

Tab 1	SB 824 by Truenow; Identical to H 01147 Charter Schools				
866576	D	S	ED, Truenow	Delete everything after	02/02 09:03 AM
Tab 2	SJR 1104 by Massullo; Identical to H 00583 Religious Expression in Public Schools				
Tab 3	SB 1170 by Calatayud; Compare to CS/H 00859 Education				
294232	A	S	ED, Calatayud	Delete L.20 - 168:	02/02 09:23 AM
Tab 4	SB 1620 by Leek (CO-INTRODUCERS) Gaetz; Compare to CS/H 01073 Public Education				
Tab 5	SB 1738 by Yarborough; Educational Facilities				
461370	A	S	ED, Yarborough	Delete L.28 - 41:	02/02 02:44 PM
Tab 6	SPB 7036 by ED; Education				

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

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

MEETING DATE: Tuesday, February 3, 2026**TIME:** 3:30—5:30 p.m.**PLACE:** Pat Thomas Committee Room, 412 Knott Building**MEMBERS:** Senator Simon, Chair; Senator Calatayud, Vice Chair; Senators Berman, Burgess, Davis, Gaetz, Osgood, and Yarborough

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

COMMITTEE MEETING EXPANDED AGENDA

Education Pre-K - 12

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

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

Consideration of proposed bill:

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.			
State Board of Education			
7	Fritz-Ochs, Erika Dawn (Tallahassee)	12/31/2029	
Education Practices Commission			
8	Stanley, Joseph ()	09/30/2029	

COMMITTEE MEETING EXPANDED AGENDA
Education Pre-K - 12
Tuesday, February 3, 2026, 3:30—5:30 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
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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: SB 824

INTRODUCER: Senator Truenow

SUBJECT: Charter Schools

DATE: February 2, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Palazesi	Bouck	ED	Pre-meeting
2. _____	_____	CA	_____
3. _____	_____	RC	_____

I. Summary:

SB 824 requires a school district to offer certain district-owned “vacant land” to eligible charter school operators within the district. The bill defines the vacant land subject to the requirements of the bill, specifies which charter school operators are eligible to purchase the vacant land, and establishes deadlines for the district to make the offer and for charter school operators to submit proposals to construct a charter school facility on the property.

The bill takes effect July 1, 2026.

II. Present Situation:

Florida’s Charter Schools

Charter schools are tuition-free public schools created through an agreement or “charter” that provides flexibility relative to regulations created for traditional public schools. For the 2025-2026 school year, 408,481 students are enrolled in 739 charter schools authorized by 48 charter school sponsors across Florida.¹

Charter schools are open to all students residing within the district; however, charter schools are allowed to target students within specific age groups or grade levels, students considered at-risk of dropping out or failing, students wishing to enroll in a charter school-in-the-workplace or charter school-in-a-municipality, students residing within a reasonable distance of the school, students who meet reasonable academic, artistic or other eligibility standards established by the charter school, or students articulating from one charter school to another.²

¹ Email, Florida Department of Education, Governmental Relations (Jan. 30, 2026).

² Florida Department of Education, *Frequently Asked Questions (Charter Schools)*, <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.stml> (last visited Jan. 29, 2026). See also s. 1002.33(10), F.S.

Charter schools are created when an individual, a group of parents or teachers, a business, a municipality, or a legal entity applies to the sponsoring entity (a school district, a state university or Florida College System institution); the sponsoring entity approves the application; the applicants form a governing board that negotiates a contract with the sponsoring entity; and the applicants and sponsor agree upon a charter or contract. The negotiated contract outlines the expectations of both parties regarding the school's academic and financial performance.³

A charter school must be organized as, or be operated by, a nonprofit organization. The charter school may serve at-risk students, or offer a specialized curriculum or core academic program, provide early intervention programs, or serve exceptional education students.⁴

Charter School Facilities

Charter schools, with the exception of conversion charter schools,⁵ are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code.⁶ A local governing authority must treat charter schools equitably in comparison to similar requirements, restrictions, and site planning processes imposed upon public schools that are not charter schools, including such provisions that are established by interlocal agreement, development order, or development permit. An interlocal agreement entered into by a school district for the development of only its own schools, including provisions relating to the extension of infrastructure, may be used by charter schools.⁷

A charter school may not be subject to any land use regulation requiring a change to a local government comprehensive plan, a land-use permit, or any requirement or restriction that would not be required for a public or private school in the same or previously approved location. A local government may not apply or enforce a condition against a charter school unless the condition is uniformly applied to other local public schools and the charter school is located on property that is the subject of a previously approved development order or development permit, which include, but are not limited to:⁸

- Limits on the number of students;
- Limits on the number of teachers;
- Limits on the number of classrooms;
- Limits on the hours of operation;
- Minimum outdoor recreation area; or
- Requirements to conform to a prior plan of development.

³ Section 1002.33(6), F.S.

⁴ *Id.*

⁵ Section 1002.33(3), F.S. A conversion charter school is established when an existing public school that has been in operation for at least two years converts to a charter school.

⁶ 1002.33(18)(a), F.S. The State Requirements for Educational Facilities of the Florida Building Code is a uniform code for the planning and construction of public educational and ancillary plants by district school boards and Florida College System institution district boards of trustees shall be adopted by the Florida Building Commission within the Florida Building Code. *See also* s. 1013.37, F.S.

⁷ 1002.33(18)(a)3., F.S.,

⁸ *Id.*

School District Disposal of Property

A district school board may dispose of any land or real property to which the board holds title which is, by resolution of the board, determined to be unnecessary for educational purposes as recommended in an educational plant survey. A district school board must take diligent measures to dispose of educational property only in the best interests of the public.⁹ If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use on the same basis as it is made available to other public schools in the district. The charter school receiving property from the sponsor is prohibited from selling or disposing of such property without written permission of the sponsor. Similarly, for an existing public school converting to charter status, a district school board may not charge rental or leasing fees for the existing facility or for the property normally inventoried to the conversion school to the parents, principal, school advisory council, or teachers organizing the charter school.¹⁰

III. Effect of Proposed Changes:

The bill amends s. 1002.33, F.S., to require school districts to offer vacant land that meets specified criteria to charter school operators within the school district. The bill provides the following definitions:

- “Charter school operator” means an organization holding a charter contract with an approved authorizer and charter school management organizations that are accredited by a regional accreditation agency, including Cognia, the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.
- “Vacant land” means a parcel of real property upon which no buildings, structures, or other permanent improvements have been constructed or installed which is owned by a district school board for three or more years in a district that has experienced a decrease in student enrollment, year over year, for three or more consecutive years, excluding student enrollment of charter schools within the district.

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

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

⁹ Section 1013.28(1)(a), F.S.

¹⁰ Section 1002.33(18)(e), F.S.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1002.33 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.



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LEGISLATIVE ACTION

Senate

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House

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

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

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

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

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

(a) "District" means a school district as described in s.



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1001.30.

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

(2) DATA COLLECTION REQUIREMENTS.—

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

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

1. Parcel identification number;

2. Acreage;

3. Location by address or a geographic description;

4. Date of acquisition;

5. Price paid at acquisition;

6. Current or planned use, if any; and

7. Fair market value, calculated using:

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

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

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

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

(a) Total statewide acreage of all unimproved real property



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owned by school districts.

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

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

1. Total number of parcels;

2. Total acreage;

3. Total fair market value;

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

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

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

(4) PUBLICATION.—

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

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

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

Section 2. 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



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

By Senator Truenow

13-00754A-26

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A bill to be entitled

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

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

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

1002.33 Charter schools.—

(18) FACILITIES.—

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

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

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

13-00754A-26

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

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

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

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

Page 2 of 2

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

The Florida Senate
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: SJR 1104

INTRODUCER: Senator Massullo

SUBJECT: Religious Expression in Public Schools

DATE: February 2, 2026

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Pre-meeting
2.			JU	
3.			RC	

I. Summary:

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

The proposed constitutional amendment:

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

II. Present Situation:

Constitutional Amendment Process

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

Student and Employee Religious Expression in Public Schools

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

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

Florida Statutory Provisions Addressing Religious Expression in Public Schools

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

¹ FLA. CONST. art. XI, s. 1.

² FLA. CONST. art. XI, s. 5(a).

³ FLA. CONST. art. XI, s. 5(e).

⁴ FLA. CONST. art. XI, s. 5(e).

⁵ *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).

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

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

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

⁹ Section 1002.206(2), F.S.

¹⁰ Section 1002.206(3) and (4), F.S.

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

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

III. Effect of Proposed Changes:

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

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

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

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

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

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

¹¹ Section 1003.45, F.S.

¹² Section 1006.185, F.S.

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

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

CONSTITUTIONAL AMENDMENT

ARTICLE X, SECTION 33

PROTECTING RELIGIOUS EXPRESSION IN PUBLIC SCHOOLS.—

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

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

Amendments to the Florida Constitution

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

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

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

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

Prayer at Public School Events

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

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

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

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

¹⁴ Section 101.161(1), F.S.

¹⁵ *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 509 (1969).

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

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

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

C. Government Sector Impact:

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

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

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

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

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

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

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

None.

B. Amendments:

None.

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

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

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

By Senator Massullo

11-01467-26

20261104

Senate Joint Resolution

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

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

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

ARTICLE X

MISCELLANEOUS

SECTION 33. Religious expression in public schools.—

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

(b) A public school must allow:

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

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

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

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

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

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

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

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

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

65 CONSTITUTIONAL AMENDMENT

66 ARTICLE X, SECTION 33

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

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 1170

INTRODUCER: Senator Calatayud

SUBJECT: Education

DATE: February 2, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sabitsch	Bouck	ED	Pre-meeting
2. _____	_____	JU	_____
3. _____	_____	RC	_____

I. Summary:

SB 1170 modifies the Reimagining Education and Career Help Act and the Video Cameras in Public Schools Classrooms Pilot Program. Specifically, the bill does the following:

- Requires the Office of Reimagining Education and Career Help to annually provide information to help individuals understand net potential earnings for specified education and credential pathways.
- Transitions the pilot program from a single school district to a state-wide requirement to install video cameras upon request in specific public school classrooms and requires district school boards to vote to establish a policy regarding video cameras in certain classrooms, with specified requirements.

The bill takes effect July 1, 2026.

II. Present Situation:

Workforce and Education

Office of Reimagining Education and Career Help

The Office of Reimagining Education and Career Help (REACH Office) within the Executive Office of the Governor facilitates alignment and coordination of entities responsible for Florida's workforce development system.¹ The specific duties of the REACH Office include:²

- Serving as an advisor to the Governor.
- Establishing criteria and goals for workforce development and diversification in Florida's workforce development system.
- Provide strategies to align and improve efficiencies in the workforce development system.

¹ Section 14.36(1), F.S.

² Section 14.36(3), F.S.

- Coordinating state and federal workforce related programs, plans, resources, and activities provided by CareerSource Florida Inc., the Department of Commerce, and the Department of Education (DOE).
- Serve on the Credentials Review Committee.
- Coordinate and facilitate a memorandum of understanding for data sharing agreements among stakeholders.
- Develop criteria for assigning a letter grade to each local workforce development board.
- Streamline the clinical placement process and increase placement opportunities for nursing programs.
- Facilitating coordination among the Department of Commerce, the DOE, and CareerSource, to develop and expand apprenticeship, preapprenticeship, and other work-based learning models and streamline efforts to recruit and onboard new apprentices, preapprentices, students, and employers interested in work-based learning opportunities.
- Coordinate with the DOE, Department of Commerce and CareerSource to publish an asset map of career and technical education opportunities.

Industry Credentials of Value

The director of the REACH Office serves on the Credentials Review Committee. The Credentials Review Committee identifies “credentials of value” for inclusion in the Master Credential List.³ The Master Credentials List is a comprehensive inventory of state-approved degree and non-degree credentials that prepare Floridians for in-demand occupations. This list ensures alignment between the education system and industry needs and directing federal and state funds to workforce education and training programs that lead to these valuable credentials.⁴

Credentials can be submitted for consideration for inclusion in the Master Credentials List by the following entities:⁵

- Florida school districts;
- Florida College System institutions; and
- Local workforce development boards.

The types of credentials that can be submitted for consideration include:

- Advanced technical certificates;
- Career certificates;
- College credit certificates;
- Industry certifications;
- Registered apprenticeship certificates;
- Licenses;
- Applied technology diplomas;
- Associate in applied science degrees;
- Associate in science degrees;
- Bachelor of applied science degrees; and

³ Section 445.004(4), F.S.

⁴ CareerSource Florida, *Florida’s Master Credentials List: Frequently Asked Questions*, <https://careersourceflorida.com/master-credentials-list/#mcl-faqs> (last visited Jan. 29, 2026).

⁵ *Id.*

- Bachelor of science degrees.

