

Tab 3	SB 556 by Berman; Similar to CS/H 00453 Requirements for a Standard High School Diploma
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766280	A	S	FAV	ED, Berman	btw L.13 - 14:	01/14 11:59 AM
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Tab 2	SB 420 by Burgess; Identical to H 00371 Patriotic Displays in Classrooms
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Tab 1	SB 206 by Harrell; Identical to H 00851 Students with Autism Spectrum Disorder
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651894	D	S	RCS	ED, Harrell	Delete everything after	01/14 11:59 AM
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478802	AA	S	RCS	ED, Harrell	Delete L.5 - 19.	01/14 11:59 AM
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

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

MEETING DATE: Tuesday, January 13, 2026**TIME:** 1:30—3:30 p.m.**PLACE:** Pat Thomas Committee Room, 412 Knott Building**MEMBERS:** Senator Simon, Chair; Senator Calatayud, Vice Chair; Senators Berman, Burgess, Davis, Gaetz, Osgood, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 206 Harrell (Identical H 851, Compare H 717)	Students with Autism Spectrum Disorder; Requiring, rather than authorizing, the State Board of Education to adopt certain rules; requiring that such rules include a requirement related to autism spectrum disorder for certain K-12 teachers, etc. ED 01/13/2026 Fav/CS AED AP	Fav/CS Yeas 6 Nays 0
2	SB 420 Burgess (Identical H 371)	Patriotic Displays in Classrooms; Requiring each district school board to adopt rules to require the display of portraits of George Washington and Abraham Lincoln in certain classrooms, etc. ED 01/13/2026 Favorable AED RC	Favorable Yeas 6 Nays 1
3	SB 556 Berman (Identical H 453)	Requirements for a Standard High School Diploma; Providing that students with disabilities may participate in the Special Olympics to meet the physical education requirement for a standard high school diploma, etc. ED 01/13/2026 Fav/CS CF RC	Fav/CS Yeas 6 Nays 0

TAB	OFFICE and APPOINTMENT (HOME CITY)	FOR TERM ENDING	COMMITTEE ACTION
Senate Confirmation Hearing: A public hearing will be held for consideration of the below-named executive appointment to the office indicated.			
Commission for Independent Education			
5	Euliano, John (Winter Springs)	06/30/2028	Recommend Confirm Yeas 6 Nays 0
6	Stefano, Troy A. (Wellington)	06/30/2027	Recommend Confirm Yeas 6 Nays 0
7	Lynn, Christopher (Winter Garden)	06/30/2027	Recommend Confirm Yeas 6 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Education Pre-K - 12

Tuesday, January 13, 2026, 1:30—3:30 p.m.

TAB	OFFICE and APPOINTMENT (HOME CITY)	FOR TERM ENDING	COMMITTEE ACTION
Education Practices Commission			
4	Monteagudo, Omar ()	09/30/2027	Recommend Confirm Yeas 6 Nays 0

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

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 556

INTRODUCER: Senator Berman

SUBJECT: Requirements for a Standard High School Diploma

DATE: January 14, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sabitsch	Bouck	ED	Fav/CS
2. _____	_____	CF	_____
3. _____	_____	RC	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 556 allows a student with a disability to meet the required one credit of physical education for a standard high school diploma by participating in the Special Olympics.

Additionally, the bill allows completion of two year of marching band to substitute for both physical education and fine or performing arts towards a standard high school diploma.

The bill takes effect on July 1, 2026.

II. Present Situation:

Florida Graduation Requirements

Florida's graduation requirements for receiving a standard high school diploma are outlined in statute.¹ Florida students entering grade nine may choose from one of five options to earn a standard diploma. The five options are:²

- 24-credit program.
- 18-credit program, Academically Challenging Curriculum to Enhance Learning or ACCEL.
- A Career and Technical Education (CTE) Pathway.

¹ Sections 1003.4282, and 1002.3105, F.S.

² Florida Department of Education, Student Support Services, *Graduation Requirements*, <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/> (last visited Jan. 10, 2026).

- An International Baccalaureate (IB) curriculum.
- An Advanced International Certificate of Education (AICE) curriculum.

To be awarded a standard high school diploma under the 24-credit program requires students entering the ninth grade in 2023-2024 or later must earn the following credits:³

- Four credits in English Language Arts (ELA).
- Four credits in mathematics.
- Three credits in science.
- Three credits in social studies.
- 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.⁴
- Seven and one-half credits in electives.
- One-half credit in personal financial literacy.

Students may choose to substitute the required one credit in physical education through participation in an interscholastic sport at the junior varsity or varsity level for two full seasons. Participation in two years of marching band may satisfy one credit of physical education or one credit in fine or performing arts. Students may also satisfy one-half of the credit for physical education by completing one semester and earning a “C” or better in a marching band class, a physical activity class that requires participation in marching band activities, or a dance class.⁵ Students may also substitute the required one credit in physical education through completion of two years of Reserve Officer Training Corps (R.O.T.C) class.

In each circumstance where students may choose a substitute for the one credit in physical education, Florida law does not allow the substitution to be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.⁶

Special Olympics

The mission of the Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.⁷

The origins of the Special Olympics can be traced to the first Camp Shriver that was founded by Eunice Kennedy Shriver in the early 1960’s on her Maryland farm. Her vision was that through sports, the lives of people with intellectual disabilities would be transformed and public perceptions would be changed forever.⁸

³ Section 1003.4282(3), F.S.

⁴ Section 1003.4282(3)(f), F.S.

⁵ *Id.*

⁶ *Id.*

⁷ Special Olympics, *About Page*, <https://www.specialolympics.org/about/mission> (last visited Jan. 6, 2026).

⁸ Special Olympics, *Camp Shriver – The Beginning of a Movement*, <https://www.specialolympics.org/about/history/camp-shriver> (last visited Jan. 7, 2026).

The establishment of these camps gathered momentum that led to the first International Special Olympics Summer Games held at Soldier Field in Chicago as a joint venture between the Kennedy Foundation and the Chicago Park District. About 1,000 athletes with intellectual disabilities from the United States and Canada competed in the first Special Olympics International Summer Games in Chicago. The event was so successful that Eunice Kennedy Shriver soon pledged that more games would be held in 1970 and every two years thereafter in a "Biennial International Special Olympics."⁹

Today the Special Olympics has grown to be a worldwide organization with 256 national and state programs in 207 countries and jurisdictions. In 2024, there were 4,660,299 participants that included 3.8 million athletes with intellectual disabilities that were joined by over 800,000 unified partners (individuals without an intellectual disability who may or may not have another type of disability).¹⁰

Through the Special Olympics there are more than 30 Olympic-style individual and team sports that provide meaningful training and competition opportunities for persons with intellectual disabilities. Sports offered are varied and include such diverse activities as:¹¹

- Alpine Skiing;
- Basketball;
- Bowling;
- Competitive Cheer;
- Cycling;
- Equestrian;
- Figure Skating;
- Judo;
- Kayaking; and
- Powerlifting.

The Special Olympics also supports Unified Sports, which joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Young people with disabilities do not often get a chance to play on their school sports teams. U.S. states are adopting the Unified Sports approach that Special Olympics pioneered. Special Olympics Unified Champion Schools® programming is in more than 10,800 schools in 50 U.S. states, the District of Columbia, and the Commonwealth of Puerto Rico.¹²

⁹ Special Olympics, *The Beginning of a Worldwide Movement*, <https://www.specialolympics.org/about/history/camp-shriver> (last visited Jan. 7, 2026).

¹⁰ Special Olympics, *Global Reach Report* (2024), available at: <https://www.specialolympics.org/about/reports>.

¹¹ Special Olympics, *Sports*, <https://www.specialolympics.org/what-we-do/sports/sports-offered> (last visited January 7, 2026).

¹² Special Olympics, *Unified Sports*, <https://www.specialolympics.org/what-we-do/sports/unified-sports> (last visited Jan. 7, 2026).

Special Olympics in Florida

The Special Olympics in Florida consists of 69,453 registered athletes and unified partners (2023) supported by 15,521 coaches and 45,225 volunteers. There are 23 different individual and team sports offered.¹³

Currently, there are 303 public high schools participating in the Special Olympics United Champion Schools and Developmental Sports Program that include 4,664 athletes and 1,144 unified partners. Additionally, there are 1,330 high school level programs taking place in Florida communities outside of public schools that include 4,664 athletes and 1,144 unified partners.¹⁴

III. Effect of Proposed Changes:

CS/SB 556 amends s. 1003.4282, F.S., to allow students with disabilities who participate in the Special Olympics to substitute that participation for the required one credit of physical education to earn a standard high school diploma.

The provision requires one year of participation in the Special Olympics as determined by the student's Individual Education Plan (IEP) team.

