A private school is defined in Florida law, as “an individual, association, copartnership, or corporation or department, division, or section of such organizations, that designates itself as an educational center that includes kindergarten or a higher grade” and is below the college level. Private elementary and secondary schools in Florida are not licensed, approved, accredited, or regulated by the Department of Education (DOE). Private schools are required to complete an online annual survey to provide information for inclusion in a statewide directory. A private school may be a parochial, religious, denominational, for-profit, or nonprofit school.⁸

While private schools operate outside of the public education system, there remain some requirements in Florida law that are imposed on private schools as well as areas of authorization. Those laws address the following areas:

- Participation in the annual private school survey.
- Background screening for each private school owner.
- Retention of student records.
- Maintenance of records of attendance and reports.
- Required school-entry health examinations.
- Student immunization and attendance records.
- Student participation in high school athletic programs at public schools.
- Educational and instructional materials.
- Services for exceptional student education services.
- Professional learning systems.
- Bus driver training purchase of school buses.
- Emergency procedures and medications.
- Facilities and safe school officers.⁹

Specifically related to facilities, private schools are permitted to use property owned or leased by a library, community service organization, museum, performing arts venue, theater, cinema, church facility, Florida College System institution or university or other similar public

⁷ Section 1002.33(5), F.S.

⁸ Section 1002.01(3), F.S.

⁹ Section 1002.42, F.S.

institutional facilities, or a facility recently used to house a school or childcare facility under the facilities preexisting zoning and land use designations. There are similar provisions regarding the purchase of the same types of facilities by private schools. The facilities used or purchased must meet state and local health, safety, and welfare laws, codes, and rules, including fire safety and building safety.¹⁰

School Readiness Program

Florida's School Readiness (SR) program offers low-income families financial assistance to facilitate access to high-quality childcare and early education for their children while parents work or participate in job training. The Division of Early Learning (DEL), under the Department of Education (DOE), administers the program at the state level while early learning coalitions (ELCs) administer the SR program at the county and regional levels. Funding comes from four sources including the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant, and the State of Florida.

The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills. The program gives children access to a quality early learning environment and supports parents with information about child development and family engagement. The quality environment of each SR provider is measured by the administration of a widely recognized tool that assesses the interactions between adults and children in the classroom.

In Fiscal Year 2022-23, there were 212,062 children participating in the SR program at 6,889 early learning providers. Total expenditures were \$990 million, which included \$36 million in administrative expenses, \$59 million in non-direct services expenditures, and \$80 million in quality expenditures.¹¹

Florida's ELCs are provided with specific powers and duties under Florida law to administer and implement a local, comprehensive program of school readiness program services. Specific duties of the ELCs are to:

- Establish a uniform waiting list for SR enrollment.
- Establish a resource and referral network and region warm-line services.
- Establish age-appropriate screening for children and implement age-appropriate pre- and post-assessments.
- Utilized a coordinated professional learning system.
- Determine child eligibility.
- Implement a parent sliding fee scale.
- Establish proper maintenance of records of eligibility and enrollment for the SR program as well as sign-in sign-out records.
- Adhere to property requirements and comply with federal procurement requirements.
- Establish information technology controls.
- Develop written policies, procedures and standards for monitoring vendor contracts.

¹⁰ Section 1002.42(19), F.S.

¹¹ Florida Department of Education, *Division of Early Learning 2023-2024 Annual Report (2024)*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf>.

- Monitor SR program providers.
- Distribute SR funding and implement an antifraud plan.
- Annually report to the DOE.
- Maintain administrative staff at the minimum necessary to deliver the SR program.
- Adhere to limitations on contracting with specific persons or entities.¹²

As part of the requirements related to the distribution of SR funding, each ELC with approved prior year provider reimbursement rates for the infant to age five care levels that are higher than the provider reimbursement rates established in statute are allowed continue to implement the higher approved reimbursement rates until the rates established in statute exceed those rates.

The Redlands Christian Migrant Association is a not-for-profit organization whose purpose is to administer childcare and early childhood education centers for the children of migrant and seasonal farm workers whose families' total income meets the eligibility criteria for the SR program. RCMA's service area spans 20 Florida counties concentrated in rural areas.¹³

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.¹⁴

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.¹⁵

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.

¹² Section 1002.84, F.S.

¹³ Florida Auditor General, *Redlands Christian Migrant Association, Inc. Financial Statements* (Mar. 2024), available at https://flauditor.gov/pages/nonprofit_forprofit%20rpts/2023%20redlands%20christian%20migrant%20association.pdf, at 10.