The process for approval of credentials of value for inclusion in the Master Credential list is determined by the Credentials Review Committee. The committee is also required to create a framework of quality based on industry demand, wages, and value that is required to align with federally funded workforce accountability requirements.⁶

Exceptional Student Education in Florida

The State Board of Education (SBE) is required to comply with the Individuals with Disabilities Education Act (IDEA) to ensure that all children who have disabilities are afforded a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. The SBE is charged with protecting the rights of children who have disabilities and their parents as well as assessing and ensuring the effectiveness of educational efforts for those students.⁷

Each district school board is required to provide an appropriate program of special instruction, facilities, and services for students determined to be eligible for Exceptional Student Education (ESE) services. Each district program is required to include the following:⁸

- Provide the necessary professional services for diagnosis and evaluation of exceptional students. Periodically, the district school board must submit to the Department of Education (DOE) proposed procedures for the provision of special instruction and services for ESE students.
- Provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities that meet established standards.
- Annually provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a sensory-impaired student.
- Provide instruction to homebound or hospitalized students.⁹

In the 2024-2025 school year, of the 2,859,655 students in public schools,¹⁰ 448,482 students (approximately 16 percent) were identified as students with a disability.¹¹ Additionally, the Florida Inventory of School Houses (FISH) report identifies 181,598 total classrooms in Florida school districts and of those 13,173 (approximately 7 percent) are identified as ESE classrooms.¹²

⁶ Section 445.004(4), F.S.

⁷ Section 1003.571, F.S.

⁸ Section 1003.57(1), F.S.

⁹ *Id.*

¹⁰ Florida Department of Education, *Total Enrollment/Membership by District by Race/Ethnicity, 2024-2025 Survey 2*, available at <https://www.fldoe.org/file/7584/2425MembInFLPublicSchools.xlsx>.

¹¹ Florida Department of Education, *Exceptional Student Data by Race/Ethnicity, Total Disabled, 2024-2025, Survey 2*, available at <https://www.fldoe.org/file/7584/MPES2425.xlsx>.

¹² Florida Department of Education, *Florida Inventory of School Houses, Relocatable Students Stations by Type* (Jan. 2025), available at <https://www.fldoe.org/core/fileparse.php/5599/urlt/0074725-typeclassrooms.xlsx>.

Video Cameras in Public School Classrooms Pilot Program

The Video Cameras in Public School Classroom Pilot Program was established in 2021.¹³ The pilot required the Broward County School District to participate in the three-year pilot and included the following requirements and elements:

- Providing a video camera to any school with a self-contained ESE classroom upon the written request of a parent of a student in the classroom. A self-contained classroom means a classroom in which a majority of the students in regular attendance are provided special education services and are assigned to one or more such classrooms for at least 50 percent of the instructional day.
- Requiring the video camera to be operational within 30 days of the request by a parent in each classroom where the parent's student is in attendance for the remainder of the school year.
- Providing provisions when the student of the parent who requested the video camera in the classroom is no longer attending.
- The monitoring capabilities of the video cameras as well as the limitations of use of the video camera.
- Notifications to all students and parents of students where the video cameras are to be installed as well as the school district, and school employees assigned to classrooms where video cameras will be placed.
- Retention requirements for video recordings.
- Prohibitions related to use of video recordings included for teacher evaluations.
- School or district requirements related to redaction of video recordings and individuals or personnel permitted to view recordings.
- Appealing of actions taken by a school or school district as a result of the video recordings.
- Collection of data about the pilot by the DOE and rulemaking authority for the State Board of Education.¹⁴

Pilot Implementation and Follow-Up

Broward County School District implemented the Video Cameras in Public School Classrooms Pilot Program for three years beginning in 2021. The district installed 320 video cameras in self-contained ESE classrooms at a total cost of \$774,194 over the three-year pilot. During that time the district received 32 parental requests to view video recorded in classrooms that required redaction of those video recordings.¹⁵ The itemized costs of the pilot are as follows:¹⁶

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

¹³ Ch. 2021-140, s. 2, Laws of Fla. (creating s. 1003.574, F.S.)

¹⁴ Section 1003.574(2) - (14), F.S.

¹⁵ Broward County Public Schools, Policy 4900 – Audio and Video Recording of Self-Contained ESE Classrooms, Policy Review Project: Rule Development Workshop, (Oct. 8, 2024), available at <https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2892097/Presentation.pdf>.

¹⁶ Email, Broward County Public Schools, Legislative Affairs (Dec. 6, 2024).

Following the pilot program, the Broward County School Board adopted a board policy (No. 4900) to continue allowing video cameras to be installed in self-contained ESE classrooms.¹⁷ The school district estimates there are 1,100 eligible classrooms within the district that would cost nearly \$2 million to equip all such classrooms with video cameras. In 2024-2025, the school district surveyed parents and some 667 parents indicated that they would make a request to install video cameras.¹⁸

III. Effect of Proposed Changes:

SB 1170 modifies the Reimagining Education and Career Help Act and the Video Cameras in Public Schools Classrooms Pilot Program. Specifically, the bill does the following:

- Requires the Office of Reimagining Education and Career Help to annually provide information to help individuals understand net potential earnings for specified education and credential pathways.
- Removes references to pilot program status for video cameras in public school classrooms and requires district school boards to vote to establish a policy regarding video cameras in certain classrooms, with specified requirements.

Workforce and Education

The bill amends s. 14.36, F.S., to require that by July 1, 2027, and each year thereafter, the Office of Reimagining Education and Career Help provide information to help individuals understand their net potential earnings as a public high school graduate with an industry certification, identified as a credential of value by the Credentials Review Committee¹⁹ and as a postsecondary graduate with an associate degree in the comparable Classification of Instructional Program (CIP).²⁰ The provision requires the potential earnings to be calculated for each year, up to 8 years after graduation, and that the cost of attendance, minus any financial aid received, be deducted from the net potential earnings.

Video Cameras in Public School Classrooms

The bill amends s. 1003.574, F.S., to convert the Video Cameras in Public School Classrooms Pilot Program into a statewide model and make targeted operational changes. Specifically, the bill:

- Converts the Video Cameras in Public School Classrooms Pilot Program into a statewide model for providing video cameras in self-contained classrooms upon parent request.
- Requires each district school board to vote to establish a policy to provide video cameras in self-contained classrooms upon the request of a parent.

¹⁷ Broward County School Board, Policy 4900.

¹⁸ Broward County Public Schools, Policy 4900 – Audio and Video Recording of Self-Contained ESE Classrooms, Policy Review Project: Rule Development Workshop, (Oct. 8, 2024), available at <https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2892097/Presentation.pdf>.

¹⁹ Section 445.004(4)(h)1., F.S.

²⁰ The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. National Center for Education Statistics, *Introduction to the Classification of Instructional Programs: 2020 Edition (CIP-2020)*, available at https://nces.ed.gov/ipeds/cipcode/Files/2020_CIP_Introduction.pdf.

- Prohibits a school or school district from concealing the identity of an employee who appears in a video recording.
- Requires that a video recording made available for viewing after a request includes accompanying audio.

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 may increase workload for the Office of Reimagining Education and Career Help to develop and annually update net potential earnings information (including cost-of-attendance and financial aid offsets and multi-year calculations).

The bill has no fiscal impact on state expenditures. The bill establishes policies to provide cameras in the self-contained classrooms. Should the district need to place a camera in the self-contained classroom, there is likely an indeterminate, negative fiscal impact on school districts by expanding statewide applicability of the video camera requirements

for self-contained classrooms (including equipment, installation, storage, and staff time associated with responding to requests and redacting recordings). By way of example, Broward County Public Schools reported \$774,194 in total costs to install 320 cameras over the three-year pilot period and estimated nearly \$2 million to equip approximately 1,100 eligible classrooms.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends sections 14.36 and 1003.574 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate

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House

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

Senate Amendment (with title amendment)

Delete lines 20 - 168

and insert:

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

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



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

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

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

~~(b) "School district" means the Broward County Public Schools.~~

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

(2)(a) A parent of a student who is in regular attendance in a self-contained classroom may submit a written request to the school principal or the principal's designee for the installation and operation of a video camera in that self-contained school district shall provide a video camera to any school with a self-contained classroom upon the written request of a parent of a student in the classroom.

(b) The district school board shall adopt a policy establishing a process for school personnel to consider and respond to requests submitted under paragraph (a). If the district school board has not adopted a policy under this paragraph, it shall do so at the next regularly scheduled meeting, but no later than 60 days after receipt by the school district of the first request submitted under paragraph (a)
~~Within 30 days after receipt of the request from a parent, a video camera shall be operational in each self-contained~~



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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

(c) The school district.

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

(6) A school shall:

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



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

(7) A school or school district may not:

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

(b) Use video recorded under this section for teacher evaluations or any purpose other than for ensuring the health, safety, and well-being of students receiving special education services in a self-contained classroom, which constitutes security or surveillance of buildings or grounds under s. 1014.04(1)(i)4.; or

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

Delete lines 2 - 12
and insert:

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



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

By Senator Calatayud

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1 A bill to be entitled
 2 An act relating to education; amending s. 14.36, F.S.;
 3 requiring the Office of Reimagining Education and
 4 Career Help to provide specified information to
 5 individuals; providing requirements for such
 6 information; amending s. 1003.574, F.S.; deleting
 7 references to the Video Cameras in Public School
 8 Classrooms Pilot Program; deleting an obsolete
 9 definition; requiring a district school board to vote
 10 to establish a policy to provide video cameras in
 11 self-contained classrooms upon the request of a
 12 parent; prohibiting a school or school district from
 13 concealing the identity of an employee in a video
 14 recording; providing that a video recording made
 15 available after a request must include accompanying
 16 audio; providing an effective date.
 17
 18 Be It Enacted by the Legislature of the State of Florida:
 19
 20 Section 1. Paragraph (a) of subsection (5) of section
 21 14.36, Florida Statutes, is amended to read:
 22 14.36 Reimagining Education and Career Help Act.—The
 23 Reimagining Education and Career Help Act is created to address
 24 the evolving needs of Florida's economy by increasing the level
 25 of collaboration and cooperation among state businesses and
 26 education communities while improving training within and equity
 27 and access to a more integrated workforce and education system
 28 for all Floridians.
 29 (5) The office shall provide the public with access to

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30 available federal, state, and local services and provide
 31 stakeholders with a systemwide, global view of workforce related
 32 program data across various programs through actionable
 33 qualitative and quantitative information. The office shall:
 34 (a) Minimize duplication and maximize the use of existing
 35 resources by facilitating the adaptation and integration of
 36 state information systems to improve usability and seamlessly
 37 link to the consumer-first workforce system and other compatible
 38 state information systems and applications to help residents of
 39 the state:
 40 1. Explore and identify career opportunities.
 41 2. Identify in-demand jobs and associated earning
 42 potential.
 43 3. Identify the skills and credentials needed for specific
 44 jobs.
 45 4. Access a broad array of federal, state, and local
 46 workforce related programs.
 47 5. Determine the quality of workforce related programs
 48 offered by public postsecondary educational institutions and
 49 public and private training providers, based on employment,
 50 wages, continued education, student loan debt, and receipt of
 51 public assistance by graduates of workforce, certificate, or
 52 degree programs. To gather this information, the office shall
 53 review each workforce related program 1 year after the program's
 54 first graduating class and every 5 years after the first review.
 55 6. By July 1, 2027, and each year thereafter, provide
 56 information to help individuals understand their net potential
 57 earnings as a public high school graduate with an industry
 58 certification, identified as a credential of value consistent

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

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

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

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

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

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

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

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

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

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

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~~Schools.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) The school district.

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

(6) A school shall:

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

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

(7) A school or school district may not:

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

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

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

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

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

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175 this section must comply with s. 1002.22.

176 (b) A school or school district shall:

177 1. Conceal the identity of any student who appears in a
178 video recording, but is not involved in the alleged incident
179 documented by the video recording, which the school allows to be
180 viewed under subsection (9), including, without limitation,
181 blurring the face of the uninvolved student.

182 2. Protect the confidentiality of all student records
183 contained in a video recording in accordance with s. 1002.22.

184 (9) (a) Within 7 days after receiving a request to view a
185 video recording, a school or school district shall allow the
186 following individuals to view a video recording with its
187 accompanying audio made under this section:

188 1. A school or school district employee who is involved in
189 an alleged incident that is documented by the video recording as
190 part of the investigative process;

191 2. A parent of a student who is involved in an alleged
192 incident that is documented by the video recording and has been
193 reported to the school or school district;

194 3. A school or school district employee as part of an
195 investigation into an alleged incident that is documented by the
196 video recording and has been reported to the school or school
197 district;

198 4. A law enforcement officer as part of an investigation
199 into an alleged incident that is documented by the video
200 recording and has been reported to the law enforcement agency;
201 or

202 5. The Department of Children and Families as part of a
203 child abuse or neglect investigation.

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204 (b) A person who requests to view a recording must ~~shall~~
205 make himself or herself available for viewing the recording
206 within 30 days after being notified by the school or school
207 district that the person's request has been granted.

208 (c) A person who views the recording and suspects that
209 child abuse has occurred must report the suspected child abuse
210 to the Department of Children and Families.

211 (10) (a) Any individual may appeal to the State Board of
212 Education an action by a school or school district which the
213 individual alleges to be in violation of this section.

214 (b) The state board shall grant a hearing on an appeal
215 under this subsection within 45 days after receiving the appeal.

216 (11) A school or school district does not violate
217 subsection (8) if a contractor or other employee of the school
218 or school district incidentally views a video recording made
219 under this section in connection with the performance of his or
220 her duties related to either of the following:

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

223 (b) The retention of video recordings.

224 (12) This section does not:

225 (a) Limit the access of the parent of a student, under the
226 Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s.
227 1232g, or any other law, to a video recording regarding his or
228 her student.

229 (b) Waive any immunity from liability of a school district
230 or an employee of a school district.

231 (c) Create any liability for a cause of action against a
232 school or school district or an employee of a school or school

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

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

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

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

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

The Florida Senate
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 1620

INTRODUCER: Senators Leek and Gaetz

SUBJECT: Public Education

DATE: February 2, 2026

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Palazes	Bouck	ED	Pre-meeting
2.			JU	
3.			RC	

I. Summary:

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

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

The bill takes effect July 1, 2026.