The bill allows the completion of two years of marching band to satisfy the one-credit requirement in physical education and the one-credit requirement in fine or performing arts to earn a standard high school diploma, rather than just one credit in either physical education or fine or performing arts.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

¹³ Special Olympics, *Florida Fact Sheet*, available at: <https://media.specialolympics.org/resources/leading-a-program/program-profiles/SONA/Florida-FactSheet-2024.pdf>.

¹⁴ Email, Special Olympics Florida (January 6, 2026).

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 s. 1003.4282 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 Committee on January 13, 2026:

The committee substitute modifies s. 1003.4282, F.S., to allow a student to substitute completion of two years of marching band for the one-credit requirement in physical education and the one-credit requirement in fine or performing arts to earn a standard high school diploma instead of just one of the two requirements.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: FAV	.	
01/14/2026	.	
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	.	

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

Senate Amendment (with directory and title amendments)

Between lines 13 and 14
insert:

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

(f) *One credit in physical education.*—Physical education
must include the integration of health. Participation in an
interscholastic sport at the junior varsity or varsity level for
two full seasons shall satisfy the one-credit requirement in



766280

physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education and ~~or~~ the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of one semester with a grade of "C" or better 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 shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

==== D I R E C T O R Y C L A U S E A M E N D M E N T =====

And the directory clause is amended as follows:

Delete lines 11 - 12

and insert:

Section 1. Paragraph (f) of subsection (3) and paragraph (b) of subsection (8) of section 1003.4282, Florida Statutes,



766280

are amended to read:

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

And the title is amended as follows:

Between lines 3 and 4

insert:

that students can substitute marching band experience
for physical education and performing fine arts credit
requirements for a standard high school diploma;
providing

By Senator Berman

26-00148-26

2026556

A bill to be entitled

An act relating to requirements for a standard high school diploma; amending s. 1003.4282, F.S.; providing that students with disabilities may participate in the Special Olympics to meet the physical education requirement for a standard high school diploma; providing an effective date.

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

Section 1. Paragraph (b) of subsection (8) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(8) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

(b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:

a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.

b. A portfolio of quantifiable evidence that documents a

Page 1 of 3

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

26-00148-26

2026556

student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. A student with a disability may participate in the Special Olympics as a course substitution for the physical education requirement under paragraph (3) (f). A student who chooses this option must participate in the Special Olympics for one school year, as determined by the student's IEP team.

3. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.

b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.

d. Documented mastery of the academic and employment competencies, industry certifications, and occupational

Page 2 of 3

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

26-00148-26

2026556

completion points specified in the student's transition plan.

The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

(I) The expected academic and employment competencies, industry certifications, and occupational completion points;

(II) The criteria for determining and certifying mastery of the competencies;

(III) The work schedule and the minimum number of hours to be worked per week; and

(IV) A description of the supervision to be provided by the school district.

~~4.3-~~ Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this subsection, including rules that establish the minimum requirements for students described in this subsection to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

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



766280

LEGISLATIVE ACTION

Senate	.	House
Comm: FAV	.	
01/14/2026	.	
	.	
	.	
	.	

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

Senate Amendment (with directory and title amendments)

Between lines 13 and 14
insert:

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766280

physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education and ~~or~~ the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of one semester with a grade of "C" or better 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 shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

==== D I R E C T O R Y C L A U S E A M E N D M E N T =====

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766280

are amended to read:

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

And the title is amended as follows:

Between lines 3 and 4

insert:

that students can substitute marching band experience
for physical education and performing fine arts credit
requirements for a standard high school diploma;
providing



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: December 10, 2025

I respectfully request that **Senate Bill #556**, relating to Requirements for a Standard High School Diploma, be placed on the:

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

A handwritten signature in cursive script, reading "Lori Berman", followed by a horizontal line.

Senator Lori Berman
Florida Senate, District 26

cc:
Senator Alexis Calatayud, Vice Chair
Matthew Bouck, Staff Director

The Florida Senate

APPEARANCE RECORD

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

556

Bill Number or Topic

706 280

Amendment Barcode (if applicable)

1/13/2026

Meeting Date

ED PRE K12

Committee

Name Marquise McMiller

Phone 407 405 2050

Address 445 Amelia St
Street

Email marquise.mcmiller@caps.net

Orlando FL 32301
City State Zip

Speaking:

☒ For

☐ Against

☐ Information

OR

Waive Speaking:

☒ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

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

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

01/13/2026

Meeting Date

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

SB 556

Bill Number or Topic

Sen, Education Pre K-12

Committee

Amendment Barcode (if applicable)

Name Jacob Littlefield

Phone (617) 997-8600

Address 6002 Grand Palm Dr Apt 432

Street

Email jacoblittlefield19@gmail.com

Tampa

City

FL

State

33647

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
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sponsored by:

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
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SB 556

Bill Number or Topic

Amendment Barcode (if applicable)

1/13/2026
Meeting Date

Education Pre K-12
Committee

Name Jean Federico

Phone 863-873-4531

Address 3911 Ponce de Leon Blvd
Street

Email j.federico940@gmail.com

Sebring FL 33872
City State Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

01/13/20
Meeting Date

PRE-K-12 Education
Committee

SB 550
Bill Number or Topic

Amendment Barcode (if applicable)

Name Liz Pilegal (De-1e-gul) Phone 850-273-1043

Address 215 S. Monroe Street, Suite 710 Email liz@floridapromise.org
Street

Tallahassee FL 32301
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

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

The Foundation for Florida's Future

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This form is part of the public

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

13 Jan 26

Meeting Date

Education Pr-K

Committee

SB 556

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Nicole Grabner

Phone

940-867-7534

Address

8506 Laguna Cir

Email

ngrabner@icloud.com

Street

Sebastian

FL

32976

City

State

Zip

Speaking:



For



Against



Information

OR

Waive Speaking:



In Support



Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:



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

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

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S-001 (08/10/2021)

The Florida Senate
APPEARANCE RECORD

Meeting Date _____

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

556

Bill Number or Topic

Committee _____

Amendment Barcode (if applicable)

Name Marquise McMiller Orange County Public Schools Phone _____

Address 445 W. Amelia St. Email _____
Street

Orlando FL 32301
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: SB 420

INTRODUCER: Senator Burgess

SUBJECT: Patriotic Displays in Classrooms

DATE: January 12, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sabitsch	Bouck	ED	Favorable
2. _____	_____	AED	_____
3. _____	_____	RC	_____

I. Summary:

SB 420 requires each school district to adopt rules to require the display of portraits of George Washington and Abraham Lincoln in each social studies classroom and in each kindergarten through grade-5 classroom.

The bill requires the Department of Education to select the portraits and make them available to each school district.

The bill takes effect on July 1, 2026.

II. Present Situation:

Patriotic Programs

Florida law addresses patriotic programs in schools by allowing school districts to adopt rules to require programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag.¹ The same law addresses behavior when the national anthem is played and requires that the pledge of allegiance be recited at the beginning of the day in all public elementary, middle and high schools in the state. A student's parent may request in writing that the student be excused from reciting the pledge.²

Each district school board may allow any teacher or administrator to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic materials, subject to limitations specified in law:³

- The national motto;

¹ Section 1003.44(1), F.S.

² *Id.*

³ Section 1003.44(2), F.S.

- The national anthem;
- The pledge of allegiance;
- The Constitution of the State of Florida, including the Preamble;
- The Constitution of the United States, including the Preamble;
- The Bill of Rights;
- The Declaration of Independence;
- The Mayflower Compact;
- The Emancipation Proclamation;
- The writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and
- The decisions of the United States Supreme Court.

Florida law encourages all public schools within the state to coordinate, at all grade levels, instruction related to the nation's founding fathers during "American Founders' Month"⁴ which is designated as the month of September each year.⁵

Florida law requires the DOE to assist stakeholders in preparing students to be civically responsible and knowledgeable adults in the following ways:⁶

- Develop or approve an integrated civic education curriculum that school districts and charter schools are required to incorporate as part of regular schoolwork in kindergarten through grade 12. The curriculum must assist students in developing:
 - An understanding of their shared rights and responsibilities as residents of the state and of the founding principles of the United States.
 - A sense of civic pride and desire to participate regularly with government at the local, state, and federal levels.
 - An understanding of the process for effectively advocating before government bodies and officials.
 - An understanding of the civic-minded expectations, developed by the State Board of Education, of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the United States Constitution.
- Curate oral history resources to be used along with the civic education curriculum which provide portraits in patriotism based on the personal stories of diverse individuals who demonstrate civic-minded qualities. These resources constitute the Portraits in Patriotism Act.
- Approve integrated civic education curricula submitted by school districts and charter schools.

⁴ Section 683.145, F.S.

⁵ Section 1003.44(3), F.S.

⁶ Section 1003.44(6), F.S.