¹⁴ 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 Apr. 3, 2025).

¹⁵ Section 1003.4282, F.S.

Florida allows completion of one semester with a grade of “C” or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class to satisfy one-half credit in physical education or one-half credit in performing arts. Additionally, completion of two years in a Reserve Officer Training Corps (R.O.T.C.) class where a significant component of the class is drills, may be used to satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts.¹⁶

School Board Discretionary Millage Levy

Each district school board is authorized to levy 1.5 mills 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, athletic facilities, or ancillary facilities.
- 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.¹⁷

In addition, a district school board may expend up to \$200 per unweighted FTE student from the revenue generated by the millage levy to fund expenses for:

- The purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.
- Payment of the cost of premiums property and casualty insurance necessary to insure school district educational and ancillary plants.¹⁸

Wireless Communication Device Use in Florida Public Schools

In 2023,¹⁹ the Legislature required each district school board to adopt rules prohibiting student use of wireless communications devices during instructional time. The prohibition does not apply when device use is expressly directed by a teacher solely for educational purposes. Additionally, the rules must prohibit student access to social media platforms through internet access provided by the school district, with exceptions for instructional use. These rules must be included in each district’s code of student conduct and published on the district’s website.²⁰

District School Boards

District school boards are responsible for the general supervision and control of students enrolled in public schools.²¹ Each board must adopt rules for the control, attendance, discipline, in-school suspension, suspension, and expulsion of students, as well as maintain a code of student conduct.

¹⁶ Section 1003.4282(3), F.S.

¹⁷ Section 1011.71(2), F.S.

¹⁸ Section 1011.71(5), F.S.

¹⁹ Ch. 2023-36, Laws of Fla.

²⁰ See ss. 1006.07(2) and 1003.02(1), F.S.

²¹ Section 1003.02(1), F.S.

Students may possess wireless communications devices while on school property or attending school functions. However, school boards have the authority to adopt rules governing the use of such devices through their codes of student conduct.²²

The implementation of policies concerning wireless communications devices is left to the discretion of each district. As a result, local policies vary. Some districts prohibit student device use for the entire school day, while others allow limited use during non-instructional periods, such as lunch or between class periods.

Principals and Teachers

School principals are responsible for enforcing the student code of conduct and maintaining school safety and discipline. Principals may take disciplinary action consistent with board policies, including those governing the inappropriate use of wireless communication devices.²³

Teachers have the authority to manage student behavior and establish rules of conduct within their classrooms.²⁴ Within the framework of the district's code of conduct, teachers may designate specific locations or procedures for storing devices during instructional time to minimize distractions and maintain an orderly learning environment.²⁵

III. Effect of Proposed Changes:

This bill amends s. 810.097, F.S., to the term "school bus" and provides that a clearly posted sign or a verbal warning by a school bus operator, a principal, a school district employee or law enforcement personnel regarding trespassing constitutes sufficient notice. This notice satisfies the prior warning requirement for immediate arrest and prosecution of a person who boards, enters, or remains on a school bus without authorization.

The bill amends s. 901.15, F.S. to include that trespassing on school grounds, facilities or school buses is probable cause for arrest without a warrant.

The bill amends s. 1002.42, F.S., to allow private schools in certain counties with four incorporated municipalities (which are Bradford, Clay, and Sarasota) to construct new temporary or permanent facilities on property that was owned by a church, library, theater, or school, that was actively used for the zoned purpose with five years of an executed agreement and retain that existing zoning and land use designations. Additionally, the same applies to land that was owned by a Florida college System institution or university or land that was recently used to house a school or childcare facility. The new facility constructed by the private school is required to meet all applicable state and local health, safety, and welfare laws, codes, and rules, including fire safety and building safety.

The bill amends s. 1002.33, F.S., to require that a sponsor of a charter school is required to use a standard monitoring tool when providing oversight of charter schools as required in s. 1002.33,

²² Section 1006.07(2), F.S.

²³ Section 1006.09(1), F.S.

²⁴ Section 1003.32(1), F.S.

²⁵ Section 1006.07(2), F.S.

F.S. The State Board of Education is required to adopt in rule a standard monitoring tool for use by charter school sponsors, however that rule has yet to be developed.²⁶

The bill amends s. 1002.84, F.S., to identify the Redlands Christian Migrant Association (RCMA) as an entity that is subject to the conditions in law regarding disbursement of School Readiness (SR) funds. The bill includes RCMA in the provision that if the organization had approved prior year provider SR reimbursement rates for the infant to age five care levels that were higher than the provider SR reimbursement rates established by the state, the organization would be allowed continue to implement the higher approved reimbursement rates until the rates established by the state exceed those rates.