II. Present Situation:

District School Boards

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

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

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

District School Board Powers and Duties

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

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

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

School Board Duties: Public School Personnel

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

² Section 1003.02, F.S.

³ Section 1001.42(1)-(28), F.S.

⁴ Section 1001.372, F.S.

⁵ Section 1012.22(1), F.S.

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

District school board members are exempt from the prohibition on agencies⁸ nominating, appointing, promoting or employing a relative,⁹ unless the appointment or employment is under the direct supervision of that district school board member.¹⁰

Parents' and Teachers' Bill of Rights

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

Teachers are provided with specific rights related to:¹¹

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

Parents are provided with specific rights related to:

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

School District Fiscal Transparency

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

⁶ Section 1012.22(1)(a), F.S.

⁷ *Id.*

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

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

¹⁰ Section 1012.23(2), F.S.

¹¹ Sections 1015.03-1015.06, F.S.

¹² Section 1011.035(1), F.S.

school in the district and for the district as a whole. The representation must include the following:¹³

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

III. Effect of Proposed Changes:

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

District School Boards

District School Board Powers and Duties

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

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

¹³ Section 1011.035(2)(a), F.S.

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

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

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

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

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

School Board Duties: Public School Personnel

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

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

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

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

¹⁵ *Id.*

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

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

School District Fiscal Transparency

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

The bill takes effect July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

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

This bill creates section 1001.366 of the Florida Statutes.

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

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

None.

B. Amendments:

None.

By Senator Leek

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1 A bill to be entitled
 2 An act relating to public education; amending s.
 3 112.3135, F.S.; revising the definition of the term
 4 "agency" to include district school boards for
 5 purposes of provisions restricting the employment of
 6 relatives of public officials; creating s. 1001.366,
 7 F.S.; providing legislative findings; providing
 8 members of a district school board with specified
 9 rights; prohibiting an attorney employed by the school
 10 district from representing the district school board;
 11 providing an exception; amending s. 1001.372, F.S.;
 12 authorizing a district school board to have specified
 13 discussions after being advised by an attorney;
 14 amending s. 1001.42, F.S.; requiring that certain
 15 documents from district school board meetings be kept
 16 as public records; providing that a district school
 17 board has the power to approve an additional attorney
 18 to be employed by the school district; providing
 19 requirements for such approval; requiring school
 20 officers to receive specified training; prohibiting a
 21 school board member from publicly disclosing proposed
 22 terms of a collective bargaining agreement unless
 23 advised by an attorney; amending s. 1011.035, F.S.;
 24 requiring that full line-item budget items be posted
 25 on a school district's website; amending s. 1012.22,
 26 F.S.; defining the term "good cause"; amending s.
 27 1015.03, F.S.; providing that a school district
 28 employee may not be required or incentivized to sign a
 29 nondisclosure agreement or confidentiality agreement;

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30 providing an effective date.
 31
 32 Be It Enacted by the Legislature of the State of Florida:
 33
 34 Section 1. Paragraph (a) of subsection (1) of section
 35 112.3135, Florida Statutes, is amended to read:
 36 112.3135 Restriction on employment of relatives.—
 37 (1) In this section, unless the context otherwise requires:
 38 (a) "Agency" means:
 39 1. A state agency, except an institution under the
 40 jurisdiction of the Board of Governors of the State University
 41 System;
 42 2. An office, agency, or other establishment in the
 43 legislative branch;
 44 3. An office, agency, or other establishment in the
 45 judicial branch;
 46 4. A county;
 47 5. A city; ~~and~~
 48 6. A district school board; and
 49 7. Any other political subdivision of the state, except a
 50 ~~district school board or~~ community college district.
 51 Section 2. Section 1001.366, Florida Statutes, is created
 52 to read:
 53 1001.366 District School Board Members' Bill of Rights.—
 54 (1) The Legislature finds it necessary to adopt a "District
 55 School Board Members' Bill of Rights" to clarify and expand the
 56 rights of individual school board members in the exercise of
 57 their statutory oversight and responsibility.
 58 (2) A member of a district school board has the right to:

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

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

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

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

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

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

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

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

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

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

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

1001.372 District school board meetings.—

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

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

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

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

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

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

(5) PERSONNEL.—

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

1. The purpose of hiring an additional attorney.

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

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

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employees, instructional or administrative personnel, and school officers which affects the health, safety, or welfare of a student, including misconduct that involves engaging in or soliciting sexual, romantic, or lewd conduct with a student; require the district school superintendent to report to law enforcement misconduct by educational support employees, instructional personnel, or school administrators that would result in disqualification from educator certification or employment as provided in s. 1012.315; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. A district school board, or any of its employees or personnel, may not enter into a confidentiality agreement regarding terminated or dismissed educational support employees, instructional or administrative personnel, or school officers who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide educational support employees, instructional personnel, administrative personnel, or school officers with employment references or discuss the employees', personnel's, or officers' performance with prospective employers in another educational setting, without disclosing the employees', personnel's, or officers' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by educational support employees, instructional personnel, administrative personnel, or school officers which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

(24) EMPLOYMENT CONTRACTS.—

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

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

1011.035 School district fiscal transparency.—

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

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

1. Summary financial efficiency data.

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

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

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

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

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

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

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

g. Full line-item budget items.

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

Section 6. Paragraph (a) of subsection (1) of section 1012.22, Florida Statutes, is 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:

(a) *Positions, qualifications, and appointments.*—

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

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

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

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

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

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

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

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

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

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

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

1015.03 Rights of employment.—

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

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

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

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 1738

INTRODUCER: Senator Yarborough

SUBJECT: Educational Facilities

DATE: February 2, 2026

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Pre-meeting
2.			AED	
3.			AP	

I. Summary:

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

- Directs the DOE to collaborate with a state university with relevant research experience, district facilities directors, representatives of the Florida Building Commission, and sheriffs or police chiefs to conduct the review.
- Requires the review to develop recommendations for facility design and construction practices that may reduce teacher-student and student-student misconduct, including consideration of crime prevention through environmental design principles and specified physical plant configurations that increase observability and access control.
- Requires the DOE to transmit the recommendations and any comments to the Florida Building Commission as part of DOE's next biennial review, with copies provided to specified state officials.

The bill takes effect July 1, 2026.

II. Present Situation:

Educational Facilities Building Code Framework

Florida law provides for a uniform statewide building code for the planning and construction of public educational and ancillary plants by district school boards and Florida College System institution boards of trustees, and directs the Florida Building Commission to adopt that code within the Florida Building Code.¹ As part of the uniform building code, the Department of

¹ Section 1013.37(1), F.S.

Education (DOE) is responsible for developing standards relating to the sanitation of educational and ancillary plants and the health and safety of occupants, among other facility standards.²

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

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

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

State Requirements for Educational Facilities

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

Florida Building Commission

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

² Section 1013.37(1)(b)-(c), F.S.

³ Section 1013.37(2)(a), F.S.

⁴ Section 1013.37(2)(c), F.S.

⁵ Section 1013.37(3), F.S.

⁶ Section 1013.37(4), F.S.

⁷ Section 1013.37(4), F.S.

⁸ Section 1013.03(6)-(7), F.S.

⁹ Rule 6A-2.0010, F.A.C.

¹⁰ Section 553.74(1), F.S.

¹¹ Section 553.73(7)(a), F.S.

DOE Offices Implicated by Educational Facilities and School Safety

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

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

Crime Prevention Through Environmental Design

Crime prevention through environmental design (CPTED) is generally described as an approach that uses the design and effective use of the physical environment to reduce opportunities for crime.¹⁵ Florida's Crime Prevention and Training Institute (FCPTI) describes a CPTED training pathway under which, upon successful completion of required instruction and examinations, a Florida CPTED Practitioner designation is awarded by the Attorney General's Office.¹⁶

III. Effect of Proposed Changes:

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

- Requires the DOE to collaborate with:
 - At least one state university with research experience in the design and construction of educational facilities.
 - District facilities directors.
 - Representatives of the Florida Building Commission.
 - Sheriffs or police chiefs.
- Requires the review to include:
 - Recommended changes in new construction and renovations that may reduce misconduct between teachers and students and between students, including physical and sexual abuse, inappropriate relationships with students, bullying, and harassment.
 - An examination of crime prevention through environmental design (CPTED) principles and their application to the review's recommendations, including participation by a

¹² Section 1001.20(4)(c), F.S.

¹³ Section 1001.212, F.S.

¹⁴ Section 1001.212(1), F.S.

¹⁵ Florida Crime Prevention and Training Institute, *CPTED designation description (Basic CPTED course description)*, <https://www.fcpti.com/fcpti.nsf/pages/CPTED> (last visited Jan. 29, 2026).

¹⁶ Florida Crime Prevention and Training Institute, *CPTED designation requirements and award statement*, <https://www.fcpti.com/fcpti.nsf/pages/CPTED> (last visited Jan. 29, 2026).

- representative who has achieved a Florida CPTED Practitioner designation by the Office of the Attorney General.
- An evaluation of physical plant configurations, including lighting, windows, doors, mirrors, and cameras, to increase observability of adult-student interactions, create opportunities for interruption, reduce student isolation, and maintain access control over spaces.
- Requires the DOE to transmit the recommendations, together with any DOE comments, to the Florida Building Commission as part of DOE's next biennial review, with copies provided to the Governor, the State Fire Marshal, the President of the Senate, and the Speaker of the House of Representatives.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates an undesignated section of Florida Law.

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

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

None.

B. Amendments:

None.



461370

LEGISLATIVE ACTION

Senate

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House

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

Senate Amendment

Delete lines 28 - 41

and insert:

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



461370

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

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

By Senator Yarborough

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A bill to be entitled

An act relating to educational facilities; requiring the Office of Educational Facilities and the Office of Safe Schools to collaborate with specified entities to review the State Requirements for Educational Facilities; providing requirements for the review; requiring that recommendations be provided to specified entities; providing an effective date.

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

Section 1. (1) The Office of Educational Facilities and the Office of Safe Schools within the Department of Education shall collaborate with at least one state university that has research experience in the design and construction of educational facilities; district facilities directors; representatives of the Florida Building Commission; and sheriffs or police chiefs to review the State Requirements for Educational Facilities required under s. 1013.37, Florida Statutes, and make recommendations, as appropriate, to improve teacher and student safety and accountability through a school's physical plant. The review must include all of the following:

(a) Recommended changes in new construction and renovations which may reduce the occurrence of misconduct between teachers and students and between students. Such misconduct may include, but is not limited to, physical and sexual abuse, inappropriate relationships with students, bullying, and harassment.

(b) An examination of the principles of crime prevention through environmental design as defined in s. 163.503(6),

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

4-01161A-26

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

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

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

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

Page 2 of 2

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

The Florida Senate
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: SPB 7036

INTRODUCER: For consideration by the Education Pre-K - 12 Committee

SUBJECT: Education

DATE: February 2, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. <u>Brick/Sabitsch</u>	<u>Bouck</u>	<u></u>	<u>Pre-meeting</u>

I. Summary:

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

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

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

The bill takes effect July 1, 2026.

II. Present Situation:

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

III. Effect of Proposed Changes:

Educational Emergency

Present Situation

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

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

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

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

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

Persistently Low-Performing School

A “persistently low-performing school” means a school:¹⁰

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

¹ Section 1001.42(21), F.S.

² Section 1001.42(21), F.S.

³ Section 1001.42(21), F.S.

⁴ Section 1001.42(21)(a), F.S.

⁵ Section 1001.42(21)(b), F.S.

⁶ Sections 1012.28(8) and 1011.6202, F.S.

⁷ Section 1012.28(8), F.S.

⁸ Section 1012.2315(2)(a), F.S.

⁹ Section 1012.2315(3), F.S.

¹⁰ Section 1002.333(1)(c), F.S.

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

Effect of Proposed Changes

Educational Emergency

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

Charter Schools

Present Situation

Charter Contracts and Renewal Terms

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

Long-term Renewal Options

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

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

¹¹ Section 1002.33(7), F.S.

¹² Section 1002.33(7), F.S.

¹³ Section 1002.33(7), F.S.

¹⁴ Section 1002.33(7)(c)1., F.S.

¹⁵ Section 1002.33(7)(c)1., F.S.

¹⁶ Section 1002.33(7)(c)1., F.S.

¹⁷ Section 1002.33(7)(c)2., F.S.

School Grades and School Improvement Ratings

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

Charter School Improvement Plan and Corrective Actions for Low Performance

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

Enrollment Limitations and Dismissal Procedures

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

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

Corrective Action Plans Related to Financial Distress

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

¹⁸ Section 1008.34(2), F.S.

¹⁹ Section 1008.34(3)(a)1., F.S.

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

²¹ Section 1002.33(9)(n)1., F.S.

²² Section 1002.33(9)(n)1., F.S.

²³ Section 1002.33(9)(n)2., F.S.

²⁴ Section 1002.33(7)(a)7., F.S.

²⁵ Section 1002.33(10)(e)5., F.S.

²⁶ Section 1002.33(10)(e)5., F.S.

²⁷ Section 1002.345(2), F.S.

Effect of Proposed Changes

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

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

Mathematics Education

Present Situation

Student Engagement in Mathematics

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

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

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

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

²⁸ RAND, *Students Lose Interest in Math*, (2025), available at https://www.rand.org/content/dam/rand/pubs/research_reports/RRA3900/RRA3988-1/RAND_RRA3988-1.pdf, at 1.