School and Classroom Displays

Each school district is required to adopt rules to require that all schools and buildings used by the school district display the state motto of “In God We Trust” in a conspicuous location.⁷

Additionally, each public K-20 educational institution in Florida must display daily in each classroom the flag of the United States. The flag must be made in the United States, must be at least 2 feet by 3 feet, and must be properly displayed in accordance with applicable federal law. The principal, director, or president of each educational institution must attempt to acquire the flags through donations or fundraising for 1 year prior to securing other funding sources or allocating funds for the purchase of flags.⁸

George Washington and Abraham Lincoln

George Washington and Abraham Lincoln are both iconic figures in American history that shaped the History of the United States of America.

George Washington

George Washington was an American general and commander in chief of the colonial armies during the American revolution and subsequently the first president of the United States of America, and is commonly referred to as the father of the nation.⁹ He was born on February 22, 1732, in Westmoreland county, Virginia and died on December 14, 1799, at his home in Mount Vernon, Virginia at the age of 67.

Abraham Lincoln

Abraham Lincoln was the 16th president of the United States who preserved the Union during the American Civil War and brought about the emancipation of enslaved people in the United States of America earning him the nickname “The Great Emancipator.” He was born in 1809 in a one-room cabin near Hodgenville, Kentucky where his youth was marked by the struggles of frontier life and almost no formal education. Later in life he was self-educated and became a lawyer and public figure. Lincoln was assassinated at the Ford Theatre in Washington D.C. in 1865 at 56 years of age.¹⁰

III. Effect of Proposed Changes:

SB 420 amends s. 1003.44, F.S., to require that portraits of George Washington and Abraham Lincoln are displayed in a conspicuous place in each public school classroom¹¹ that is primarily used for social studies instruction as well as in each classroom serving kindergarten through grade 5.

⁷ Section 1003.44(4), F.S.

⁸ Section 1000.06(2), F.S.

⁹ Britannica, *George Washington*, <https://www.britannica.com/biography/George-Washington> (last visited Jan. 5, 2026).

¹⁰ Britannica, *Abraham Lincoln*, <https://www.britannica.com/biography/Abraham-Lincoln> (last visited Jan. 8, 2026).

¹¹ This requirement likely does not apply to charter schools. Charter schools are exempt from most statutes, except those specified in s. 1002.33(16), F.S. Section 1003.44, F.S., which contains the requirements of this bill, is not listed as a statute charter schools must follow; this section of law does contain a charter school requirement, but it is limited to adoption of and submission to the DOE an integrated civic education curriculum, which would not appear to include a display of portraits.

The bill requires the Department of Education (DOE) to select the portraits and make them available to each school district. The bill does not specify the method or format by which the DOE must make these portraits available.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

This bill could have a significant negative fiscal impact on the DOE or school districts in order to make the portraits available to each specified classroom. The cost to either entity depends on the method the portraits are made available.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends s. 1003.44 of the Florida Statutes.

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

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

None.

B. Amendments:

None.

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

By Senator Burgess

23-00134B-26

2026420__

A bill to be entitled

An act relating to patriotic displays in classrooms; amending s. 1003.44, F.S.; requiring each district school board to adopt rules to require the display of portraits of George Washington and Abraham Lincoln in certain classrooms; requiring the Department of Education to select the portraits and make them available to each school district; providing an effective date.

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

Section 1. Subsection (4) of section 1003.44, Florida Statutes, is amended to read:

1003.44 Patriotic programs; rules.—

(4) Each district school board shall adopt rules to require, in all of the schools of the district and in each building used by the district school board:

(a) The display of the state motto, "In God We Trust," designated under s. 15.0301, in a conspicuous place.

(b) The display of portraits of George Washington and Abraham Lincoln in a conspicuous place in each classroom that is primarily used for social studies instruction, and in each kindergarten through grade 5 classroom. The department shall select the portraits and make them available to each school district.

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



The Florida Senate

Committee Agenda Request

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

Subject: Committee Agenda Request

Date: November 24, 2025

I respectfully request that **Senate Bill #420**, relating to Patriotic Displays in Classrooms, be placed on the:

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

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

Senator Danny Burgess
Florida Senate, District 23

CC: Matthew Bouck, Staff Director
CC: Secret Williams, Committee Administrative Assistant

The Florida Senate

APPEARANCE RECORD

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

01/13/2026

Meeting Date

Sen, Education PreK-12

Committee

SB 420

Bill Number or Topic

Amendment Barcode (if applicable)

Name Jacob Littlefield

Phone (617) 997-8600

Address 6002 Grand Palm Dr Apt 432
Street

Email jacoblittlefield19@gmail.com

Tampa
City

FL
State

33647
Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☒ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

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

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 206

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

SUBJECT: Students with Autism Spectrum Disorder

DATE: January 14, 2026

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 206 revises educator preparation, credentialing, professional learning, and incentives related to autism spectrum disorder and other specified disabilities. The bill:

- Requires the autism microcredential for specified exceptional student education certification and teacher preparation pathways.
- Aligns the uniform core curricula, professional certificate renewal, and district professional learning to evidence-based practices for autism spectrum disorder and other specified disabilities.
- Creates the Autism Educator Loan Forgiveness Program to provide student loan repayment assistance for eligible special education teachers serving as the primary teacher in a public school classroom in which a majority of students have autism spectrum disorder.
- Revises district compensation provisions to include completion of the Autism Spectrum Disorder endorsement in salary supplements and to authorize incentives for certain eligible teachers.

The bill takes effect July 1, 2026.

II. Present Situation:

Educator Preparation and Training

Uniform Core Curricula

Beginning August 1, 2027, each state-approved teacher preparation program must provide uniform core curricula courses aligned with the Florida Educator Accomplished Practices, as established by State Board of Education (SBE) rule.¹ Minimum uniform core curricula standards include training on differentiated instruction to meet student needs, including the needs of students with disabilities.²

Educator Preparation Institutes

An “educator preparation institute” (EPI) is created by a postsecondary institution or a qualified private provider and approved by the Department of Education (DOE).³ Accredited or approved postsecondary institutions may seek DOE approval to create an EPI to provide specified forms of instruction, including instruction for baccalaureate degree holders to become certified teachers and additional professional learning and instructional offerings identified in statute.⁴

Educator preparation institutes may offer competency-based certification programs designed for noneducation major baccalaureate degree holders to meet educator certification requirements.⁵ To approve a certification program, the department must find evidence the EPI can implement a competency-based program that instructs and assesses each candidate in required areas, including the Florida Educator Accomplished Practices and state academic standards, and requires an educational plan, field experiences, and a certification ombudsman.⁶

Each program participant must meet specified requirements, including obtaining a statement of status of eligibility in the certification subject area and satisfying specified prerequisites before participating in field experiences.⁷ A participant who completes an approved certification program receives a credential from the sponsoring institution and is eligible for educator certification through the department upon satisfaction of statutory certification requirements.⁸

The SBE must adopt rules for the continued approval of each EPI program approved under s. 1004.85, F.S., and each institute must submit annual performance evaluations measuring program effectiveness.⁹

¹ Section 1012.551(1), F.S.

² Section 1012.551(2)(g), F.S.

³ Section 1004.85(1), F.S.

⁴ Section 1004.85(2)(a)1.-6., F.S.

⁵ Section 1004.85(3), F.S.

⁶ Section 1004.85(3)(a)1.-4., F.S.

⁷ Section 1004.85(3)(b)1.-3., F.S.

⁸ Section 1004.85(3)(c), F.S.; s. 1012.56(2), F.S.

⁹ Section 1004.85(4)-(5), (8), F.S.

CERT Program

The DOE is required to create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway to professional certification, and specified entities may implement CERT programs that meet statutory requirements.¹⁰ A CERT program must include specified mentorship, assessment, and professional learning components aligned to applicable evaluation and professional learning systems.¹¹

Autism Microcredential

The University of Florida Center for Autism and Neurodevelopment (UF-CAN) is required to develop an autism microcredential that provides specialized training in supporting students with autism.¹² The microcredential must be stackable with the autism endorsement and must be competency-based and offered at no cost to eligible participants.¹³

The microcredential is required to be available to specified categories of personnel, including instructional personnel and specified early learning personnel.¹⁴ Individuals who complete the microcredential are eligible for a one-time stipend, as determined in the General Appropriations Act (GAA), and the center administers the stipend.¹⁵

In Fiscal Year 2025-2026, the GAA appropriated \$10 million in General Revenue for the UF-CAN. The appropriation includes:¹⁶

- Up to \$4.5 million for costs associated with the UF-CAN's role as the statewide coordinating body, administrator, and fiscal agent for programs and services, including the microcredential.
- The remaining funds to support and implement programs that include the administration of the microcredential and stipend, based on actual participation and demonstrated need.