The bill amends s. 1003.4282, F.S., to allow a student who has completed two years of marching band to satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts to earn a standard high school diploma. The bill stipulates that the credit cannot be used to satisfy the personal fitness or adaptive physical education requirements under an individual education plan (IEP) or 504 plan.

The bill amends s. 1011.71, F.S. to add liability insurance in the listed types of casualty insurance that a school district may use the revenue generated by their discretionary millage levy to pay for the cost of premiums.

The bill requires the Commissioner of Education to coordinate with six selected school districts representing two small, two medium, and two large counties that currently implement a policy, or will implement a policy during the 2025-2026 school year that prohibits students from using cell phones and other personal electronic devices during the entire school day. This prohibition applies both on school grounds and while students are engaged in school-sponsored activities off campus during the school day.

The Department of Education must submit a report to the President of the Senate and the Speaker of the House of Representatives by December 1, 2026. The report must:

- Summarize the effect of each district policy on student achievement and behavior.
- Include a model policy that school districts and charter schools may adopt.

The bill further requires that the report and model policy account for circumstances under which the use of cell phones or other electronic devices during the school day by students may be authorized, including:

- For students with disabilities or English Language Learners (ELLs) who rely on such devices to access curriculum or other required activities.
- For health-related reasons, emergency medical issues, or disaster situations.
- On school buses before or after school hours.
- During extracurricular activities occurring outside of the school day.

The bill requires the report to also include student code of conduct provisions for violations of the policy, including, but not limited to, the following:

- Illegal behaviors involving device use that may warrant law enforcement involvement.

²⁶ Section 1002.33(28), F.S.

- Use of devices to bully, harass, or threaten other students.
- Use of devices to cheat or violate school academic integrity policies.
- Use of devices to capture or display any picture or video of any student during medical issues or misconduct.

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:

The bill does not have a fiscal impact on state revenues or expenditures. Should the Department of Education incur a cost associated with development of a model policy relating to the use of cell phones or other electronic devices, it is expected that the department would be able to absorb within their existing resources.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 810.097, 901.15, 1002.33, 1002.42, 1002.84, 1003.4282, and 1011.71.

The bill creates an undesignated section of Florida Law.

IX. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)**CS/CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:**

The committee substitute adds a requirement for the Commissioner of Education to coordinate with six school districts of various sizes that prohibit or will prohibit the use of cell phones and other personal electronic devices during the entire school day during the 2025-2026 school year, and provide a report to the Legislature by December 1, 2026, that:

- Documents the effects of the policy on student achievement and behavior;
- Includes a model policy that could be adopted in other districts and charter schools that includes authorized use of cell phones in certain circumstances; and
- Includes code of conduct provisions for violations of the policy, with specific circumstances.

CS by Education Pre-K - 12 on March 25, 2025:

The committee substitute retains provisions from the bill that require use of a standardized monitoring tool for charter schools and removes the provisions related to additional sponsors of Schools of Hope. The committee substitute adds to the bill the following:

- An authorization for private schools in certain counties to construct new temporary or permanent facilities on land that was owned by a church, library, theater, or school, and retain that zoning and land use designation.
- Inclusion of the Redlands Christian Migrant Association in a hold-harmless provision for school readiness program reimbursement rates.
- Authorization for two years of marching band to satisfy the high school graduation one-credit requirement in physical education or of the one-credit requirement in performing arts.
- The inclusion of liability insurance in the listed types of casualty insurance that a school district may use the revenue generated by their discretionary millage levy to pay for the cost of premiums.
- Strengthening the enforcement of trespassing laws on school property to specify that a verbal warning or posted sign is sufficient notice for prosecution, and authorize warrantless arrest based on probable cause for school bus trespass. This allows a law

enforcement officer to arrest based on probable cause—even if the person is no longer on the bus or the officer did not witness the trespass.

B. Amendments:

None.

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



101498

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2025	.	
	.	
	.	
	.	