²⁹ *Id.* at 6

³⁰ *Id.* at 8

Florida. The Lastinger Center produced several briefs covering the following topics of mathematics education³¹

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

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

Student Performance in Mathematics

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

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

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

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

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

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

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

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

High School Graduation Requirements

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

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

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

Mathematics Pathways

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

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

³⁷ Section 1003.4282(3), F.S.

³⁸ Section 1003.4282(3)(f), F.S.

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

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

The DOE gathered a workgroup to discuss and determine three mathematics pathways for students enrolled in grades K-12 by aligning mathematics courses to CTE programs, postsecondary education and careers. The workgroup consisted of teacher-experts across the state selected through an application process and approved by the DOE. The workgroup met regularly to gather information and provide data for each of the mathematics pathways. Based on workgroup collaboration, the Bureau of Standards and Instructional Support within the DOE recommends the three pathways, that are tentatively scheduled to be adopted in rule in the Fall of 2026.⁴⁰

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

Artificial Intelligence in Education

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

In 2024, the Legislature passed HB 1361, which created the Florida Tutoring Advantage, administered by the UF Lastinger Center for Learning to support school districts with tutoring programs that include virtual tutoring and automated tutoring software for students in kindergarten through grade 5.⁴³ A school district may receive grant funds for subscription fees

⁴⁰ Email, Florida Department of Education, Governmental Relations (Jan. 13, 2026).

⁴¹ Section 1002.321(3), F.S.

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

⁴³ Ch. 2024-162, s. 9, Laws of Fla.

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

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

Effect of Proposed Changes

CTE Credit

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

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

Applied Algebra for CTE

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

⁴⁴ Section 1002.321(3), F.S.

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

Artificial Intelligence Tool to Support Mathematics Instruction

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

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

Statewide Coordinated Screening and Progress Monitoring System

Present Situation

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

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

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

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

⁴⁵ Section 1008.25(9)(a), F.S.

⁴⁶ Section 1008.25(9)(a)1.-4., F.S.

⁴⁷ Section 1008.25(9)(b)-(c), F.S.

⁴⁸ Section 1008.25(9)(a)3., F.S.

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

Student Progression and Monitoring Plans

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

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

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

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

At a minimum, an individualized progress monitoring plan must include:⁵⁴

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

Reading and Mathematics Deficiencies

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

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

⁵⁰ Section 1008.25(2), F.S.

⁵¹ Section 1008.25(4)(b)1.-3., F.S.

⁵² Section 1008.25(4)(c), F.S.

⁵³ Section 1008.25(4)(c), F.S.

⁵⁴ Section 1008.25(4)(c)1.-6., F.S.

⁵⁵ Section 1008.25(5)(a) and (6)(a), F.S.

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

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

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

The reading intervention and parent notification requirements apply to students in public school VPK through grade 3.⁶¹ The mathematics intervention and parent notification requirements apply to students in public school VPK through grade 4.⁶²

Evaluation and IEP Timelines

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

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

⁵⁶ Section 1008.25(5)(a) and (6)(a)1., F.S.

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

⁵⁸ Section 1008.25(5)(a)2. and (6)(a)4., F.S.

⁵⁹ Section 1008.25(5)(d) and (6)(c), F.S.

⁶⁰ Section 1008.25(5)(d) and (6)(c), F.S.

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

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

⁶³ Section 1003.57(1)(a)-(b), F.S.

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

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

⁶⁶ Rule 6A-6.0331(3), F.A.C.

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

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

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

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

New Worlds Reading Initiative

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

Effect of Proposed Changes

Student Progression and Monitoring Plans

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

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

⁶⁷ Rule 6A-6.0331(3)(b)-(c), F.A.C.

⁶⁸ Rule 6A-6.0331(3)(d)1.-3., F.A.C.

⁶⁹ Rule 6A-6.0331(3)(g), F.A.C.

⁷⁰ 34 C.F.R. s. 300.323(c)(1)-(2).

⁷¹ Section 1003.485(6)(a), F.S.

⁷² Section 1003.485(6)(b), F.S.

⁷³ Section 1003.485(6)(e), F.S.

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

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

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

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

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

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

New Worlds Reading Initiative

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

Equity in School-Level Funding

Present Situation

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

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

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

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

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

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

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

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

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

Effect of Proposed Changes

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

⁷⁶ 20 U.S.C. s. 6301.

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

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

⁷⁹ 20 U.S.C. s. 6313(a)(3).

⁸⁰ 34 C.F.R. s. 200.78(b).

⁸¹ Section 1011.69(4), F.S.

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

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

Epinephrine Use and Supply in Schools

Present Situation

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

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

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

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

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

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

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

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

⁸³ Section 1002.20(3)(i)1., F.S.

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

⁸⁵ Section 1002.20(3)(i)1., F.S.

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

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

⁸⁸ Sections 1002.20(3)(i)3. and 1002.42(17)(b), F.S.

⁸⁹ Sections 1002.20(3)(i)3. and 1002.42(17)(b), F.S.

⁹⁰ Rule 6A-6.0251(2), F.A.C.

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

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

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

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

Effect of Proposed Changes

Epinephrine Use and Supply

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

Voluntary Prekindergarten Program

Present Situation

Accountability Timeline and Student Supports

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

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

⁹¹ Rule 6A-6.0251(2)(b), F.A.C.

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

⁹³ Section 1002.68(1)(a), F.S.

⁹⁴ Section 1002.68(1)(a), F.S.

⁹⁵ Section 1002.68(3)(a), F.S.

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

For the 2021-2022 program year, kindergarten screening results were prohibited from use in the calculation of readiness rates, and a private prekindergarten provider or public school that fails to meet the minimum kindergarten readiness rate for that program year is subject to probation requirements.⁹⁷

Supports for students in the VPK program are provided through a summer bridge program to address early literacy deficiencies demonstrated on the final administration of the coordinated screening and progress monitoring system. Students who score below the 10th percentile are required to be referred to the local school district and may be eligible to receive early literacy skill instructional support through the summer bridge program that consists of four hours of daily instruction for a total of at least one hundred hours of instruction.⁹⁸

Gold Seal Quality Care Program

A child care facility, large family child care home, or family day care home must meet additional criteria to obtain and maintain designation as a Gold Seal Quality Care provider.⁹⁹

A child care provider must not have had any class I violations, as defined by rule of the Department of Children and Families, within the 2 years preceding its application for Gold Seal designation.¹⁰⁰ A class I violation is grounds for termination of the Gold Seal designation until the provider has no class I violations for a period of 2 years.¹⁰¹

Notwithstanding the class I violation lookback and termination standard for Gold Seal designation, the DOE may recommend to the SBE that a provider maintain its Gold Seal Quality Care status if, through a formal process, the DOE determines the provider has been in business for at least 5 years and has no other class I violations recorded.¹⁰² The SBE's determination regarding the provider's status is final.¹⁰³

⁹⁶ Section 1002.68(3)(a), F.S.

⁹⁷ Section 1002.68(3)(b), F.S.

⁹⁸ Section 1008.25(5)(b), F.S.

⁹⁹ Section 1002.945(4), F.S. The Gold Seal Quality Care (Gold Seal) program was established in 1996 to acknowledge child care facilities and family day care homes that have gone above the required minimum licensing standards to become accredited by recognized agencies whose standards reflect quality in the level of care and supervision provided to children. The designation offered certain tax exemptions, higher reimbursement rates for School Readiness providers, and eligibility to participate in the state VPK program. Florida Department of Education, *Gold Seal Quality Care Program*, <https://www.fldoe.org/schools/early-learning/providers/gold-seal.shtml> (last visited Jan. 31, 2026).

¹⁰⁰ Section 1002.945(4)(a), F.S.

¹⁰¹ Section 1002.945(4)(a), F.S.

¹⁰² Section 1002.945(4)(d), F.S.

¹⁰³ Section 1002.945(4)(d), F.S.

Effect of Proposed Changes**Voluntary Prekindergarten Education Program Accountability and Student Supports**

The bill amends s. 1002.68, F.S., to revise Voluntary Prekindergarten (VPK) provider eligibility consequences and early literacy supports tied to coordinated screening and progress monitoring. Specifically, the bill:

- Limits the VPK participation prohibition for a public school or private prekindergarten provider that fails to meet the minimum program assessment composite score for contracting to the consecutive program year, rather than applying until the provider later meets the minimum score.
- Deletes expired provisions relating to the 2020-2021 and 2021-2022 program years that addressed the calculation and use of kindergarten readiness rates and screening results.

The bill amends s. 1008.25, F.S., to expand eligibility for early literacy instructional support through the VPK summer bridge program by increasing the final screening percentile threshold from below the 10th percentile to below the 25th percentile.

Gold Seal Quality Care Eligibility and Termination Criteria

The bill amends s. 1002.945(4), F.S., to narrow which class I violations affect a provider's Gold Seal Quality Care designation and to delete an existing discretionary exception process. Specifically, the bill:

- For applications to be designated Gold Seal status limits the two-year lookback disqualification so that a child care provider is ineligible for a Gold Seal designation only if it has had a class I violation for which the Department of Children and Families determines the provider is the primary cause of the violation within the 2 years preceding the application.
- Limits termination authority so that commission of a class I violation is grounds for termination of the Gold Seal designation only when the Department of Children and Families determines the provider is the primary cause of the violation.
- Removes the authority of the DOE to recommend that the SBE allow a provider to maintain Gold Seal status if the DOE determines through a formal process that the provider has been in business for at least 5 years and has no other class I violations recorded.
- Retains the current reinstatement standard by providing that a terminated provider may regain eligibility after having no such disqualifying class I violations for a period of 2 years.

Agricultural Education***Present Situation*****Required Instruction**

The mission of Florida's Early Learning-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through rigorous and relevant learning opportunities.¹⁰⁴ Each district school board must provide appropriate instruction to ensure that students meet SBE adopted standards in the following

¹⁰⁴ Section 1000.03(4), F.S.

subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.¹⁰⁵

Instructional staff of public schools, subject to the rules of the SBE and the district school board, must provide instruction in:¹⁰⁶

- The history and content of the Declaration of Independence.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- The arguments in support of adopting our republican form of government.
- Flag education, including proper flag display and flag salute.
- The elements of civil government.
- The history of the United States.
- The history of the Holocaust.
- The history of African Americans.
- The elementary principles of agriculture.
- The effects of alcoholic and intoxicating liquors and beverages and narcotics.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education and life skills.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- Civic and character education.
- The sacrifices that veterans and Medal of Honor recipients have made serving the country.

Agricultural Education in Florida

To help support students interested in the agricultural industry in Florida, the DOE created nine middle school courses focused on careers in the agricultural field, ranging from the “Exploration of Agriscience” to the “Introduction to Agriculture, Food and Natural Resources.” At the secondary level, the DOE created 18 courses and programs ranging from “Agricultural Biotechnology” to “Food Science Applications.”¹⁰⁷ In 2022-2023 school year, there were 640 Secondary CTE Programs in Agriculture, Food and Natural Resources. Florida standards and benchmarks related to agriculture are limited to ancient and modern society, and do not address agriculture in Florida. The following are current benchmarks related to the impact agriculture has had on society:

¹⁰⁵ Section 1003.42(1), F.S.

¹⁰⁶ Section 1003.42(2), F.S.

¹⁰⁷ Florida Department of Education, *2025-26 CTE Curriculum Frameworks: Agriculture Food & Natural Resources*, <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2025-26-frameworks/>, (last visited Jan. 29, 2026).

- Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.¹⁰⁸
- Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.¹⁰⁹
- Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.¹¹⁰
- Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States and Japan.¹¹¹

Effects of Proposed Changes

Required instruction: Elementary Principles of Agriculture

The bill amends s. 1003.42(2)(j), F.S., to expand and specify the required instruction in the elementary principles of agriculture and to direct the DOE to develop supporting standards and curriculum resources. Specifically, the bill:

- Requires that the agriculture component include, at a minimum:
 - The history of agriculture nationally and in Florida;
 - The economic and societal impact of agriculture; and
 - The various agricultural industry sectors.
- Requires the DOE, in collaboration with the Department of Agriculture and Consumer Services and the UF's Institute of Food and Agricultural Sciences (UF/IFAS), to prepare and offer standards and a curriculum for the agriculture instruction required by the bill.
- Authorizes the DOE to seek input from state or nationally recognized agricultural educational organizations in developing the standards and curriculum.
- Authorizes the DOE to contract with state or nationally recognized agricultural educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

Graduation Alternative to Traditional Education Program

Present Situation

Created within the DOE, the Graduation Alternative to Traditional Education (GATE) Program offers a unique opportunity for students who have left high school to get back on track. Designed

¹⁰⁸ Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 56, available at https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf, (last visited Jan. 29, 2026). This standard is included in Grade 6 World History.

¹⁰⁹ Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 64, available at https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf, (last visited Jan. 29, 2026). This standard is included in Grade 6 Geography.

¹¹⁰ Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 56, available at https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf, (last visited Jan. 29, 2026). This standard is included in Grade 6 World History.