State Financial Assistance Programs Tied to Employment in a Profession

The SBE is required to annually identify high-demand teacher needs areas based on the supply of graduates of state-approved teacher preparation programs and the number of vacant positions in a teaching discipline or positions filled by out-of-field teachers. The latest report indicates that the certification in highest demand is exceptional student education.¹⁷

Florida offers the Autism Endorsement Tuition Support Program to provide financial assistance to add the appropriate endorsement for ESE teachers who are teaching students identified as having autism spectrum disorders (ASD) in a Florida public school. The program provides up to

¹⁰ Section 1012.552(1), F.S.

¹¹ Section 1012.552(2), F.S.

¹² Section 1004.551(1)(f), F.S.

¹³ Section 1004.551(1)(f), F.S.

¹⁴ Section 1004.551(1)(f), F.S.

¹⁵ Section 1004.551(1)(f), F.S.

¹⁶ Chapter 2025-198, Laws of Fla., s. 2, Specific Appropriation 162A.

¹⁷ Florida Department of Education, *Identification of High Demand Teacher Needs Areas for 2025-26*, available at <https://www.fldoe.org/core/fileparse.php/20808/urlt/17-2.pdf>, at 1-2.

\$1000 per course for tuition support from federal funds. The applicant must be ESE certified and be teaching students with ASD.¹⁸

The DOE administers the ESE training grant program, which provides financial assistance to teachers for special training in exceptional student education to meet professional requirements.¹⁹ Grant amounts are determined based on rates established by the DOE, and the program is administered under SBE rules.²⁰ Grants are limited to teachers who:²¹

- Hold a full-time contract to teach in a district school system, a state-operated or state-supported program, or an entity under contract with the DOE.
- Hold a valid Florida educator certificate that does not reflect an ESE coverage or endorsement appropriate for the teacher's assignment.
- Satisfactorily complete eligible courses.

A state loan repayment assistance model exists in the Nursing Student Loan Forgiveness Program, which makes repayments toward certain nursing education loans to encourage employment and retention of nurses in designated facilities.²² Eligibility includes graduation from an accredited or approved nursing program and Florida licensure as a licensed practical nurse, registered nurse, or advanced practice registered nurse.²³ Loans covered under the program are limited to tuition, books, and living expenses, up to \$4,000 for each year of education toward the degree obtained.²⁴

Autism Endorsements and Certificate Additions

An endorsement is a credential added to an educator certificate to reflect specialized training and qualifications in a particular instructional area.²⁵ SBE rules establish requirements for endorsements, including the Endorsement in Autism Spectrum Disorders²⁶ and the Endorsement in Severe or Profound Disabilities.²⁷ Those rules specify eligibility prerequisites and completion requirements, which generally include required coursework and supervised field experience.

A professional educator certificate is issued for a period not to exceed five years to an applicant who meets statutory eligibility criteria.²⁸ A district may process applications through the DOE system for certain certificate transactions for public school employees, including adding a subject coverage or endorsement to a valid Florida certificate.²⁹

¹⁸ Florida Department of Education, Bureau of Exceptional Student Education, *Autism Endorsement Tuition Support Program*, available at https://florida-ese.org/docs/Autism_Application_Revised%2010_8_21.pdf (last visited Jan. 13, 2026).

¹⁹ Section 1009.62(1), F.S.

²⁰ Section 1009.62(3)-(4), F.S.

²¹ Section 1009.62(2), F.S.

²² Section 1009.66(1), F.S.

²³ Section 1009.66(2), F.S.

²⁴ Section 1009.66(3), F.S.

²⁵ Florida Department of Education, Educator Certification, *Certificate Additions*, <https://www.fldoe.org/teaching/certification/additions/> (last visited Jan. 13, 2026).

²⁶ Rule 6A-4.01796, F.A.C.

²⁷ Rule 6A-4.01793, F.A.C.

²⁸ Section 1012.56, F.S.; s. 1012.586(1), F.S.

²⁹ Section 1012.586(1), F.S.

For 2023-24, district-reported certification data show 2,614 Autism Spectrum Disorders endorsements; endorsements are counted once per teacher per certification area.³⁰

Compensation, Salary Supplements, And Incentives

District school boards adopt salary schedules, including a performance salary schedule.³¹ The performance salary schedule provides annual salary adjustments for instructional personnel and school administrators based on performance.³² In addition to salary adjustments, each district school board provides salary supplements for specified activities.³³ Collective bargaining may not preclude a district school board from providing incentives to effective and highly effective teachers.³⁴

Certificate Renewal Requirements

An educator must renew his or her professional certificate every five years. An applicant for renewal of a professional certificate is required to satisfy continuing education requirements of a minimum of 6 college credits or 120 inservice points or a combination thereof, including at least one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities.³⁵

District Professional Learning Systems.

The School Community Professional Learning Act

The School Community Professional Learning Act requires each district to maintain a professional learning system meeting statutory requirements and subject to DOE review and approval.³⁶ District systems include, among other components:

- Maintaining a district professional learning catalog for inservice activities, updated annually.³⁷
- Providing inservice activities with follow-up support aligned to district and school improvement goals.³⁸

Regional Centers for Autism and Related Disabilities.

Regional Centers for Autism and Related Disabilities (CARD) serve individuals with autism in assigned geographic service areas throughout the state.³⁹ Each center provides technical

³⁰ Florida Department of Education, *Identification of High Demand Teacher Needs Areas for 2025-26* (report) (explaining that certifications are counted once per teacher per subject area and providing certification subject code totals) (p. 2; Appendix C, pp. 69-70 (subject code 1078, Autism Spectrum Disorders)), available at <https://www.fldoe.org/core/fileparse.php/20808/urlt/17-2.pdf>.

³¹ Section 1012.22(1)(c)5., F.S.

³² Section 1012.22(1)(c)5.b., F.S.; Section 1012.34, F.S.

³³ Section 1012.22(1)(c)5.c., F.S.

³⁴ Section 1012.22(3)(a)1., F.S.

³⁵ Section 1012.585(3)(e), F.S.

³⁶ Section 1012.98(5)(b), F.S.

³⁷ Section 1012.98(5)(b)5., F.S.

³⁸ Section 1012.98(5)(b)3., F.S.

³⁹ Section 1004.55(1), F.S.

assistance and consultation services, including intervention and assistance for a client, the client's family, and the school district.⁴⁰ Each center also develops, provides, and evaluates professional training programs, including preservice and inservice training in state-of-the-art practices for personnel who work with the populations served by the centers and their families.⁴¹

Personnel Evaluation Procedures and Ratings

Each district school superintendent must establish procedures for evaluating the performance of duties and responsibilities of instructional, administrative, and supervisory personnel employed by the school district.⁴²

The DOE must approve each school district's instructional personnel and school administrator evaluation systems and must monitor district implementation for compliance with statutory requirements.⁴³ Evaluation systems must differentiate among four levels of performance:⁴⁴

- Highly effective.
- Effective.
- Needs improvement, or developing for certain instructional personnel in the first three years of employment.
- Unsatisfactory.

Statewide, districts reported that 157,905 classroom teachers received an evaluation in 2023-24, and 114,950 of those teachers (72.8 percent) were rated highly effective.⁴⁵

III. Effect of Proposed Changes:

CS/SB 206 revises educator preparation, credentialing, professional learning, and incentives related to autism spectrum disorder and other specified disabilities. The bill:

- Requires the autism microcredential for specified exceptional student education certification and teacher preparation pathways.
- Aligns the uniform core curricula, professional certificate renewal, and district professional learning to evidence-based practices for autism spectrum disorder and other specified disabilities.
- Creates the Autism Educator Loan Forgiveness Program to provide student loan repayment assistance for eligible special education teachers serving as the primary teacher in a public school classroom in which a majority of students have autism spectrum disorder.
- Revises district compensation provisions to include completion of the Autism Spectrum Disorder endorsement in salary supplements and to authorize incentives for certain eligible teachers.

⁴⁰ Section 1004.55(4)(c), F.S.

⁴¹ Section 1004.55(4)(d), F.S.

⁴² Section 1012.34(1)(a), F.S.

⁴³ Section 1012.34(1)(b), F.S.

⁴⁴ Section 1012.34(2)(e), F.S.

⁴⁵ Florida Department of Education, 2023-24 District Educator Evaluation Ratings (Excel spreadsheet) (Classroom Teachers - % by Dist worksheet, Statewide Total row), available at <https://www.fldoe.org/file/7503/2324DistEduEvalRate.xlsx>.

Educator Preparation and Training

The bill modifies s. 1004.85, F.S., related to postsecondary educator preparation institutes (EPIs). The bill requires:

- An EPI program participant who is certified in exceptional student education to complete the autism microcredential created by the University of Florida Center for Autism and Neurodevelopment.
- By August 1, 2027, as a condition of continued EPI program approval, each EPI to offer instruction and training on evidence-based practices for teaching students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities, consistent with the uniform core curricula developed by the Department of Education.