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

Senate Amendment (with title amendment)

Between lines 272 and 273

insert:

Section 8. (1) The Commissioner of Education shall coordinate with six districts selected by the Department of Education which represent two small, two medium, and two large counties that currently implement, or will implement in the 2025-2026 school year, a policy that prohibits the use of cell phones and other personal electronic devices by students during



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11 the entire school day, while on school grounds, or while engaged
12 in school activities off school grounds during the school day.
13 The department shall provide a report to the President of the
14 Senate and the Speaker of the House of Representatives before
15 December 1, 2026, summarizing the effect of each district policy
16 on student achievement and behavior. The report must also
17 include a model policy that school districts and charter schools
18 may adopt.

19 (2) The report and model policy must address the authorized
20 use of cell phones or other electronic devices during the school
21 day by students:

22 (a) With disabilities or who are English Language Learners
23 who may need such electronic devices to access curriculum or
24 other required activities.

25 (b) When necessary for health reasons, for emergency
26 medical issues, or for natural or manmade disasters.

27 (c) On school buses, before or after school hours.

28 (d) Engaged in extracurricular activities outside of the
29 school day.

30 (3) The report must also include student code of conduct
31 provisions for violations of the policy restricting the use of
32 cell phones and other electronic devices, including, but not
33 limited to, those violations that:

34 (a) Constitute illegal behavior and may result in a
35 referral to law enforcement.

36 (b) Facilitate bullying, harassing, or threatening other
37 students.

38 (c) Facilitate cheating or otherwise violating a school's
39 policy for academic integrity.



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40 (d) Capture or display any picture or video of any student
41 during a medical issue or engaged in misconduct.

42
43 ===== T I T L E A M E N D M E N T =====

44 And the title is amended as follows:

45 Delete line 27

46 and insert:

47 insurance; requiring the Commissioner of Education to
48 coordinate with school districts selected by the
49 Department of Education to implement a policy for a
50 specified school year prohibiting the use of cell
51 phones while on school grounds or engaged in certain
52 activities off school grounds; requiring the
53 department to provide a report to the Legislature
54 before a specified date; providing requirements for
55 the report; requiring that the report include a model
56 policy that school districts and charter schools may
57 adopt; requiring that the report and model policy
58 address the authorized use of cell phones and
59 electronic devices during the school day by certain
60 students; requiring that the report include specified
61 student code of conduct provisions; providing an
62 effective date.

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

581-03087-25

20251702c1

1 A bill to be entitled
 2 An act relating to education; amending s. 810.097,
 3 F.S.; defining the term "school bus"; specifying
 4 sufficient notice and prior warning for immediate
 5 arrest and prosecution for school bus trespassing;
 6 amending s. 901.15, F.S.; providing that a law
 7 enforcement officer may arrest a person without a
 8 warrant when there is probable cause to believe that
 9 the person has trespassed upon school grounds or
 10 facilities; amending s. 1002.42, F.S.; authorizing a
 11 private school in a county that meets certain criteria
 12 to construct new facilities on certain property;
 13 specifying that such construction is not subject to
 14 certain zoning or land use conditions; requiring such
 15 construction to meet certain health and safety
 16 requirements; amending s. 1002.33, F.S.; requiring a
 17 charter school sponsor to use a standard monitoring
 18 tool to monitor and review a charter school; amending
 19 s. 1002.84, F.S.; authorizing the Redlands Christian
 20 Migrant Association to use certain school readiness
 21 reimbursement rates; amending s. 1003.4282, F.S.;
 22 specifying that certain participation in marching band
 23 satisfies the physical education or performing arts
 24 credit requirement for a standard high school diploma;
 25 amending s. 1011.71, F.S.; authorizing the use of
 26 certain school district tax revenue for liability
 27 insurance; providing an effective date.
 28
 29 Be It Enacted by the Legislature of the State of Florida:

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

581-03087-25

20251702c1

30
 31 Section 1. Subsection (5) of section 810.097, Florida
 32 Statutes, is amended, and subsection (6) is added to that
 33 section, to read:
 34 810.097 Trespass upon grounds or facilities of a school;
 35 penalties; arrest.—
 36 (5) As used in this section, the term:
 37 (a) "School" means the grounds or any facility, including
 38 school buses, of any kindergarten, elementary school, middle
 39 school, junior high school, or secondary school, whether public
 40 or nonpublic.
 41 (b) "School bus" means any vehicle operated, owned, or
 42 contracted by a school district for student transportation.
 43 (6) For purposes of this section, a clearly posted sign or
 44 a verbal warning provided by the school bus operator, the
 45 principal, a school district employee, or law enforcement
 46 personnel, indicating that unauthorized boarding or remaining on
 47 a school bus is prohibited and violators will be prosecuted,
 48 constitutes sufficient notice and satisfies the prior warning
 49 requirement necessary for immediate arrest and prosecution of
 50 any person who boards, enters, or remains upon a school bus
 51 without authorization.
 52 Section 2. Paragraph (g) is added to subsection (9) of
 53 section 901.15, Florida Statutes, to read:
 54 901.15 When arrest by officer without warrant is lawful.—A
 55 law enforcement officer may arrest a person without a warrant
 56 when:
 57 (9) There is probable cause to believe that the person has
 58 committed:

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

581-03087-25

20251702c1

59 (g) Trespass upon school grounds or facilities, including
 60 school buses as defined in s. 810.097(5)(b), in violation of
 61 that section.