¹¹¹ Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 132, available at https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf, (last visited Jan. 29, 2026). This standard is included in Grades 9-12 World History.

for students aged 16 to 21, GATE provides a pathway to earn valuable career education credentials while also completing a standard high school diploma or its equivalent.¹¹²

Through the GATE program, students can enroll in a CTE program and an Adult Secondary Education (ASE) program simultaneously. Eligible ASE programs include Adult High School or GED® Preparation. Participants will work towards earning both a high school diploma and a credential from a Career Education Program on the Master Credential list in their chosen career field. Students have up to three years to complete the GATE Program.¹¹³

To be eligible for participation in the GATE Program, a student must:

- Not have earned a standard high school diploma or a high school equivalency diploma before enrolling in the GATE Program.
- Have been withdrawn from high school.
- Be a resident of the state for tuition purposes.
- Be 16 to 21 years of age at the time of initial enrollment, and if 16 or 17 years of age, have withdrawn from school enrollment pursuant to certain requirements and safeguards.¹¹⁴
- Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List. The student must remain in their chosen pathway after enrollment, except that, if necessary, the student may enroll in an adult basic education program prior to enrolling in the adult secondary education program.
- Maintain a 2.0 grade point average (GPA) for CTE coursework.
- Complete the adult secondary education program and the career education program within three years unless the institution determines that an extension is warranted due to extenuating circumstances.¹¹⁵

Effects of Proposed Changes

Graduation Alternative to Traditional Education (GATE) Program

The bill amends s. 1004.933, F.S., to expand program delivery options for participating institutions and to revise eligibility and program participation requirements for students in the GATE Program. Specifically, the bill:

- Authorizes an eligible institution to enter into an agreement with an online provider for the adult education or career instruction portion of the program if the provider's content and services align with the state career and adult education curriculum frameworks.
- Revises the age eligibility requirement by providing that a student must be at least 16 years of age at the time of initial enrollment, rather than limiting eligibility to students ages 16 through 21, while retaining the requirement that a 16- or 17-year-old must have withdrawn from school enrollment pursuant to specified withdrawal safeguards.

¹¹² Section 1004.933, F.S. and Florida Department of Education, Adult Education, *Graduation Alternative to Traditional Education (GATE) Program*, <https://www.fldoe.org/academics/career-adult-edu/adult-edu/gate.shtml> (last visited Jan. 29, 2026).

¹¹³ Florida Department of Education, Adult Education, *Graduation Alternative to Traditional Education (GATE) Program*, <https://www.fldoe.org/academics/career-adult-edu/adult-edu/gate.shtml> (last visited Jan. 29, 2026).

¹¹⁴ Section 1003.21(1), F.S.

¹¹⁵ Section 1004.933(4), F.S.

- Clarifies program participation by providing that a student is not required to enroll in adult secondary education and career education program coursework simultaneously.

Eligibility for Educator Certification

Present Situation

Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals. State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers, through which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.¹¹⁶

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:¹¹⁷

- Initial Teacher Preparation programs in public and private colleges and universities that require candidates to demonstrate mastery of subject area knowledge¹¹⁸ in one or more specific subject areas, mastery of general knowledge,¹¹⁹ and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) that offer alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, subject-area knowledge, and professional preparation and education competence.
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts, through which instructional staff can satisfy the mastery of professional preparation and education competence requirements. In addition to completing the district program, candidates must demonstrate mastery of general knowledge and subject area knowledge.

Educator Preparation Institute Participant Criteria

Each EPI participant must:¹²⁰

¹¹⁶ Section 1004.04, F.S. See Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Jan. 29, 2026). See also Rule 6A-5.066, F.A.C.

¹¹⁷ Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Jan. 29, 2026). See also Rule 6A-5.066, F.A.C.

¹¹⁸ Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Jan. 29, 2026).

¹¹⁹ Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Jan. 29, 2026).

¹²⁰ Section 1004.85(3)(b), F.S.

- Meet certification application requirements, including obtaining a statement of eligibility, established in law, and meet all basic eligibility requirements for an educator certificate before participating in field experiences. Generally, a student must receive a statement of eligibility for a certificate prior to enrollment in an EPI.
- Demonstrate competency and participate in field experiences that are appropriate to the participant's educational plan, including completion of all competencies for a reading endorsement when seeking certification in a certificate area that includes reading instruction or interventions in kindergarten through grade six.
- Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting.
- Achieve a passing score on the professional education competency examination,¹²¹ the General Knowledge Test, and the subject area examination for the subject area certification, as required by the SBE rule.

Educator Certification

To serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, a person must hold a certificate issued by the DOE.¹²² The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”¹²³

To be eligible for an educator certificate, a person must meet the following basic eligibility requirements:¹²⁴

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor's or higher degree from an accredited institution of higher learning or from a non-accredited institution identified by the DOE as having a quality program resulting in a bachelor's or higher degree and have attained at least a 2.5 overall grade point average in the applicant's major field of study;¹²⁵
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant's disqualification from certification or employment;
- Be of good moral character; and
- Be competent and capable of performing the duties, functions, and responsibilities of a teacher.

¹²¹ Section 1012.56(7)(a)3., F.S. An individual who completes an educator preparation institute and is rated highly effective by his or her performance evaluation is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

¹²² Sections 1012.55(1) and 1002.33(12)(f), F.S.

¹²³ Section 1012.54, F.S. See Rule 6A-4.001(1), F.A.C

¹²⁴ Section 1012.56(2)(a)-(f), F.S.

¹²⁵ Rule 6A-4.003(2), F.A.C.

Effect of proposed Changes

Postsecondary Educator Preparation Institutes: Eligibility

The bill amends s. 1004.85(3)(b), F.S., to revise the requirements for participants in competency-based certification programs offered by educator preparation institutes by clarifying what a statement of status of eligibility must reflect and by allowing earlier enrollment and coursework completion while a participant seeks that statement. Specifically, the bill:

- Revises the requirement related to obtaining a statement of status of eligibility by specifying that the statement must determine that the participant is eligible for a certificate in the certification subject area of the participant's educational plan.
- Authorizes an educator preparation institute to allow a program participant to enroll in and complete coursework while the participant is working to obtain the required statement of status of eligibility indicating eligibility for a certificate in the certification subject area of the educational plan.

School Safety Requirements; Temporary Door Locks

Present Situation

Each district school board and charter school governing board must adopt an active assailant response plan.¹²⁶ By October 1 of each year, each district school superintendent and charter school principal must certify that all school personnel have received annual training on the procedures contained in the applicable active assailant response plan.¹²⁷

School districts and charter school governing boards must comply with school safety requirements, including campus access and door security measures, from 30 minutes before the school start time until 30 minutes after the end of the school day.¹²⁸ School classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces.¹²⁹ If a classroom or other instructional space door is left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, a person must actively staff the door.¹³⁰

School classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident.¹³¹ A temporary door lock used for this purpose must meet all of the following specifications:¹³²

- Allow engagement or removal without opening the door.
- Allow removal in a single operation from the egress side of the door without a key.
- Allow removal from the ingress side of the door with a key or other credential.
- Allow installation at any height.

¹²⁶ Section 1006.07(6)(d), F.S.

¹²⁷ Section 1006.07(6)(d), F.S.

¹²⁸ Section 1006.07(6)(f), F.S.

¹²⁹ Section 1006.07(6)(f)2.a., F.S.

¹³⁰ Section 1006.07(6)(f)2.a., F.S.

¹³¹ Section 1006.07(6)(f)2.a., F.S.

¹³² Section 1006.07(6)(f)2.a., F.S.

- Comply with the Florida Fire Prevention Code.¹³³
- Be integrated into the active assailant response plan.

Effect of Proposed Changes

School Safety Requirements; Temporary Door Locks

The bill amends s. 1006.07(6)(f), F.S., to remove the provision that authorized classrooms and other instructional spaces with permanently installed door locks to use temporary door locks during an active assailant incident, including the associated device specifications and the requirement that such devices be integrated into the active assailant response plan.

Instructional Materials Publishers and Manufacturers

Present Situation

Instructional Materials Definition and State Adoption Framework

“Instructional materials” includes items with intellectual content that, by design, serve as a major tool for assisting instruction in a subject or course, including textbooks and certain digital or electronic content and tools.¹³⁴ The DOE publishes an instructional materials adoption timeline that includes specified milestones, including bid specifications, public advertisement, and deadlines, and the timeline includes publication of an initial list of state-adopted instructional materials by a date specified in statute.¹³⁵

The Commissioner of Education (commissioner) selects and adopts instructional materials for specified grades and subject areas from materials recommended as suitable by state instructional materials reviewers.¹³⁶

District Instructional Materials Purchasing Framework

Each district school superintendent must certify to the Commissioner, on or before July 1 each year, the estimated allocation of state funds for instructional materials for the ensuing fiscal year.¹³⁷ Each district school board must purchase current instructional materials to provide K-12 students a major tool of instruction in specified core subject areas, and the purchase must occur within the first 3 years after the effective date of the applicable adoption cycle, except where a district implements an alternative instructional materials program authorized in law.¹³⁸

Each district school board must purchase instructional materials that align with state standards and are included on the state-adopted list, except where a district implements an alternative

¹³³ The State Fire Marshal adopts the Florida Fire Prevention Code by rule and updates the code every 3 years. Section 633.202(4), F.S. The Florida Fire Prevention Code includes, by reference, the current editions of the National Fire Protection Association’s NFPA 1 (Fire Prevention Code) and NFPA 101 (Life Safety Code), subject to State Fire Marshal modifications. Section 633.202(2), F.S.

¹³⁴ Section 1006.29(2), F.S.

¹³⁵ Section 1006.33(1)(a)1., F.S.

¹³⁶ Section 1006.34(2)(a), F.S.

¹³⁷ Section 1006.40(1), F.S.

¹³⁸ Section 1006.40(2), F.S.

instructional materials program authorized in law.¹³⁹ Up to 50 percent of the amount a school district budgets for instructional materials may be used for the following categories:¹⁴⁰

- Library and reference books and nonprint materials.
- Other materials with intellectual content that assist instruction in a subject or course, including a range of printed and electronic formats and commonly accepted instructional tools as prescribed by district school board rule.
- Repair and renovation of textbooks and library books and replacements for items that were part of previously purchased instructional materials.

DOE-Developed Educational Materials

Educational materials and products developed by or under the direction of the DOE, including those subject to intellectual property protections, must be made available for use by teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in an economical and efficient manner.¹⁴¹

The DOE may publish or produce, or have produced, educational materials and products and make them readily available for appropriate use, may charge an amount adequate to cover essential production and dissemination costs, and may sell copies for educational use to private schools and the public.¹⁴² All proceeds from the sale of educational materials and products must be remitted to the Chief Financial Officer and kept in a separate fund known as the Educational Media and Technology Trust Fund, and, when properly budgeted and approved, used to pay the cost of producing and disseminating such materials and products.¹⁴³

When it is not practicable or feasible for the DOE to produce or have produced certain materials or products, the DOE may license or otherwise authorize manufacture or use by others on a royalty basis or other consideration, and the DOE must protect the materials and products against improper or unlawful use or infringement and enforce collection of sums due.¹⁴⁴ The DOE may not enter into the business of producing or publishing instructional materials for general use in classrooms.¹⁴⁵

Effect of Proposed Changes

DOE-developed Materials

The bill amends s. 1006.39, F.S., to expand the stated availability of DOE-developed educational materials and to authorize school districts to purchase such materials and count those purchases toward specified instructional materials expenditure requirements. Specifically, the bill:

- Revises the audience for DOE-developed educational materials and products by expressly including school districts among those to whom such materials must be made available for use.

¹³⁹ Section 1006.40(3)(a), F.S.

¹⁴⁰ Section 1006.40(3)(b), F.S.

¹⁴¹ Section 1006.39(1), F.S.

¹⁴² Section 1006.39(2), F.S.

¹⁴³ Section 1006.39(3), F.S.

¹⁴⁴ Section 1006.39(4), F.S.

¹⁴⁵ Section 1006.39(5), F.S.

- Repeals the prohibition on the DOE entering into the business of producing or publishing instructional materials for general use in classrooms.
- Authorizes a school district to purchase instructional materials developed by or under the direction of the DOE at any time the aligned state academic standards remain in effect.
- Provides that such district purchases may be used to satisfy the requirement that instructional materials funds be used for instructional materials that must be purchased from the state-adopted list.

Computer Science Educator Certification

Present Situation

Computer Science Instruction and Access

Public schools provide opportunities for computer science instruction in grades K-12, including identified courses in middle and high school.¹⁴⁶ The DOE identifies computer science courses in the Course Code Directory and publishes the list for districts.¹⁴⁷ Florida Virtual School offers the identified courses, and districts that do not offer a listed course provide student access through an authorized mechanism.¹⁴⁸

Course Code Directory and Staffing

The Course Code Directory and Instructional Personnel Assignments lists each course and the certificates or endorsements that may staff that course.¹⁴⁹ The SBE adopts the directory by rule each year, and districts use the listed assignments to confirm that instructional personnel hold an appropriate coverage for scheduled courses.¹⁵⁰

Educator Certification Framework and Examinations

Educator certification includes demonstration of subject area knowledge aligned to state academic standards, with competencies and passing scores adopted by rule.¹⁵¹ The Florida Teacher Certification Examinations (FTCE) are set in rule, including incorporation of competencies, scoring, and passing standards.¹⁵²

Assessment Characteristics and Outcomes for Computer Science K–12

The FTCE for Computer Science K–12 subject area certification is approximately 80 multiple-choice questions, and the applicant has up to 2 hours and 30 minutes of testing time.¹⁵³ The applicant must answer 71 percent correct to achieve a passing score.¹⁵⁴ Statewide 2024 pass rates

¹⁴⁶ Section 1007.2616(2)(a), F.S.