The bill modifies s. 1012.551, F.S., related to teacher preparation core principles and uniform core curricula. The bill:

- Requires the uniform core curricula to include training aligned with evidence-based practices for supporting students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities, applicable across all levels of support.
- Requires each state-approved teacher preparation program using the uniform core curricula to include the autism microcredential, which must count for at least 1 semester hour toward program completion.

The bill modifies s. 1012.552, F.S., related to Coaching for Educator Readiness and Teaching (CERT) Program. The bill requires successful completion of the autism microcredential for a candidate seeking certification in exceptional student education through a CERT program.

Autism Educator Loan Forgiveness Program

The bill creates s. 1009.636, F.S., establishing the Autism Educator Loan Forgiveness Program to provide student loan repayment assistance for eligible special education teachers who serve as the primary teacher in a public school classroom in which a majority of the students have autism spectrum disorder.

Program Eligibility and Benefits

The bill establishes eligibility pathways based on degree level and endorsements and provides loan repayment assistance up to \$17,500 over 5 years, capped at \$3,500 per year. The bill requires annual payments to be made directly to the participant's lender.

Conditions for Annual Payment

The bill conditions each annual payment on the teacher:

- Completing a full year of service in the qualifying position.
- Receiving an effective or highly effective evaluation rating under s. 1012.34, F.S.
- Meeting specified certificate-related eligibility requirements which include a teacher holding an active loan balance who has earned a bachelor's degree with a specified endorsement, or a master's degree in special or exceptional education.

Administration and Rulemaking

The bill requires the State Board of Education to adopt rules to administer the program.

Compensation, Salary Supplements, and Incentives

The bill modifies s. 1012.22, F.S., related to teacher compensation, salary supplements, and incentives. The bill:

- Adds completion of the Autism Spectrum Disorder Endorsement to the activities that must be included in district salary supplements under the performance salary schedule.
- Provides that collective bargaining may not preclude a district from providing incentives to exceptional student education teachers who complete the Autism Spectrum Disorder Endorsement, in addition to any stipend funded in the General Appropriations Act for completion of the endorsement, and who serve as the primary teacher in a classroom in which a majority of the students have autism spectrum disorder.

Certificate Renewal Requirements

The bill modifies s. 1012.585, F.S., related to the process for renewal of professional certificates. Beginning August 1, 2027, the bill:

- Specifies that the renewal requirement for instruction for teaching students with disabilities must include autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities.
- Requires an applicant certified in exceptional student education to earn the autism microcredential for renewal, provides that it counts as 3 college credits or the equivalent inservice points, and provides that once earned it is not required again for additional renewal periods.

Stipend Authorization

The bill modifies s. 1012.586, F.S., to provide that personnel certified in exceptional student education who complete the Autism Spectrum Disorder Endorsement are eligible for a stipend as specified in the General Appropriations Act.

District Professional Learning Systems

The bill modifies s. 1012.98, F.S., to require each district professional learning system to provide at least one autism-specific professional development opportunity annually for instructional personnel and school-based administrators. The professional development must be developed and delivered in coordination with the district's assigned Center for Autism and Related Disabilities and must include evidence-based practices for supporting students with autism spectrum disorder across all levels of need, including academic instruction, behavioral supports, communication strategies, and inclusive practices.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

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

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill has an indeterminate fiscal impact to state expenditures related to administration and funding of the Autism Educator Loan Forgiveness Program. The bill may also have an indeterminate fiscal impact related to implementing new educator preparation, certificate renewal and district professional learning requirements. Stipends are contingent on amounts provided in the General Appropriations Act.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1004.85; 1012.22; 1012.551; 1012.552; 1012.585; 1012.586; and 1012.98.

This bill creates section 1009.636 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 January 13, 2026:

The committee substitute deletes the bill's amendments to s. 1012.582, F.S., related to a teacher holding the Endorsement in Autism Spectrum Disorders in a class in which at least 50 percent of students have autism spectrum disorder.

The committee substitute creates s. 1009.636, F.S., related to the Autism Educator Loan Forgiveness Program. The committee substitute:

- Creates a student loan repayment assistance program for eligible special education teachers who serve as the primary teacher in a public school classroom in which a majority of the students have autism spectrum disorder.
- Provides eligibility pathways based on degree level and endorsements and limits repayment assistance to a total of \$17,500 over 5 years, with annual payments capped at \$3,500 and paid directly to the lender.
- Establishes loan repayment assistance payments (up to \$3,500 per year, \$17,500 total) and conditions annual payments on a full year of service, an effective or highly effective evaluation rating, and no certificate-related disciplinary action.
- Requires State Board of Education rulemaking to administer the Autism Educator Loan Forgiveness Program.

The committee substitute adds to the bill provisions amending:

- Section 1004.85, F.S., related to training at Postsecondary Educator Preparation Institutes (EPIs):
 - Requires ESE-certified program participants to complete the autism microcredential created under s. 1004.551(1)(f), F.S.
 - Requires each EPI, by August 1, 2027, as a condition of continued program approval, to offer training on evidence-based practices for teaching students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities, consistent with the uniform core curricula developed by the department.
- Section 1012.22, F.S., related to district school board duties related to compensation and bargaining. The committee substitute:
 - Adds completion of the Autism Spectrum Disorder Endorsement to the activities that must be included in salary supplements under the performance salary schedule.

- Provides that collective bargaining may not preclude incentives to ESE teachers who complete the Autism Spectrum Disorder Endorsement (in addition to any General Appropriations Act stipend for completion) and who serve as the primary teacher in a classroom in which a majority of the students have autism spectrum disorder.
- Section 1012.551, F.S., related to teacher preparation core principles and uniform core curricula. The committee substitute:
 - Requires the uniform core curricula to include training aligned to evidence-based practices for supporting students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities, applicable across all levels of support.
 - Requires state-approved teacher preparation programs using the uniform core curricula to include the autism microcredential, which must count for at least 1 semester hour toward program completion.
- Section 1012.552, F.S., related to CERT Program requirements. The committee substitute requires a candidate for certification in exceptional student education through a Coaching for Educator Readiness and Teaching (CERT) program to successfully complete the autism microcredential.
- Section 1012.585, F.S., related to renewal of professional certificates. The committee substitute:
 - Beginning August 1, 2027, specifies that the required disability-training credit must include autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities.
 - Beginning August 1, 2027, requires applicants certified in exceptional student education to earn the autism microcredential for renewal, provides it counts as 3 college credits or the equivalent inservice points, and provides that once earned it is not required again for additional renewal periods.
- Section 1012.586, F.S., related to stipend authorization. The committee substitute authorizes personnel certified in exceptional student education who complete the Autism Spectrum Disorder Endorsement to be eligible for a stipend as specified in the General Appropriations Act.
- Section 1012.98, F.S., related to district professional learning systems. The committee substitute requires:
 - Each district professional learning system to provide at least one autism-specific professional development opportunity annually for instructional personnel and school-based administrators.
 - The training to be developed and delivered in coordination with the district's assigned Center for Autism and Related Disabilities (CARD) and to cover evidence-based practices across levels of need.

B. Amendments:

None.



651894

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
01/14/2026	.	
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The Committee on Education Pre-K - 12 (Harrell) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Subsection (5) of section 393.063, Florida
Statutes, is amended to read:

393.063 Definitions.—For the purposes of this chapter, the
term:

(5) "Autism" or "autism spectrum disorder" means a
condition as defined by the most recent edition of the



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Diagnostic and Statistical Manual of Mental Disorders published
by the American Psychiatric Association ~~pervasive,~~
~~neurologically based developmental disability of extended~~
~~duration which causes severe learning, communication, and~~
~~behavior disorders with age of onset during infancy or~~
~~childhood. Individuals with autism exhibit impairment in~~
~~reciprocal social interaction, impairment in verbal and~~
~~nonverbal communication and imaginative ability, and a markedly~~
~~restricted repertoire of activities and interests.~~

Section 2. Paragraph (b) of subsection (3) of section
1004.85, Florida Statutes, is amended, and subsection (9) is
added to that section, to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to
this section may offer competency-based certification programs
specifically designed for noneducation major baccalaureate
degree holders to enable program participants to meet the
educator certification requirements of s. 1012.56. An educator
preparation institute choosing to offer a competency-based
certification program pursuant to the provisions of this section
must implement a program developed by the institute and approved
by the department for this purpose. Approved programs shall be
available for use by other approved educator preparation
institutes.

(b) Each program participant must:

1. Meet certification requirements pursuant to s.
1012.56(1) by obtaining a statement of status of eligibility in
the certification subject area of the educational plan and meet
the requirements of s. 1012.56(2)(a)-(f) before participating in



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field experiences.

2. Demonstrate competency and participate in field experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and, except as provided in s. 1012.56(7)(a)3., achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

4. For each participant who is certified in exceptional student education, complete the autism micro-credential created pursuant to s. 1004.551(1)(f).