62 Section 3. Paragraph (c) is added to subsection (19) of
 63 section 1002.42, Florida Statutes, to read:

64 1002.42 Private schools.—

65 (19) FACILITIES.—

66 (c) A private school located in a county with four
 67 incorporated municipalities may construct new facilities, which
 68 may be temporary or permanent, on property purchased from or
 69 owned or leased by a library, community service organization,
 70 museum, performing arts venue, theater, cinema, or church under
 71 s. 170.201, which is or was actively used as such within 5 years
 72 of any executed agreement with a private school; any land owned
 73 by a Florida College System institution or university; and any
 74 land recently used to house a school or child care facility
 75 licensed under s. 402.305, under its preexisting zoning and land
 76 use designations without rezoning or obtaining a special
 77 exception or a land use change, and without complying with any
 78 mitigation requirements or conditions. Any new facility must be
 79 located on property used solely for purposes described in this
 80 paragraph, and must meet applicable state and local health,
 81 safety, and welfare laws, codes, and rules, including firesafety
 82 and building safety.

83 Section 4. Paragraph (b) of subsection (5) of section
 84 1002.33, Florida Statutes, is amended to read:

85 1002.33 Charter schools.—

86 (5) SPONSOR; DUTIES.—

87 (b) *Sponsor duties.*—

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

581-03087-25

20251702c1

88 1.a. The sponsor shall monitor and review the charter
 89 school, using the standard monitoring tool, in its progress
 90 toward the goals established in the charter.

91 b. The sponsor shall monitor the revenues and expenditures
 92 of the charter school and perform the duties provided in s.
 93 1002.345.

94 c. The sponsor may approve a charter for a charter school
 95 before the applicant has identified space, equipment, or
 96 personnel, if the applicant indicates approval is necessary for
 97 it to raise working funds.

98 d. The sponsor may not apply its policies to a charter
 99 school unless mutually agreed to by both the sponsor and the
 100 charter school. If the sponsor subsequently amends any agreed-
 101 upon sponsor policy, the version of the policy in effect at the
 102 time of the execution of the charter, or any subsequent
 103 modification thereof, shall remain in effect and the sponsor may
 104 not hold the charter school responsible for any provision of a
 105 newly revised policy until the revised policy is mutually agreed
 106 upon.

107 e. The sponsor shall ensure that the charter is innovative
 108 and consistent with the state education goals established by s.
 109 1000.03(5).

110 f. The sponsor shall ensure that the charter school
 111 participates in the state's education accountability system. If
 112 a charter school falls short of performance measures included in
 113 the approved charter, the sponsor shall report such shortcomings
 114 to the Department of Education.

115 g. The sponsor is not liable for civil damages under state
 116 law for personal injury, property damage, or death resulting

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117 from an act or omission of an officer, employee, agent, or
 118 governing body of the charter school.

119 h. The sponsor is not liable for civil damages under state
 120 law for any employment actions taken by an officer, employee,
 121 agent, or governing body of the charter school.

122 i. The sponsor's duties to monitor the charter school do
 123 not constitute the basis for a private cause of action.

124 j. The sponsor may not impose additional reporting
 125 requirements on a charter school as long as the charter school
 126 has not been identified as having a deteriorating financial
 127 condition or financial emergency pursuant to s. 1002.345.

128 k. The sponsor shall submit an annual report to the
 129 Department of Education in a web-based format to be determined
 130 by the department.

131 (I) The report shall include the following information:

132 (A) The number of applications received during the school
 133 year and up to August 1 and each applicant's contact
 134 information.

135 (B) The date each application was approved, denied, or
 136 withdrawn.

137 (C) The date each final contract was executed.

138 (II) Annually, by November 1, the sponsor shall submit to
 139 the department the information for the applications submitted
 140 the previous year.

141 (III) The department shall compile an annual report, by
 142 sponsor, and post the report on its website by January 15 of
 143 each year.