¹⁴⁷ Section 1007.2616(2)(b), F.S.

¹⁴⁸ Section 1007.2616(3), F.S.

¹⁴⁹ Rule 6A-1.09441(1)–(2), F.A.C.

¹⁵⁰ Rule 6A-1.09441(5), F.A.C.

¹⁵¹ Section 1012.56(4)–(5), F.S.

¹⁵² Section 1012.56(10); Rule 6A-4.0021, F.A.C.

¹⁵³ Florida Teacher Certification Examinations, *Computer Science K–12 (005) Test Information Guide*, <https://www.fl.nesinc.com/prepPage.asp?test=005> (last visited Jan. 28, 2026).

¹⁵⁴ Florida Department of Education, *FTCE/FELE Maximum Percentages of Correct Answers Needed to Achieve a Minimum Passing Score*, updated October 1, 2025, effective January 1, 2026, available at <https://www.fldoe.org/file/7664/FTCEFELEMaxPercentTable.pdf>.

for the FTCE Computer Science K–12 were 39 percent on first attempts, 38 percent on retake attempts, and 39 percent across all attempts.¹⁵⁵

Elementary Course Emphasis and Exam Domains

Elementary computer science course descriptions emphasize early computational thinking and age-appropriate skills, while several domains assessed on the FTCE reflect secondary-level content:

- K–5 course descriptions focus on digital citizenship, algorithmic problem solving, data recognition, and introductory or block-based programming integrated with core subjects.¹⁵⁶
- FTCE competency materials include domains such as digital communications features, HTML and web concepts, privacy and security threats, computing history, and pedagogy.¹⁵⁷
- Elementary course descriptions do not include HTML authoring or detailed networking and security content as K–5 outcomes, indicating limited overlap with those assessed domains at the elementary grade band.

Effects of Proposed Changes

Computer Science and Technology Instruction

The bill amends s. 1007.2616, F.S., to add requirements for computer science subject area coverages, competencies, and examinations, and to establish timelines for development and implementation. Specifically, the bill:

- Requires the SBE, by rule, to establish or maintain the following computer science subject area coverages:
 - Computer science (grades K–5);
 - Computer science (grades 6–12); and
 - Computer science (grades K–12).
- Requires the SBE, by rule, to adopt competencies and skills and designate corresponding examinations for each of the specified coverages.
- Requires the comprehensive computer science (grades K–12) coverage and its examination to remain available unless amended by rule of the SBE.
- Requires the DOE to present recommended competencies and skills for the grades K–5 and grades 6–12 coverages to the SBE for approval by September 1, 2026.
- Requires the DOE, after SBE approval, to coordinate development, piloting, and standard-setting for the grades K–5 and grades 6–12 examinations, and requires that both examinations be available for administration by January 1, 2028.

The bill takes effect July 1, 2026.

¹⁵⁵ Florida Department of Education, *FTCE/FELE 2024 Annual Administration and Technical Report*, Appendix B, available at <https://www.fldoe.org/file/5164/AnnualTechReport.pdf>.

¹⁵⁶ Florida Department of Education, *Computer Science Course Information 2025–2026*, available at <https://www.fldoe.org/file/7746/2526CompSci.pdf>.

¹⁵⁷ Florida Teacher Certification Examinations, *Competencies and Skills for Computer Science K–12 (005)*, https://www.fl.nesinc.com/FL_prepBlueprints.asp (select “Computer Science K–12 (005)” or use the worksheet selector at https://www.fl.nesinc.com/FL_prepWorksheet.asp (last visited Jan. 28, 2026)).

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

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

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

None.

B. Private Sector Impact:

None

C. Government Sector Impact:

The bill has an indeterminate fiscal impact on the Department of Education (DOE), which may include:

- Contracting with state or nationally recognized agricultural education organizations to develop training and grade-appropriate classroom resources for required instruction in the elementary principles of agriculture, to the extent DOE contracts for those services.
- Developing applied algebra courses aligned to career clusters for school district adoption in the 2027-2028 and 2028-2029 school years.
- Coordinating development, piloting, and standard-setting for computer science subject area examinations for grade-band coverages, with exams available for administration by January 1, 2028.
- A potential positive fiscal impact if school districts purchase instructional materials developed by or under the direction of DOE, depending on pricing and adoption levels.

The bill may increase Voluntary Prekindergarten Education Program (VPK)-related expenditures by an estimated \$2.2 million due to expanding the summer bridge eligibility by changing the final coordinated screening and progress monitoring threshold from below the 10th percentile to below the 25th percentile.

Institutions participating in the Graduation Alternative to Traditional Education (GATE) Program may incur costs if they choose to enter agreements with online providers for the adult education or career instruction portion of the program. Removing the upper age limit for initial eligibility may increase participation, with an indeterminate fiscal impact.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1002.20, 1002.33, 1002.42, 1002.68, 1002.945, 1003.42, 1003.4282, 1004.85, 1004.933, 1006.07, 1006.38, 1006.39, 1007.2616, 1008.2125, and 1008.25, F.S.

This bill creates section 1003.4936 of the Florida Statutes.

This bill creates an undesignated section of Florida Law.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.

FOR CONSIDERATION By the Committee on Education Pre-K - 12

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1 A bill to be entitled
 2 An act relating to education; amending s. 1001.42,
 3 F.S.; removing certain schools from specified contract
 4 restrictions; revising the conditions considered an
 5 educational emergency; amending s. 1002.20, F.S.;
 6 authorizing a student to carry a United States Food
 7 and Drug Administration (FDA)-approved epinephrine
 8 delivery device, rather than an epinephrine auto-
 9 injector; requiring the State Board of Education to
 10 adopt rules for the use of an FDA-approved epinephrine
 11 delivery device, rather than an epinephrine auto-
 12 injector; making conforming changes; amending s.
 13 1002.33, F.S.; providing additional criteria for award
 14 of a 15-year charter; providing that students may not
 15 be dismissed from certain charter schools based on
 16 academic performance; amending s. 1002.42, F.S.;
 17 authorizing a private school to purchase a supply of
 18 FDA-approved epinephrine delivery devices, rather than
 19 epinephrine auto-injectors; making conforming changes;
 20 amending s. 1002.68, F.S.; deleting provisions
 21 relating to the calculation of a kindergarten
 22 readiness rate; revising the period of time for which
 23 a public or private prekindergarten provider is
 24 prohibited from participating in the Voluntary
 25 Prekindergarten Education Program for a failing
 26 program assessment composite score; amending s.
 27 1002.945, F.S.; requiring the Department of Children
 28 and Families to make a specified determination for
 29 child care providers; deleting an exception; amending

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

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30 s. 1003.42, F.S.; revising required instruction on the
 31 principles of agriculture; requiring the Department of
 32 Education to collaborate with specified entities to
 33 develop associated standards and a curriculum;
 34 authorizing the department to contract with certain
 35 agricultural education organizations for specified
 36 purposes; amending s. 1003.4282, F.S.; providing
 37 requirements for mathematics pathways established by a
 38 certain workgroup; requiring that certain courses for
 39 the mathematics pathways be identified by specified
 40 dates; requiring the workgroup to submit identified
 41 mathematics pathways to the Governor and the
 42 Legislature; creating s. 1003.4936, F.S.; providing
 43 legislative findings; requiring the Department of
 44 Education to develop applied algebra courses;
 45 providing requirements for the applied algebra
 46 courses; requiring the department to develop the
 47 courses on specified timelines; authorizing school
 48 districts to satisfy certain graduation requirements
 49 with an applied algebra course; requiring the
 50 department to collaborate with the Board of Governors
 51 of the State University System to ensure the courses
 52 are accepted as mathematics credits for state
 53 university admissions; requiring the department to
 54 provide certain implementation support; amending s.
 55 1004.85, F.S.; authorizing an educator preparation
 56 institute to allow certain program participants to
 57 enroll in introductory coursework; amending s.
 58 1004.933, F.S.; revising the definition of the term

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

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59 "institution"; deleting the age limit for enrollment
 60 in the Graduation Alternative to Traditional Education
 61 Program; clarifying that students are not required to
 62 enroll in adult secondary and career education program
 63 coursework simultaneously; amending s. 1006.07, F.S.;
 64 deleting provisions relating to the use of temporary
 65 door locks; amending s. 1006.39, F.S.; requiring that
 66 materials and products developed by or under the
 67 direction of the department be made available for use
 68 by school districts; authorizing school districts to
 69 purchase instructional materials developed by or under
 70 the direction of the department; amending s.
 71 1007.2616, F.S.; requiring the State Board of
 72 Education to establish separate computer science
 73 subject area coverages for grades K-5 and 6-12 and to
 74 continue the comprehensive K-12 coverage; requiring
 75 the Department of Education to present recommended
 76 competencies for certain coverages to the board by a
 77 specified date; requiring the department to coordinate
 78 examinations by a specified date; amending s. 1008.25,
 79 F.S.; requiring certain resources for specified
 80 students to include information about the New Worlds
 81 Reading Initiative; specifying requirements for a
 82 school district if a screening identifies a student as
 83 exhibiting characteristics of dyslexia or dyscalculia;
 84 revising the score threshold for a Voluntary
 85 Prekindergarten Education Program student's
 86 performance on coordinated screening and progress
 87 monitoring for the student to receive specified

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88 instructional support; providing circumstances under
 89 which a student is required to undergo further
 90 screening for dyslexia or dyscalculia; requiring the
 91 State Board of Education to adopt rules; conforming a
 92 cross-reference; amending s. 1008.2125, F.S.;
 93 conforming a cross-reference; amending s. 1011.69,
 94 F.S.; revising a category of funding which a school
 95 district is authorized to withhold; requiring the
 96 department to collaborate with the Lastinger Center
 97 for Learning to make specified recommendations
 98 relating to artificial intelligence in learning to the
 99 Governor and the Legislature by a specified date;
 100 providing requirements for the recommendations;
 101 providing an effective date.

102
 103 Be It Enacted by the Legislature of the State of Florida:

104
 105 Section 1. Subsection (21) of section 1001.42, Florida
 106 Statutes, is amended to read:

107 1001.42 Powers and duties of district school board.—The
 108 district school board, acting as a board, shall exercise all
 109 powers and perform all duties listed below:

110 (21) EDUCATIONAL EMERGENCY.— To free schools ~~that have with~~
 111 a school grade of "D" or "F" or are persistently low-performing
 112 schools as described in s. 1002.333 from contract restrictions
 113 that limit the school district's ~~school's~~ ability to implement
 114 programs and strategies needed to improve student performance, a
 115 district school board may adopt salary incentives or other
 116 strategies that address the selection, placement, compensation,

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and expectations of instructional personnel and provide principals with the autonomy described in s. 1012.28(8). For purposes of this subsection, an educational emergency exists in a school district if one or more schools in the district have a school grade of "D" or "F" or are persistently low-performing schools as described in s. 1002.333. "F." Notwithstanding chapter 447, relating to collective bargaining, a district school board may:

(a) Provide salary incentives that differentiate based on a teacher's certification, subject area taught, or grade level taught. Such incentives are not subject to collective bargaining requirements.

(b) Notwithstanding s. 1012.2315, relating to assignment of teachers, adopt strategies to assign high-quality teachers more equitably across schools in the district to low-performing schools as a management right. Such strategies are not subject to collective bargaining requirements.

Section 2. Paragraph (i) of subsection (3) of section 1002.20, Florida Statutes, is amended to read:

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

(3) HEALTH ISSUES.—

(i) *Epinephrine use and supply.*—

1. A student who has experienced or is at risk for life-threatening allergic reactions may carry a United States Food

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and Drug Administration (FDA)-approved ~~an~~ epinephrine delivery device ~~auto-injector~~ and self-administer epinephrine by FDA- ~~approved delivery device~~ ~~auto-injector~~ while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of FDA-approved epinephrine delivery devices which must ~~auto-injectors that~~ ~~shall~~ include provisions to protect the safety of all students from the misuse or abuse of such delivery devices ~~auto-~~ ~~injectors~~. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an FDA-approved epinephrine delivery device ~~auto-injector~~ for any and all liability with respect to the student's use of an FDA- ~~approved epinephrine delivery device~~ ~~auto-injector~~ pursuant to this paragraph.

2. A public school may purchase a supply of FDA-approved epinephrine delivery devices ~~auto-injectors~~ from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the FDA-approved epinephrine delivery devices ~~auto-injectors~~ at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by

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school personnel who are trained to recognize an anaphylactic reaction and to administer ~~an~~ epinephrine by an FDA-approved delivery device auto-injection. The supply of FDA-approved epinephrine delivery devices auto-injectors may be provided to and used by a student authorized to self-administer epinephrine by FDA-approved delivery device auto-injector under subparagraph 1. or trained school personnel.