(9) By August 1, 2027, as a condition for continued program approval, each educator preparation institute must offer instruction and training on evidence-based practices for teaching students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities, consistent with the uniform core curricula developed by the department.



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Section 3. Section 1009.636, Florida Statutes, is created to read:

1009.636 Autism educator loan forgiveness program.—

(1) The Legislature finds that an adequate supply of special education teachers is critical to provide students who have a neurodevelopmental disability, such as autism spectrum disorder, with individualized education to foster essential social-emotional skills, provide positive interventions, and build life skills for independence. The Autism Educator Loan Forgiveness Program is created to recruit and retain qualified individuals to serve as special education teachers for students with autism spectrum disorder.

(2) To be eligible, an individual must:

(a)1. Have earned a master's or higher degree in special education or exceptional student education from an accredited institution and have an active student loan balance from completion of that degree, and hold a temporary or professional certificate; or

2. Have earned a bachelor's or higher degree from an accredited institution and have an active student loan balance from completion of that degree, hold a temporary or professional certificate, and hold the Autism Spectrum Disorder Endorsement or Severe or Profound Disabilities Endorsement; and

(b) Serve as the primary teacher in a public school classroom in which a majority of the students have autism spectrum disorder.

(3) Eligible participants may receive up to \$17,500 in total student loan repayment assistance over 5 years, disbursed in annual payments not to exceed \$3,500 per year. Payments must



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be made directly to the lender servicing the participant's
student loan.

(4) In order for the department to release each annual
payment, a teacher must:

(a) Have completed a full year of service pursuant to
paragraph (2)(c).

(b) Have received a rating of effective or highly effective
pursuant to s. 1012.34.

(c) Not have had any disciplinary action taken by the
school district or by the department against the teacher's
certificate.

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

Section 4. Paragraph (c) of subsection (1) and paragraph
(a) of subsection (3) of section 1012.22, Florida Statutes, are
amended to read:

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

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

(c) *Compensation and salary schedules.*—

1. Definitions.—As used in this paragraph:

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



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

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

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

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

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

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

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

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

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

3. Advanced degrees.—A district school board may use advanced degrees in setting a salary schedule for instructional personnel or school administrators if the advanced degree is



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held in the individual's area of certification.

4. Grandfathered salary schedule.—

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

b. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, high-demand teacher needs areas, and level of job performance difficulties.

5. Performance salary schedule.—By July 1, 2014, the district school board shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance



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determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

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

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

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

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

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

(II) The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual



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adjustment provided for a highly effective employee of the same classification.

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

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

(I) Assignment to a Title I eligible school.

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

(III) Certification and teaching in high-demand teacher needs areas. Statewide high-demand teacher needs areas shall be identified by the State Board of Education under s. 1012.07. However, the district school board may identify other areas of high-demand needs within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

(V) Completion of the Autism Spectrum Disorder Endorsement.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary



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schedules adopted by the district. Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.

(3)(a) *Collective bargaining*.—Notwithstanding provisions of chapter 447 related to district school board collective bargaining, collective bargaining may not preclude a district school board from carrying out its constitutional and statutory duties related to the following:

1. Providing incentives to effective and highly effective teachers.

2. Implementing intervention and support strategies under s. 1008.33 to address the causes of low student performance and improve student academic performance and attendance.

3. Implementing student discipline provisions required by law, including a review of a student's abilities, past performance, behavior, and needs.

4. Implementing school safety plans and requirements.

5. Implementing staff and student recognition programs.

6. Distributing correspondence to parents, teachers, and community members related to the daily operation of schools and the district.

7. Providing any required notice or copies of information related to the district school board or district operations which is readily available on the school district's website.

8. The school district's calendar.

9. Providing incentives to exceptional student education teachers who complete the Autism Spectrum Disorder Endorsement, in addition to any stipend funded in the General Appropriations



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Act for completion of the endorsement, and who serve as the primary teacher in classroom in which a majority of the students have autism spectrum disorder.

Section 5. Paragraph (g) of subsection (2) of section 1012.551, Florida Statutes, is amended, and subsection (4) is added to that section to read:

1012.551 Teacher preparation core principles, standards, and content.—

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

(g) Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations. The strategies must also include specific training aligned with evidence-based practices for supporting students with autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities applicable across all levels of support.

(4) Each state-approved teacher preparation program using the uniform core curricula developed pursuant to this section must include the autism micro-credential created pursuant to s. 1004.551(1)(f), which shall count for at least 1 semester hour toward completion of the program.

Section 6. Paragraph (g) is added to subsection (2) of section 1012.552, Florida Statutes, to read:

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

(2) PROGRAM REQUIREMENTS.—A CERT program must include all



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of the following:

(g) Required successful completion of the autism micro-credential created pursuant to s. 1004.551(1)(f) for a candidate certification in exceptional student education.

Section 7. Paragraph (e) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:

1012.585 Process for renewal of professional certificates.—

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

(e) Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training. Beginning August 1, 2027:

1. Instruction for teaching students with disabilities must include autism spectrum disorder, Down syndrome, other developmental disabilities, and emotional or behavioral disabilities.

2. An applicant certified in exceptional student education must earn the autism micro-credential created pursuant to s. 1004.551(1)(f), which must count toward 3 college credits or the equivalent inservice points. Once earned, an applicant is not required to earn the micro-credential for additional renewal periods.

Section 8. Subsection (3) is added to section 1012.586, Florida Statutes, to read:

1012.586 Additions or changes to certificates; duplicate



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certificates; reading endorsement pathways.—

(3) Personnel certified in exceptional student education who complete the Autism Spectrum Disorder Endorsement are eligible for a stipend as specified in the General Appropriations Act.

Section 9. Paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Act.—

(5) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. Effective March 1, 2024, the department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any substantial revisions to the system must be submitted to the department for review and approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and



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instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with follow-up ~~follow-up~~ support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a).

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input



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from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.



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6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include



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in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).



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12. Provide at least one autism-specific professional development opportunity annually for instructional personnel and school-based administrators. The professional development must be developed and delivered in coordination with the district's assigned Center for Autism and Related Disabilities and must include evidence-based practices for supporting students with autism spectrum disorder across all levels of need, including academic instruction, behavioral supports, communication strategies, and inclusive practices.

Section 10. This act shall take effect July 1, 2026.

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

Delete everything before the enacting clause
and insert:

A bill to be entitled
An act relating to students with autism spectrum disorder; amending s. 393.063, F.S.; revising the definition of the term "autism"; amending s. 1004.85, F.S.; requiring certain program participants at educator preparation institutes to complete the autism micro-credential; requiring each educator preparation institute to offer training on teaching students with certain disabilities; creating s. 1009.636, F.S.; providing legislative findings; creating the Autism Educator Loan Forgiveness Program; providing eligibility requirements; providing criteria for loan repayment assistance; providing requirements for teachers to receive an annual payment; requiring the



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State Board of Education to adopt rules; amending s. 1012.22, F.S.; revising salary supplements a district school board must provide; revising which district school board duties collective bargaining may not preclude; amending s. 1012.551, F.S.; revising core curricula for teacher preparation programs; requiring a teacher preparation program to include the autism micro-credential; amending s. 1012.552, F.S.; providing that the Coaching for Educator Readiness and Teaching Certification Program must include completion of the autism micro-credential; amending s. 1012.585, F.S.; revising requirements for the renewal of a professional certificate; amending s. 1012.586, F.S.; providing that personnel certified in exceptional student education who complete the Autism Spectrum Disorder Endorsement are eligible for a stipend; amending s. 1012.98, F.S.; requiring a professional learning system to provide at least one autism-specific professional development opportunity; providing requirements for the professional development; providing an effective date.



478802

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
01/14/2026	.	
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The Committee on Education Pre-K - 12 (Harrell) recommended the following:

Senate Amendment to Amendment (651894) (with title amendment)

Delete lines 5 - 19.

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

And the title is amended as follows:

Delete lines 492 - 493

and insert:

disorder; amending s. 1004.85,

By Senator Harrell

31-00391-26

2026206__

A bill to be entitled

An act relating to students with autism spectrum disorder; amending s. 1012.582, F.S.; requiring, rather than authorizing, the State Board of Education to adopt certain rules; requiring that such rules include a requirement related to autism spectrum disorder for certain K-12 teachers; providing an effective date.

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

Section 1. Subsection (4) of section 1012.582, Florida Statutes, is amended to read:

1012.582 Continuing education and inservice training for teaching students with developmental and emotional or behavioral disabilities.—

(4)(a) The State Board of Education shall ~~may~~ adopt rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

(b) Such rules must require a K-12 teacher who teaches a class with at least 50 percent of students having autism spectrum disorder to hold an Autism Spectrum Disorder Endorsement.