144 2. Immunity for the sponsor of a charter school under
 145 subparagraph 1. applies only with respect to acts or omissions

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146 not under the sponsor's direct authority as described in this
 147 section.

148 3. This paragraph does not waive a sponsor's sovereign
 149 immunity.

150 4. A Florida College System institution may work with the
 151 school district or school districts in its designated service
 152 area to develop charter schools that offer secondary education.
 153 These charter schools must include an option for students to
 154 receive an associate degree upon high school graduation. If a
 155 Florida College System institution operates an approved teacher
 156 preparation program under s. 1004.04 or s. 1004.85, the
 157 institution may operate charter schools that serve students in
 158 kindergarten through grade 12 in any school district within the
 159 service area of the institution. District school boards shall
 160 cooperate with and assist the Florida College System institution
 161 on the charter application. Florida College System institution
 162 applications for charter schools are not subject to the time
 163 deadlines outlined in subsection (6) and may be approved by the
 164 district school board at any time during the year. Florida
 165 College System institutions may not report FTE for any students
 166 participating under this subparagraph who receive FTE funding
 167 through the Florida Education Finance Program.

168 5. For purposes of assisting the development of a charter
 169 school, a school district may enter into nonexclusive interlocal
 170 agreements with federal and state agencies, counties,
 171 municipalities, and other governmental entities that operate
 172 within the geographical borders of the school district to act on
 173 behalf of such governmental entities in the inspection,
 174 issuance, and other necessary activities for all necessary

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175 permits, licenses, and other permissions that a charter school
 176 needs in order for development, construction, or operation. A
 177 charter school may use, but may not be required to use, a school
 178 district for these services. The interlocal agreement must
 179 include, but need not be limited to, the identification of fees
 180 that charter schools will be charged for such services. The fees
 181 must consist of the governmental entity's fees plus a fee for
 182 the school district to recover no more than actual costs for
 183 providing such services. These services and fees are not
 184 included within the services to be provided pursuant to
 185 subsection (20). Notwithstanding any other provision of law, an
 186 interlocal agreement or ordinance that imposes a greater
 187 regulatory burden on charter schools than school districts or
 188 that prohibits or limits the creation of a charter school is
 189 void and unenforceable. An interlocal agreement entered into by
 190 a school district for the development of only its own schools,
 191 including provisions relating to the extension of
 192 infrastructure, may be used by charter schools.

193 6. The board of trustees of a sponsoring state university
 194 or Florida College System institution under paragraph (a) is the
 195 local educational agency for all charter schools it sponsors for
 196 purposes of receiving federal funds and accepts full
 197 responsibility for all local educational agency requirements and
 198 the schools for which it will perform local educational agency
 199 responsibilities. A student enrolled in a charter school that is
 200 sponsored by a state university or Florida College System
 201 institution may not be included in the calculation of the school
 202 district's grade under s. 1008.34(5) for the school district in
 203 which he or she resides.

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204 Section 5. Subsection (17) of section 1002.84, Florida
 205 Statutes, is amended to read:

206 1002.84 Early learning coalitions; school readiness powers
 207 and duties.—Each early learning coalition shall:

208 (17) (a) Distribute the school readiness program funds as
 209 allocated in the General Appropriations Act to each eligible
 210 provider based upon the reimbursement rate by county, by
 211 provider type, and by care level. All instructions to early
 212 learning coalitions for distributing the school readiness
 213 program funds to eligible providers shall emanate from the
 214 department in accordance with the policies of the Legislature.

215 (b) All provider reimbursement rates shall be charged as
 216 direct services pursuant to s. 1002.89.

217
 218 Each early learning coalition and the Redlands Christian Migrant
 219 Association with approved prior year provider reimbursement
 220 rates for the infant to age 5 care levels that are higher than
 221 the provider reimbursement rates established in this subsection
 222 may continue to implement their ~~its~~ approved prior year provider
 223 reimbursement rates until the rates established in this
 224 subsection exceed its prior year rates.