3. The school district and its employees, agents, and the physician who provides the standing protocol for school FDA-approved epinephrine delivery devices auto-injectors are not liable for any injury arising from the use of such ~~an~~ epinephrine delivery device auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

a. Unless the trained school personnel's action is willful and wanton;

b. Notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and

c. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Section 3. Paragraph (c) of subsection (7) and paragraph (e) of subsection (10) of section 1002.33, Florida Statutes, are amended to read:

1002.33 Charter schools.—

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(7) CHARTER.—The terms and conditions for the operation of a charter school, including a virtual charter school, shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The sponsor and the governing board of the charter school or virtual charter school shall use the standard charter contract or standard virtual charter contract, respectively, pursuant to subsection (21), which shall incorporate the approved application and any addenda approved with the application. Any term or condition of a proposed charter contract or proposed virtual charter contract that differs from the standard charter or virtual charter contract adopted by rule of the State Board of Education shall be presumed a limitation on charter school flexibility. The sponsor may not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(c)1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8) (a) have been expressly found. The charter of a charter school that meets these requirements and has received a school grade lower than a "B" pursuant to s. 1008.34 in the most recently graded school year must be renewed for no less than a 5-year term except as provided in paragraph (9) (n). In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary

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academic programming, which may include academic performance measured by school improvement ratings, and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. must be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in the most recently graded school year and that is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

(10) ELIGIBLE STUDENTS.—

(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.

2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.

3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).

4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or

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within the racial/ethnic range of other nearby public schools.

5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. A school that limits enrollment for such purposes must place a student on a progress monitoring plan for at least one semester before dismissing such student from the school. A student may not be dismissed based on academic performance while a school is implementing a school improvement plan pursuant to paragraph (9)(n) or corrective action plan pursuant to s. 1002.345.

6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

7. Students living in a development, or students whose parent or legal guardian maintains a physical or permanent employment presence within the development, in which a developer, including any affiliated business entity or charitable foundation, contributes to the formation, acquisition, construction, or operation of one or more charter schools or charter school facilities and related property in an amount equal to or having a total appraised value of at least \$5 million to be used as charter schools to mitigate the educational impact created by the development of new residential dwelling units. Students living in the development are entitled

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to 50 percent of the student stations in the charter schools. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations must be filled in accordance with subparagraph 4.

8. Students whose parent or legal guardian is employed within a reasonable distance of the charter school, as described in paragraph (20)(c). The students who are eligible for enrollment are subject to a random lottery.

Section 4. Subsection (17) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.—

(17) EPINEPHRINE SUPPLY.—

(a) A private school may purchase a supply of United States Food and Drug Administration (FDA)-approved epinephrine delivery devices ~~auto-injectors~~ from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the FDA-approved epinephrine delivery devices ~~auto-injectors~~ at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be maintained in a secure location on the private school's premises. The participating private school shall adopt a protocol developed by a licensed physician for the administration by private school personnel who are trained to recognize an anaphylactic reaction and to administer epinephrine by an FDA-approved epinephrine delivery device ~~auto-injection~~. The supply of FDA-approved

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epinephrine delivery devices ~~auto-injectors~~ may be provided to and used by a student authorized to self-administer epinephrine by an FDA-approved delivery device ~~auto-injector~~ under s. 1002.20(3)(i) or trained school personnel.

(b) The private school and its employees, agents, and the physician who provides the standing protocol for school FDA-approved epinephrine delivery devices ~~auto-injectors~~ are not liable for any injury arising from the use of an FDA-approved epinephrine delivery device ~~auto-injector~~ administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. Unless the trained school personnel's action is willful and wanton;

2. Notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and

3. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Section 5. Subsection (3), paragraph (e) of subsection (4), paragraph (a) of subsection (5), and paragraph (e) of subsection (6) of section 1002.68, Florida Statutes, are amended to read:

1002.68 Voluntary Prekindergarten Education Program accountability.—

~~(3)(a) For the 2020-2021 program year, the department shall calculate a kindergarten readiness rate for each private~~

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~~prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program based upon learning gains and the percentage of students assessed as ready for kindergarten. The department shall require that each school district administer the statewide kindergarten screening in use before the 2021-2022 school year to each kindergarten student in the school district within the first 30 school days of the 2021-2022 school year. Private schools may administer the statewide kindergarten screening to each kindergarten student in a private school who was enrolled in the Voluntary Prekindergarten Education Program. Learning gains shall be determined using a value added measure based on growth demonstrated by the results of the preassessment and postassessment in use before the 2021-2022 program year. However, a provider may not be newly placed on probationary status under this paragraph. A provider currently on probationary status may only be removed from such status if the provider earns the minimum rate, determined pursuant to subsection (5). The methodology for calculating a provider's readiness rate may not include students who are not administered the statewide kindergarten screening.~~

~~(b) For the 2021-2022 program year, kindergarten screening results may not be used in the calculation of readiness rates. Any private prekindergarten provider or public school participating in the Voluntary Prekindergarten Education Program which fails to meet the minimum kindergarten readiness rate for the 2021-2022 program year is subject to the probation requirements of subsection (5).~~

~~(3) (4)~~

(e) Subject to an appropriation, the department shall

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provide for a differential payment to a private prekindergarten provider and public school based on the provider's designation. The maximum differential payment may not exceed a total of 15 percent of the base student allocation per full-time equivalent student under s. 1002.71 attending in the consecutive program year for that program. A private prekindergarten provider or public school may not receive a differential payment if it receives a designation of "proficient" or lower. ~~Before the adoption of the methodology, the department shall confer with the Council for Early Grade Success under s. 1008.2125 before receiving approval from the State Board of Education for the final recommendations on the designation system and differential payments.~~

(4) (a) ~~(5) (a)~~ If a public school's or private prekindergarten provider's program assessment composite score for its prekindergarten classrooms fails to meet the minimum program assessment composite score for contracting adopted in rule by the department, the private prekindergarten provider or public school may not participate in the Voluntary Prekindergarten Education Program beginning in the consecutive program year ~~and thereafter until the public school or private prekindergarten provider meets the minimum composite score for contracting.~~ A public school or private prekindergarten provider may request one program assessment per program year in order to requalify for participation in the Voluntary Prekindergarten Education Program, provided that the public school or private prekindergarten provider is not excluded from participation under ss. 1002.55(6), 1002.61(10) (b), 1002.63(9) (b), or paragraph (b) ~~(5) (b)~~ of this section. If a public school or

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private prekindergarten provider would like an additional program assessment completed within the same program year, the public school or private prekindergarten provider shall be responsible for the cost of the program assessment.

~~(5)-(6)-~~

(e) A private prekindergarten provider or public school granted a good cause exemption shall continue to implement its improvement plan and continue the corrective actions required under paragraph (4) (b) ~~(5) (b)~~ until the provider or school meets the minimum performance metric.

Section 6. Paragraphs (a) and (d) of subsection (4) of section 1002.945, Florida Statutes, are amended to read:

1002.945 Gold Seal Quality Care Program.—

(4) In order to obtain and maintain a designation as a Gold Seal Quality Care provider, a child care facility, large family child care home, or family day care home must meet the following additional criteria:

(a) The child care provider must not have had any class I violations, as defined by rule of the Department of Children and Families, for which the Department of Children and Families determines that the child care provider is the primary cause of the violation within the 2 years preceding its application for designation as a Gold Seal Quality Care provider. Commission of a class I violation for which the Department of Children and Families determines that the child care provider is the primary cause of the violation shall be grounds for termination of the designation as a Gold Seal Quality Care provider until the provider has no class I violations for a period of 2 years.

~~(d) Notwithstanding paragraph (a), if the Department of~~

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~~Education determines through a formal process that a provider has been in business for at least 5 years and has no other class I violations recorded, the department may recommend to the state board that the provider maintain its Gold Seal Quality Care status. The state board's determination regarding such provider's status is final.~~

Section 7. Paragraph (j) of subsection (2) of section 1003.42, Florida Statutes, is amended to read:

1003.42 Required instruction.—

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

(j) The elementary principles of agriculture. This component must include, but need not be limited to, the history of agriculture both nationally and specifically to this state, the economic and societal impact of agriculture, and the various agricultural industry sectors. The department, in collaboration with the Department of Agriculture and Consumer Services and the University of Florida's Institute of Food and Agricultural Sciences, shall prepare and offer standards and a curriculum for the instruction required by this paragraph and may seek input from state or nationally recognized agricultural educational organizations. The department may contract with state or nationally recognized agricultural educational organizations to develop training for instructional personnel and grade-

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appropriate classroom resources to support the developed curriculum.

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

Section 8. Subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department of Education shall convene a workgroup, ~~no later than December 1, 2024,~~ to:

(a) Identify best practices in career and technical education pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.

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

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1. The mathematics pathways must incorporate the applied algebra courses established under s. 1003.4936 which align the Florida Standards for Algebra I with the career and technical education standards and benchmarks for each designated career cluster.

2. Each mathematics pathway must include at least one course sequence beginning with an applied algebra course aligned to a specific career cluster. The workgroup shall identify additional mathematics courses that follow each applied algebra course and build on the algebraic reasoning, modeling, and quantitative skills introduced through industry-relevant applications. The mathematics pathways may include a plan to create new mathematics courses to complete a pathway.

3. Each mathematics pathway must offer flexibility and the ability to move between pathways if necessary.

4. Mathematics pathways must create clear links between precollege mathematics and college-level mathematics pathways, and support student progression into postsecondary academic programs, state college career and technical education programs, career center programs, industry certification programs, and high-skill, high-wage occupations.

5. The mathematics pathways that incorporate applied algebra courses created under s. 1003.4936(3)(a)1. must be identified no later than September 1, 2027. The mathematics pathways that incorporate applied algebra courses created under s. 1003.4936(3)(a)2. must be identified no later than September 1, 2028. The workgroup shall submit the identified mathematics pathways to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

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Section 9. Section 1003.4936, Florida Statutes, is created to read:

1003.4936 Applied algebra for career and technical education.—

(1) The Legislature finds that algebra is an important step in a student's mathematics pathway. Algebra is a prerequisite for higher level mathematics courses, and success in algebra is strongly connected with later mathematics success. Establishing an applied algebra course that integrates career and technical education standards equips students with mathematical skills directly connected to real industry practices and increases the relevance of algebra instruction. By contextualizing algebraic concepts within authentic occupational problems, such applied algebra courses improve student engagement, strengthen understanding of core math standards, and better prepare students for high-skill, high-wage careers. Such a course will enable students to pass the Algebra I end-of-course assessment and develop practical skills that support success in Florida's workforce and postsecondary pathways.

(2) The Department of Education shall develop an applied algebra course for each of the established career and technical education career clusters. Each applied algebra course must:

(a) Integrate the career and technical education program standards and benchmarks for the relevant career cluster with the Florida Standards for Algebra I.

(b) Provide students with rigorous, career-relevant mathematical applications that demonstrate the use of algebraic concepts in authentic industry problems, processes, or settings.

(c) Prepare students to take the statewide, standardized

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Algebra I end-of-course assessment required under s. 1008.22.

(d) Meet all requirements for a mathematics credit required for high school graduation under s. 1003.4282(3)(b) or for middle grades promotion pursuant to s. 1003.4156(1)(b).

(3)(a) The department shall develop the courses on the following timelines:

1. Applied algebra courses in the following career clusters must be developed and available for school district adoption in the 2027-2028 school year:

a. Agriculture, food, and natural resources.

b. Architecture and construction.

c. Business management and administration.

d. Energy.

e. Engineering and technology education.

f. Finance.

g. Health science.

h. Information technology.

i. Manufacturing.

j. Transportation and distribution logistics.

2. Applied algebra courses in the following career clusters must be developed and available for district adoption in the 2028-2029 school year:

a. Arts, audio-visual technology, and communications.

b. Education and training.

c. Government and public administration.

d. Hospitality and tourism.

e. Human services.

f. Law, public safety, and security.

g. Marketing, sales, and service.

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(b) In grades 6 through 12, school districts may offer one or more applied algebra courses in lieu of Algebra I, and successful completion of the course will satisfy the Algebra I credit requirement for high school graduation or middle grades promotion.

(c) The department shall collaborate with the Board of Governors of the State University System to ensure that each applied algebra course is accepted as a mathematics credit for state university admissions.

(d) The department shall provide professional development, instructional resources, and technical assistance to support school district implementation.

Section 10. Paragraph (b) of subsection (3) of section 1004.85, Florida Statutes, is amended 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

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determining the participant is eligible for a certificate in the certification subject area of the educational plan. An educator preparation institute may allow a program participant to enroll in and complete coursework while the participant is working to obtain the statement of status of eligibility indicating eligibility for a certificate in the certification subject area of the educational plan.

2. ~~and~~ Meet the requirements of s. 1012.56(2)(a)-(f) before participating in field experiences.

3.2- 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.

4.3- 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.

Section 11. Paragraph (b) of subsection (3) and paragraph (b) of subsection (4) of section 1004.933, Florida Statutes, are

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amended to read:

1004.933 Graduation Alternative to Traditional Education (GATE) Program.—

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

(b) "Institution" means any ~~a~~ school district career center established under s. 1001.44, a charter technical career center established under s. 1002.34, or a Florida College System institution identified in s. 1000.21. Any such institution may enter into an agreement with an online provider for the adult education or career instruction portion of the program if such provider offers instructional content and services that align with the state career and adult education curriculum frameworks.

(4) PAYMENT WAIVER; ELIGIBILITY.—

(b) To be eligible for participation in the GATE Program, a student must:

1. Not have earned a standard high school diploma pursuant to s. 1003.4282 or a high school equivalency diploma pursuant to s. 1003.435 before enrolling in the GATE Program;

2. Have been withdrawn from high school;

3. Be a resident of this state as defined in s. 1009.21(1);

4. Be at least 16 ~~to 21~~ years of age at the time of initial enrollment, provided that a student who is 16 or 17 years of age has withdrawn from school enrollment pursuant to the requirements and safeguards in s. 1003.21(1)(c);

5. Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List under s. 445.004(4). The student is not required to enroll in adult secondary and

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career education program coursework simultaneously. The student may not change the requested pathway after enrollment, except that, if necessary for the student, the student may enroll in an adult basic education program prior to enrolling in the adult secondary education program;

6. Maintain a 2.0 GPA for career and technical education coursework; and

7. Notwithstanding s. 1003.435(4), complete the programs under subparagraph 5. within 3 years after his or her initial enrollment unless the institution determines that an extension is warranted due to extenuating circumstances.