(c) Such rules must allow for an exception to the Autism Spectrum Disorder Endorsement requirement in paragraph (b) if a teacher holds an Endorsement in Severe or Profound Disabilities, has taught students with autism spectrum disorder for a minimum of 3 years, and has been rated as highly effective in the preceding 3-year period pursuant to s. 1012.34.

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



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Appropriations Committee on Higher
Education, *Chair*
Health Policy, *Vice Chair*
Appropriations
Appropriations Committee on Health
and
Human Services
Children, Families, and Elder Affairs
Education Postsecondary
Environment and Natural Resources
Rules

SENATOR GAYLE HARRELL
31st District

December 10, 2025

Senator Corey Simon, Chair
Senate Committee on Education Pre-K - 12
415 Knott Building
Tallahassee, FL 32399

Dear Chair Simon,

I respectfully request that SB 206 – Students with Autism Spectrum Disorder, be placed on the next available agenda for the Committee on Education Pre-K - 12.

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

Thank you,

A handwritten signature in blue ink that reads "Gayle".

Senator Gayle Harrell
Senate District 31

Cc: Matthew Bouck, Staff Director
Secret Williams, Committee Administrative Assistant

REPLY TO:

☐ 312 SE Denver Avenue, Stuart, Florida 34994 (772) 221-4019 FAX: (888) 263-7895
☐ 404 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5031

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
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01/13/2026

Meeting Date

SB 206

Bill Number or Topic

Sen, Education PreK-12

Committee

Amendment Barcode (if applicable)

Name Jacob Littlefield

Phone (617) 997-8600

Address 6002 Grand Palm Dr Apt 432
Street

Email jacoblittlefield19@gmail.com

Tampa
City

FL
State

33647
Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

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representing:

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something of value for my appearance
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This form is part of the public record for this meeting.

S-001 (08/10/2021)

01/13/2026

The Florida Senate
APPEARANCE RECORD

206

DUPLICATE

Meeting Date

Education Prek-K12

Deliver both copies of this form to
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Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name **Victoria Zepp**

Phone **8336188180**

Address **310 West College Avenue**

Email **Victoria@team180.com**

Street

Tallahassee

FL

32301

City

State

Zip

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

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compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Family Support Services

☐ 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

Deliver both copies of this form to
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1/13/2026
Meeting Date

Education Pre K-12
Committee

SB 206
Bill Number or Topic

Amendment Barcode (if applicable)

Name Jean Federico Phone 863-873-4531

Address 3911 Ponce de Leon Blvd Email jfederico940@gmail
Street

Sebring FL 33872
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

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

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

13 Jan 2026

Meeting Date

Education PkC

Committee

SB 206

Bill Number or Topic

Amendment Barcode (if applicable)

Name

~~Doree Grabner~~ Nicole Grabner

Phone

940-867-7534

Address

8500 Lagne Circle

Street

Email

Sebaston

City

FL

State

32976

Zip

Speaking:

☒ For

☐ Against

☐ Information

OR

Waive Speaking:

☒ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

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

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

1/13/2026
Meeting Date
ED Pre K 12
Committee

206
Bill Number or Topic
651894
Amendment Barcode (if applicable)

Name Marquise McMiller Orange County Phone 407 405-2050
Public Schools
Address 445 W Amelia St Email marquise.mcmiller@ocps.net
Street

City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

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

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

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

2/13/2026
Meeting Date
ED PRE K-12
Committee

206
Bill Number or Topic
Amendment Barcode (if applicable)

Name Marquise McMiller Orange County Phone 407-405-2050
Public Schools
Address 945 W. Amelia St Email marquise.mcmiller@ocps
Orlando FL 32301
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

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

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

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

S-001 (08/10/2021)

600

**STATE OF FLORIDA
DEPARTMENT OF STATE
Division of Elections**

I, Cord Byrd, Secretary of State,
do hereby certify that

Omar Monteagudo

is duly appointed a member of the

Education Practices Commission

for a term beginning on the Thirteenth day of November, A.D., 2025, until the Thirtieth day of September, A.D., 2027 and is subject to be confirmed by the Senate during the next regular session of the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Tenth day of December, A.D., 2025.*



Secretary of State



State Board of Education

Ryan Petty, *Chair*
Esther Byrd, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganholl, Sr.
Kelly Garcia
MaryLynn Magar

Anastasios Kamoutsas
Commissioner of Education

November 19, 2025

The Honorable Cord Byrd
Secretary of State
R.A. Gray Building
500 South Bronough Street, Room 316
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please find below a listing of the Education Practices Commission's newly appointed member. Florida's State Board of Education officially appointed this member at its November 13, 2025, meeting. The appointee is now subject to Senate confirmation.

APPOINTEE	TERM BEGAN	SEAT FILLED	TERM EXPIRES	REPLACING
Omar Monteagudo	October 1, 2023	November 13, 2025	September 30, 2027	Benjamin Henry

CONTACT INFORMATION

Dr. Omar Monteagudo
Administrator

Address: [REDACTED]
Phone: [REDACTED]

If I can assist you further, please do not hesitate to contact me at 850-245-0340. We look forward to this confirmation.

Sincerely,

Josey McDaniel, Ed.D.
Deputy Chancellor of Educator Quality

JM/rk

RECEIVED
DEPARTMENT OF STATE
2025 DEC -8 PM 2:09
DIVISION OF ELECTIONS
TALLAHASSEE, FL

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

STATE OF FLORIDA

County of Broward

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

Education Practices Commission

(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature [Signature]

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 5 day of December, 2025.

[Signature]
Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath— see § 92.50, Florida Statutes.)

Print Name _____

Title _____

Court _____

(To be completed by officer administering oath, other than judges— see § 92.50, Florida Statutes.)

Affix Seal Below

Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced Florida Driver License

ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

[Redacted]
Street or Post Office Box

[Redacted]
City, State, Zip Code

Omar Monteagudo

Print Name

Signature [Signature]

1185

**STATE OF FLORIDA
DEPARTMENT OF STATE
Division of Elections**

I, Cord Byrd, Secretary of State,
do hereby certify that

John Euliano

is duly appointed a member of the

Commission for Independent Education

for a term beginning on the Seventeenth day of October, A.D.,
2025, until the Thirtieth day of June, A.D., 2028 and is subject
to be confirmed by the Senate during the next regular session of
the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Fourteenth day of November, A.D., 2025.*



Secretary of State



DSDE 99 (3/03)

The original document has a reflective line mark in paper. Hold at an angle to view when checking.



RON DeSANTIS
GOVERNOR

RECEIVED

2025 OCT 24 AM 10:35

DIVISION OF ELECTIONS
TALLAHASSEE, FL

October 17, 2025

Secretary Cord Byrd
Department of State
R.A. Gray Building, Room 316
500 South Bronough Street
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1005.21, Florida Statutes:

Mr. John Euliano
1152 Queen Anne Court
Winter Springs, Florida 32708

as a member of the Commission for Independent Education, filling a vacant seat previously occupied by Sharon Taylor Ellis, subject to confirmation by the Senate. This appointment is effective October 17, 2025, for a term ending June 30, 2028.

Sincerely,

A handwritten signature in black ink, appearing to be "Ron DeSantis".

Ron DeSantis
Governor

RD/dw

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

RECEIVED
DEPARTMENT OF STATE

2025 NOV 12 PM 12:53

DIVISION OF ELECTIONS
TALLAHASSEE, FL

STATE OF FLORIDA

County of Seminole

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

the Commission for Independent Education

(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature [Signature]

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 5 day of 11, 2025

[Signature]

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath - see § 92.50, Florida Statutes.)

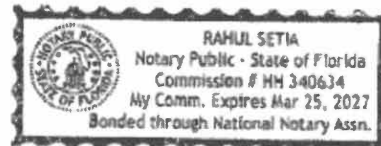
Print Name _____

Title _____

Court _____

(To be completed by officer administering oath, other than judges - see § 92.50, Florida Statutes.)

Affix Seal Below



Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced Florida Driver's License

ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

1152 QUEEN ANNE COURT

Street or Post Office Box

WINTER SPRINGS, FL 32708

City, State, Zip Code

JOHN EULIANO

Print Name

[Signature]

Signature

1185

**STATE OF FLORIDA
DEPARTMENT OF STATE
Division of Elections**

I, Cord Byrd, Secretary of State,
do hereby certify that


Troy A. Stefano

is duly appointed a member of the

Commission for Independent Education

for a term beginning on the First day of July, A.D., 2025, until
the Thirtieth day of June, A.D., 2027 and is subject to be
confirmed by the Senate during the next regular session of the
Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Tenth day of December, A.D., 2025.*



Secretary of State



RON DESANTIS
GOVERNOR

RECEIVED
DEPARTMENT OF STATE
2025 JUL -2 AM 10:22
DIVISION OF ELECTIONS
TALLAHASSEE, FL

July 1, 2025

Secretary Cord Byrd
Department of State
R.A. Gray Building, Room 316
500 South Bronough Street
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please be advised I have made the following reappointment under the provisions of Section 1005.21, Florida Statutes:

Mr. Troy Stefano
4145 Wellington Shores Drive
Wellington, Florida 33449

as a member of the Commission for Independent Education, subject to confirmation by the Senate. This appointment is effective July 1, 2025, for a term ending June 30, 2027.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron DeSantis".