225 Section 6. Paragraph (f) of subsection (3) of section
 226 1003.4282, Florida Statutes, is amended to read:

227 1003.4282 Requirements for a standard high school diploma.—

228 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
 229 REQUIREMENTS.—

230 (f) *One credit in physical education.*—Physical education
 231 must include the integration of health. Participation in an
 232 interscholastic sport at the junior varsity or varsity level for

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233 two full seasons shall satisfy the one-credit requirement in
 234 physical education. A district school board may not require that
 235 the one credit in physical education be taken during the 9th
 236 grade year. Completion of 2 years of marching band shall satisfy
 237 the one-credit requirement in physical education or the one-
 238 credit requirement in performing arts. This credit may not be
 239 used to satisfy the personal fitness requirement or the
 240 requirement for adaptive physical education under an individual
 241 education plan (IEP) or 504 plan. Completion of one semester
 242 with a grade of "C" or better in a marching band class, in a
 243 physical activity class that requires participation in marching
 244 band activities as an extracurricular activity, or in a dance
 245 class shall satisfy one-half credit in physical education or
 246 one-half credit in performing arts. This credit may not be used
 247 to satisfy the personal fitness requirement or the requirement
 248 for adaptive physical education under an IEP individual
 249 education plan (IEP) or 504 plan. Completion of 2 years in a
 250 Reserve Officer Training Corps (R.O.T.C.) class, a significant
 251 component of which is drills, shall satisfy the one-credit
 252 requirement in physical education and the one-credit requirement
 253 in performing arts. This credit may not be used to satisfy the
 254 personal fitness requirement or the requirement for adaptive
 255 physical education under an IEP or 504 plan.

256 Section 7. Paragraph (b) of subsection (5) of section
 257 1011.71, Florida Statutes, is amended to read:

258 1011.71 District school tax.—

259 (5) A school district may expend, subject to s. 200.065, up
 260 to \$200 per unweighted full-time equivalent student from the
 261 revenue generated by the millage levy authorized by subsection

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262 (2) to fund, in addition to expenditures authorized in
 263 paragraphs (2) (a)-(j), expenses for the following:
 264 (b) Payment of the cost of premiums, as defined in s.
 265 627.403, for property and casualty insurance necessary to insure
 266 school district educational and ancillary plants. As used in
 267 this paragraph, casualty insurance has the same meaning as in s.
 268 624.605(1) (b), (d), (f), (g), (h), and (m). Operating revenues
 269 that are made available through the payment of property and
 270 casualty insurance premiums from revenues generated under this
 271 subsection may be expended only for nonrecurring operational
 272 expenditures of the school district.
 273 Section 8. This act shall take effect July 1, 2025.

The Florida Senate

APPEARANCE RECORD

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

1702

Bill Number or Topic

Amendment Barcode (if applicable)

4/18/25

Meeting Date

Committee

Name Ken Kniepman (Ka-nee-man)

Phone 850-345-7062

Address 2655 Bending Way

Email ken@cardinalconsultingse.co

Street

Tallahassee FL

City

State

Zip

Speaking: [X] For [] Against [] Information OR Waive Speaking: [] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[] I am appearing without compensation or sponsorship.

[X] 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 Charter School Alliance

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB 1702

4-10-25

Meeting Date

Bill Number or Topic

PK-12 Approps
Committee

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

Amendment Barcode (if applicable)

Name Nathan Hoffman

Phone 217-503-7368

Address 215 South Monroe
Street

Email nathan@afloridapromise.org

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:

Foundation for Florida's
Future

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

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

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

S-001 (08/10/2021)

The Florida Senate
APPEARANCE RECORD

1702

Bill Number or Topic

4/10/25

Meeting Date

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

Pre K 12 Ed Approvs

Committee

Amendment Barcode (if applicable)

Name Natalie Brown

Phone 850-450-7123

Address 113 E College Ave
Street

Email natalieb@teamrsa.com

TLH 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:
RCMA

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

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

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

S-001 (08/10/2021)



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Rules, *Vice Chair*
Appropriations Committee on Pre-K - 12 Education
Community Affairs
Education Postsecondary
Finance and Tax
Fiscal Policy
Transportation

SENATOR SHEVRIN D. "SHEV" JONES
34th District

April 9, 2025

The Honorable Senator Danny Burgess

Chairman, Appropriations Committee on Education Pre-K - 12
411 Senate Building
404 South Monroe Street
Tallahassee, FL 32399

Dear Chairman Burgess,

I respectfully request an excused absence from the Thursday, April 10, 2025, Appropriations Committee on Education Pre-K - 12 at 8:30 a.m. due to a work obligation.

Thank you in advance for considering this request. If you have any questions, comments, or concerns, please do not hesitate to contact me or my office.

Sincerely,

A handwritten signature in blue ink, appearing to be "Shev Jones".