Ron DeSantis
Governor

RD/kf

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

RECEIVED
DEPARTMENT OF STATE
2025 DEC -1 PM 2:51
DIVISION OF ELECTIONS
TALLAHASSEE FL

STATE OF FLORIDA

County of Lake County

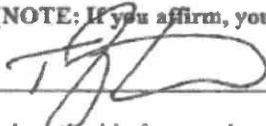
I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

Commissioner, Commission for Independent Education
(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature



Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 25th day of November, 2025.

Susanna E Clark

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath - see § 92.50, Florida Statutes.)

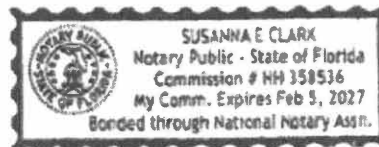
Print Name

Title

Court

(To be completed by officer administering oath, other than judges - see § 92.50, Florida Statutes.)

Affix Seal Below



Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced Florida Driver License

ACCEPTANCE

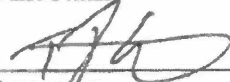
I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

4145 Wellington Shores Dr.
Street or Post Office Box

Wellington, FL 33449
City, State, Zip Code

Troy A. Stefano
Print Name


Signature

1185

**STATE OF FLORIDA
DEPARTMENT OF STATE**

Division of Elections

I, Cord Byrd, Secretary of State,
do hereby certify that

Christopher Lynn

is duly appointed a member of the

Commission for Independent Education

for a term beginning on the Seventeenth day of October, A.D.,
2025, until the Thirtieth day of June, A.D., 2027 and is subject
to be confirmed by the Senate during the next regular session of
the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Tenth day of December, A.D., 2025.*



Secretary of State

DSDE 99 (3/03)



RON DeSANTIS
GOVERNOR

RECEIVED

2025 OCT 24 AM 10:35

DIVISION OF ELECTIONS
TALLAHASSEE, FL

October 17, 2025

Secretary Cord Byrd
Department of State
R.A. Gray Building, Room 316
500 South Bronough Street
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1005.21, Florida Statutes:

Dr. Christopher "Sam" Lynn
512 Duff Drive
Winter Garden, Florida 34787

as a member of the Commission for Independent Education, succeeding Judith Marty, subject to confirmation by the Senate. This appointment is effective October 17, 2025, for a term ending June 30, 2027.

Sincerely,

A handwritten signature of Ron DeSantis in black ink.

Ron DeSantis
Governor

RD/dw

RECEIVED

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

2025 DEC -8 PM 2:34

DIVISION OF ELECTIONS
TALLAHASSEE, FL

STATE OF FLORIDA

County of Orange

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

the Commission for Independent Education

(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature

[Signature]

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 5th day of December, 2025

[Signature]

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath- see § 92.50, Florida Statutes.)

Print Name

Title

Court

(To be completed by officer administering oath, other than judges - see § 92.50, Florida Statutes.)

Affix Seal Below



THALES R. SAMSOONDAR
Notary Public
State of Florida
Comm# HH607454
Expires 1/19/2029

Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced FL Drivers License

ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

512 Duff Drive
Street or Post Office Box

Winter Garden, FL 34787
City, State, Zip Code

Christopher Lynn
Print Name

[Signature]
Signature



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Ethics and Elections, *Chair*
Finance and Tax, *Vice Chair*
Appropriations Committee on Pre-K - 12 Education
Education Pre-K - 12
Fiscal Policy
Health Policy
Judiciary
Rules

JOINT COMMITTEE:

Joint Administrative Procedures Committee

SENATOR DON GAETZ

1st District

January 13, 2026

The Honorable Corey Simon

Chair, Committee on Education Pre-K 12

201 The Capitol

404 South Monroe Street

Tallahassee, FL 32399-1100

Dear Chair Simon,

I respectfully request an excused absence from January 13th, 2026, meeting of the Committee on Education Pre-K 12.

I appreciate your consideration.

Sincerely,

Senator Don Gaetz

REPLY TO:

- ☐ 418 W. Garden Street, Fourth Floor, Pensacola, Florida 32502 (850) 595-1036
- ☐ Brackin Building, Third Floor, 302 N. Wilson Street, Crestview, Florida 32536
- ☐ 405 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5001

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore

CourtSmart Tag Report

Room: KB 412
Caption: Senate K-12 Committee

Case No.:
Judge:

Type:

Started: 1/13/2026 1:32:45 PM

Ends: 1/13/2026 2:19:30 PM

Length: 00:46:45

1:32:46 PM	Chair Simon calls meeting to order
1:32:48 PM	Roll call
1:33:03 PM	Chair Simon gives introductory announcements
1:33:20 PM	Tab 2: SB 420
1:33:40 PM	Chair Simon recognizes Sen Burgess to explain the bill
1:33:43 PM	Sen Burgess
1:35:54 PM	Chair Simon
1:35:57 PM	Questions:
1:36:01 PM	Sen Davis
1:36:42 PM	Sen Burgess
1:36:44 PM	Sen Davis
1:37:25 PM	Sen Burgess
1:38:51 PM	Sen Davis
1:39:26 PM	Sen Burgess
1:40:24 PM	Sen Davis
1:41:01 PM	Sen Burgess
1:41:44 PM	Sen Davis
1:42:23 PM	Sen Burgess
1:43:54 PM	Chair Simon
1:43:57 PM	Sen Osgood
1:45:08 PM	Sen Burgess
1:47:00 PM	Sen Osgood
1:48:39 PM	Sen Burgess
1:49:40 PM	Chair Simon
1:49:45 PM	Sen Davis
1:51:02 PM	Sen Burgess
1:53:22 PM	Chair Simon acknowledges waives speaking
1:53:42 PM	Chair Simon recognizes Sen Burgess to close on the bill
1:53:45 PM	Sen Burgess
1:54:22 PM	Roll call
1:54:36 PM	Chair Simon reports on SB 420
1:54:42 PM	Tab 1: SB 206
1:54:54 PM	Chair Simon recognizes Sen Harrell to explain am. 651894
1:55:13 PM	Sen Harrell
1:58:23 PM	Sen Harrell
1:58:38 PM	Chair Simon recognizes Sen Harrell to explain am. 478802
1:59:23 PM	Questions:
1:59:27 PM	Sen Berman
1:59:40 PM	Sen Harrell
2:00:13 PM	Chair Simon
2:01:13 PM	Questions:
2:01:15 PM	Sen Davis
2:02:30 PM	Sen Harrell
2:02:33 PM	Sen Davis
2:03:00 PM	Sen Harrell
2:03:09 PM	Sen Davis
2:03:52 PM	Sen Harrell
2:05:20 PM	Sen Davis
2:05:43 PM	Sen Harrell
2:05:49 PM	Sen Osgood
2:06:56 PM	Sen Harrell
2:08:14 PM	Appearance Cards:

2:08:25 PM	Marquise McMiller, Orange County Public Schools
2:09:00 PM	Nicole Grabner
2:10:06 PM	Chair Simon acknowledges waives speaking
2:10:18 PM	Chair Simon recognizes Sen Harrell to close on the bill
2:10:23 PM	Sen Harrell
2:11:13 PM	Roll call
2:11:27 PM	Chair Simon reports on SB 206
2:11:34 PM	Tab 3: SB 556
2:11:41 PM	Chair Simon recognizes Sen Berman to explain the bill
2:11:44 PM	Sen Berman
2:13:13 PM	Chair Simon recognizes Sen Berman to explain am. 766280
2:13:22 PM	Sen Berman
2:13:57 PM	Chair Simon
2:14:18 PM	Chair Simon acknowledges waives speaking
2:15:24 PM	Appearance Cards:
2:15:28 PM	Nicole Grabner
2:16:02 PM	Chair Simon acknowledges waives speaking
2:16:16 PM	Debate:
2:16:19 PM	Sen Yarborough
2:16:50 PM	Chair Simon
2:17:05 PM	Chair Simon recognizes Sen Berman to close on the bill
2:17:07 PM	Sen Berman
2:17:33 PM	Roll call
2:17:46 PM	Chair Simon reports on SB 556
2:17:58 PM	Chair Simon
2:18:25 PM	Tab 4-7: Senate Confirmation Hearings
2:18:48 PM	Roll call
2:19:01 PM	Chair Simon reports on Tabs 4 through 7
2:19:15 PM	Chair Simon
2:19:24 PM	Adjournment