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

REPLY TO:

- 606 NW 183rd Street, Miami Gardens, Florida 33169 (305) 493-6022
- 214 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5034

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore

CourtSmart Tag Report

Room: SB 37

Case No.:

Type:

Caption: Senate Appropriations Committee on Pre-K - 12 Education

Judge:

Started: 4/10/2025 8:33:28 AM

Ends: 4/10/2025 9:20:49 AM

Length: 00:47:22

8:33:46 AM Sen. Burgess (Chair)
8:34:55 AM S 754
8:34:55 AM Sen. Burton
8:35:40 AM Sen. Burgess
8:36:38 AM S 1122
8:36:43 AM Sen. Burton
8:37:32 AM Sen. Burgess
8:37:54 AM Melanie Bostick, Florida Virtual School (waives in support)
8:38:41 AM S 430
8:38:45 AM Sen. Simon
8:39:49 AM Sen. Burgess
8:39:53 AM Tiffany McCaskill Henderson, American Heart Association
8:41:22 AM Sen. Burgess
8:41:27 AM Marnie George, Florida Chapter, American College of Cardiology (waives in support)
8:42:42 AM Sen. Simon
8:43:07 AM Sen. Burgess
8:43:12 AM Sen. Pizzo (Chair)
8:43:15 AM S 1590
8:43:17 AM Sen. Burgess
8:43:33 AM Am. 123462
8:45:54 AM Sen. Pizzo
8:46:21 AM S 1590 (cont.)
8:46:27 AM Nathan Hoffman, Foundation for Florida's Future (waives in support)
8:46:32 AM Aurelie Colon, SPLC
8:48:19 AM Sen. Pizzo
8:49:47 AM S 1702
8:49:53 AM Sen. Burgess
8:50:07 AM Sen. Pizzo
8:50:11 AM Am. 101498
8:50:42 AM Sen. Burgess
8:50:58 AM Sen. Pizzo
8:51:10 AM S 1702 (cont.)
8:51:10 AM Ken Kniepmann, Florida Charter School Alliance
8:51:22 AM Nathan Hoffman, Foundation for Florida Future (waives in support)
8:51:22 AM Natalie Brown, RCMA (waives in support)
8:53:25 AM Sen. Pizzo
8:53:33 AM Sen. Burgess
8:53:54 AM Sen. Pizzo
8:54:20 AM Sen. Burgess (Chair)
8:54:53 AM S 444
8:54:53 AM Sen. Avila
8:54:53 AM Sen. Burgess
8:55:05 AM Am. 375666
8:55:06 AM Sen. Avila
8:56:19 AM Sen. Burgess
8:56:38 AM S 444 (cont.)
8:56:46 AM Christopher Holton, Center for Security Policy (waives in support)
8:56:51 AM Lauren Evans
9:00:14 AM Tazara Fields
9:02:02 AM Sen. Pizzo (Chair)
9:02:20 AM Sen. Avila
9:03:22 AM Sen. Pizzo

9:03:52 AM S 650
9:04:02 AM Am. 786020
9:04:03 AM Sen. Leek
9:05:09 AM Sen. Gaetz
9:05:55 AM Sen. Leek
9:06:33 AM Sen. Pizzo
9:06:47 AM S 650 (cont.)
9:06:48 AM Sen. Leek
9:06:49 AM Sen. Pizzo
9:07:27 AM S 1528
9:07:28 AM Sen. Collins
9:09:33 AM Sen. Pizzo
9:09:34 AM Sen. Collins
9:10:14 AM Sen. Pizzo
9:11:01 AM Sen. Osgood
9:12:35 AM Sen. Pizzo
9:13:15 AM S 1102
9:13:28 AM Sen. Calatayud
9:14:17 AM Sen. Pizzo
9:14:18 AM Molly Grant, AELC (waives in support)
9:14:22 AM Michelle Watson, Florida Alliance or Children's Council and Trust (waives in support)
9:15:04 AM S 1382
9:15:18 AM Sen. Calatayud
9:16:43 AM Am. 385386
9:17:16 AM Sen. Pizzo
9:17:26 AM S 1382 (cont.)
9:17:29 AM Eric Carr, Florida Chamber of Commerce (waives in support)
9:17:32 AM Matt Herndon, United Way Florida (waives in support)
9:17:55 AM Molly Grant, AELC (waives in support)
9:17:59 AM Michelle Watson, Florida Alliance or Children's Council and Trust (waives in support)
9:18:14 AM Sen. Calatayud
9:19:05 AM Sen. Pizzo
9:19:34 AM Sen. Burgess (Chair)
9:20:05 AM Sen. Calatayud
9:20:19 AM Sen. Burgess