Section 12. Paragraph (f) of subsection (6) of section 1006.07, Florida Statutes, is amended to read:

1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(6) SAFETY AND SECURITY BEST PRACTICES.—Each district school superintendent shall establish policies and procedures for the prevention of violence on school grounds, including the assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

(f) *School safety requirements.*—Each school district and charter school governing board shall comply with the following school safety requirements, which apply from 30 minutes before the school start time until 30 minutes after the end of the school day:

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1. All gates or other access points that restrict ingress to or egress from the exclusive zone of a school campus shall remain closed and locked when students are on campus. For the purposes of this section, the term "exclusive zone" means the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point of entry. A gate or access point to the exclusive zone may only be open or unlocked if one of the following conditions is met:

a. It is attended or actively staffed when students are on campus;

b. The use complies with a shared use agreement pursuant to s. 1013.101;

c. Another closed and locked gate or access point separates the open or unlocked gate from areas occupied by students; or

d. The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to s. 1001.212(13) to review if such determination is appropriate.

This subparagraph does not apply to the nonexclusive zone of a school campus. The term "nonexclusive zone" means the area outside of the exclusive zone but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the

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exclusive zone.

2.a. All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door. ~~All school classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident. The temporary door lock must be able to be engaged or removed without opening the door; must be easily removed in a single operation from the egress side of the door without the use of a key and from the ingress side of the door with the use of a key or other credential; may be installed at any height; must otherwise be in compliance with the Florida Fire Prevention Code; and must be integrated into the active assailant response plan.~~

b. Instructional spaces for career and technical education which are designed as open areas for which compliance with the requirements of sub-subparagraph a. affects the health and safety of students may be exempted from compliance with that sub-subparagraph by the school safety specialist. To be exempt, the school safety specialist, or his or her designee, must document in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the instructional space is exempt from these requirements due to negative impacts to student health and safety and the presence of other safety

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measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces.

c. Common areas on a school campus, including, but not limited to, cafeterias, auditoriums, and media centers, which are used for instructional time or student testing must meet the requirements of sub-subparagraph a. only when such areas are being used for instructional time or student testing.

3. For schools that do not have a secure exclusive zone, all campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless:

a. A person is actively entering or exiting the door, gate, or other access point;

b. The door, gate, or access point is actively staffed by school personnel to prevent unauthorized entry; or

c. The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. There must be at least one locked barrier between classrooms and instructional spaces and open school campus.

The office may conduct a compliance visit pursuant to s. 1001.212(13) to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school

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personnel.

4. All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first 10 days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or his or her designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools, identifying where affected students must shelter in place. The office shall assist the school safety specialist with compliance during the inspection required under s. 1001.212(13).

Persons who are aware of a violation of this paragraph must report the violation to the school principal. The school principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the person who violated this paragraph is the school principal or charter school administrator, the report must be made directly to the district school superintendent or charter school governing board, as applicable.

Section 13. Subsections (1) and (5) of section 1006.39, Florida Statutes, are amended to read:

1006.39 Production and dissemination of educational materials and products by department.—

(1) Educational materials and products developed by or under the direction of the department, through research and

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development or other efforts, including those subject to copyright, patent, or trademark, shall be made available for use by school districts, teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.

(5) A school district may purchase instructional materials developed by or under the direction of the department at any time during which the state academic standards for which the materials are aligned are in effect. Such purchases may be used by a school district to meet the expenditure requirements for instructional materials that must be purchased from the state-adopted list as provided in s. 1006.40 ~~The department shall not enter into the business of producing or publishing instructional materials for general use in classrooms.~~

Section 14. Present subsection (8) of section 1007.2616, Florida Statutes, is redesignated as subsection (9), and a new subsection (8) is added to that section, to read:

1007.2616 Computer science and technology instruction.—

(8) (a) To align educator credentials with instructional practice across grade levels, the State Board of Education shall establish by rule or maintain the following computer science subject area coverages:

1. Computer science (grades K-5);

2. Computer science (grades 6-12); and

3. Computer science (K-12).

(b) For the coverages in paragraph (a), the State Board of Education shall adopt competencies and skills and designate corresponding examinations by rule. The comprehensive computer

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science (K-12) coverage and its examination shall remain available unless amended by rule of the state board.

(c) 1. The Department of Education shall present recommended competencies and skills for the grades K-5 and grades 6-12 coverages to the State Board of Education for approval by September 1, 2026.

2. Following approval under subparagraph 1., the department shall coordinate development, piloting, and standard-setting for the examinations. The examinations for both grade-band coverages must be available for administration no later than January 1, 2028.

Section 15. Paragraph (c) of subsection (4), paragraphs (b) and (d) of subsection (5), and paragraph (a) of subsection (9) of section 1008.25, Florida Statutes, are amended, and paragraph (d) is added to subsection (4) of that section, to read:

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

(4) ASSESSMENT AND SUPPORT.—

(c) A student who has a substantial reading deficiency as determined in paragraph (5) (a) or a substantial mathematics deficiency as determined in paragraph (6) (a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or

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871 mathematics skill deficiency.

872 2. Goals and benchmarks for student growth in reading or
873 mathematics.

874 3. A description of the specific measures that will be used
875 to evaluate and monitor the student's reading or mathematics
876 progress.

877 4. For a substantial reading deficiency, the specific
878 evidence-based literacy instruction grounded in the science of
879 reading which the student will receive.

880 5. Strategies, resources, and materials that will be
881 provided to the student's parent to support the student to make
882 reading or mathematics progress. Resources must include
883 information about the student's eligibility for the New Worlds
884 Reading Initiative under s. 1003.485.

885 6. Any additional services the student's teacher deems
886 available and appropriate to accelerate the student's reading or
887 mathematics skill development.

888 (d) If the coordinated screening and progress monitoring
889 system under subsection (9), or any district-approved screening
890 instrument, identifies a student as exhibiting characteristics
891 of dyslexia or dyscalculia, the school district shall:

892 1. Ensure that the student is covered by a plan under
893 paragraph (b) which includes evidence-based interventions that
894 are specific to the identified characteristics of dyslexia or
895 dyscalculia and that are aligned, as appropriate, with the
896 interventions required under subsections (5) and (6).

897 2. Treat the screening result as reasonable suspicion that
898 the student may be a student with a disability for purposes of
899 s. 1003.57 and promptly seek parental consent to conduct an

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900 initial evaluation consistent with state board rule and
901 applicable federal law.

902 3. Ensure that screening activities and intervention
903 procedures, including interventions required under this
904 subsection and subsections (5) and (6), occur concurrently with
905 the evaluation process and are not used to delay or deny an
906 appropriate evaluation.

907 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

908 (b) A Voluntary Prekindergarten Education Program student
909 who exhibits a substantial deficiency in early literacy skills
910 based upon the results of the administration of the midyear or
911 final coordinated screening and progress monitoring under
912 subsection (9) shall be referred to the local school district
913 and may be eligible to receive instruction in early literacy
914 skills before participating in kindergarten. A Voluntary
915 Prekindergarten Education Program student who scores below the
916 25th 40th percentile on the final administration of the
917 coordinated screening and progress monitoring under subsection
918 (9) shall be referred to the local school district and is
919 eligible to receive early literacy skill instructional support
920 through a summer bridge program the summer before participating
921 in kindergarten. The summer bridge program must meet
922 requirements adopted by the department and shall consist of 4
923 hours of instruction per day for a minimum of 100 total hours. A
924 student with an individual education plan who has been retained
925 pursuant to paragraph (2)(g) and has demonstrated a substantial
926 deficiency in early literacy skills must receive instruction in
927 early literacy skills.

928 (d) The parent of any student who exhibits a substantial

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deficiency in reading, as described in paragraph (a), must be immediately notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. The student progression requirements under paragraph (2)(h) and that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources identified in paragraph (e).

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. The district's specific criteria and policies for a

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portfolio as provided in subparagraph (7)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports and the student's eligibility for the New Worlds Reading Initiative under s. 1003.485. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the

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987 additional interventions or supports described in the initial
988 notification.

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

990 (a) The Department of Education, in collaboration with the
991 Office of Early Learning, shall procure and require the use of a
992 statewide, standardized coordinated screening and progress
993 monitoring system for the Voluntary Prekindergarten Education
994 Program and public schools. The system must:

995 1. Measure student progress in meeting the appropriate
996 expectations in early literacy and mathematics skills and in
997 English Language Arts and mathematics standards as required by
998 ss. 1002.67(1)(a) and 1003.41 and identify the educational
999 strengths and needs of students.

1000 2. For students in the Voluntary Prekindergarten Education
1001 Program through grade 3, measure student performance in oral
1002 language development, phonological and phonemic awareness,
1003 knowledge of print and letters, decoding, fluency, vocabulary,
1004 and comprehension, as applicable by grade level, and, at a
1005 minimum, provide interval level and norm-referenced data that
1006 measures equivalent levels of growth.

1007 3. Be a valid, reliable, and developmentally appropriate
1008 computer-based direct instrument that provides screening and
1009 diagnostic capabilities for monitoring student progress;
1010 identifies students who have a substantial deficiency in reading
1011 or mathematics, including identifying students with
1012 characteristics of dyslexia, dyscalculia, and other learning
1013 disorders; and informs instruction. Any student identified by
1014 the system as having characteristics of dyslexia or dyscalculia
1015 shall undergo further screening. Any student whose performance

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

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1016 in the system meets thresholds established by State Board of
1017 Education rule in circumstances in which the system is not
1018 capable of identifying characteristics of dyslexia or
1019 dyscalculia must undergo further screening. The further
1020 screening required under this subparagraph is used to refine
1021 instructional planning and parental communication and is not a
1022 prerequisite for the interventions or evaluation obligations
1023 described in subsection (4). The State Board of Education shall
1024 adopt rules establishing timelines, performance thresholds, and
1025 parental notification requirements for further screening under
1026 this subparagraph. Screening activities under this subsection
1027 shall occur concurrently with the interventions and evaluation
1028 obligations described in subsection (4) and may not be used to
1029 delay or deny an appropriate evaluation. Beginning with the
1030 2023-2024 school year, the coordinated screening and progress
1031 monitoring system must be computer-adaptive.

1032 4. Provide data for Voluntary Prekindergarten Education
1033 Program accountability as required under s. 1002.68.

1034 5. Provide Voluntary Prekindergarten Education Program
1035 providers, school districts, schools, teachers, and parents with
1036 data and resources that enhance differentiated instruction and
1037 parent communication.

1038 6. Provide baseline data to the department of each
1039 student's readiness for kindergarten. The determination of
1040 kindergarten readiness must be based on the results of each
1041 student's initial progress monitoring assessment in
1042 kindergarten. The methodology for determining a student's
1043 readiness for kindergarten must be developed by the department
1044 and aligned to the methodology adopted pursuant to s. 1002.68(3)

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1045 ~~s. 1002.68(4).~~

1046 7. Assess how well educational goals and curricular
1047 standards are met at the provider, school, district, and state
1048 levels and provide information to the department to aid in the
1049 development of educational programs, policies, and supports for
1050 providers, districts, and schools.

1051 Section 16. Paragraph (a) of subsection (1) of section
1052 1008.2125, Florida Statutes, is amended to read:

1053 1008.2125 The Council for Early Grade Success.—

1054 (1) The Council for Early Grade Success, a council as
1055 defined in s. 20.03(7), is created within the Department of
1056 Education to oversee the coordinated screening and progress
1057 monitoring program under s. 1008.25(9) for students in the
1058 Voluntary Prekindergarten Education Program through grade 3 and,
1059 except as otherwise provided in this section, shall operate
1060 consistent with s. 20.052.

1061 (a) The council shall be responsible for reviewing the
1062 implementation of, training for, and outcomes from the
1063 coordinated screening and progress monitoring program to provide
1064 recommendations to the department that support grade 3 students
1065 reading at or above grade level. The council, at a minimum,
1066 shall:

1067 1. Provide recommendations on the implementation of the
1068 coordinated screening and progress monitoring program, including
1069 reviewing any procurement solicitation documents and criteria
1070 before being published.

1071 2. Develop training plans and timelines for such training.

1072 3. Identify appropriate personnel, processes, and
1073 procedures required for the administration of the coordinated

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1074 screening and progress monitoring program.

1075 4. Provide input on the methodology for calculating a
1076 provider's or school's performance metric and designations under
1077 s. 1002.68(3) ~~s. 1002.68(4)~~.

1078 5. Work with the department to review the methodology for
1079 determining a child's kindergarten readiness.

1080 6. Review data on age-appropriate learning gains by grade
1081 level that a student would need to attain in order to
1082 demonstrate proficiency in reading by grade 3.

1083 7. Continually review anonymized data from the results of
1084 the coordinated screening and progress monitoring program for
1085 students in the Voluntary Prekindergarten Education Program
1086 through grade 3 to help inform recommendations to the department
1087 that support practices that will enable grade 3 students to read
1088 at or above grade level.

1089 Section 17. Paragraph (a) of subsection (4) of section
1090 1011.69, Florida Statutes, is amended to read:

1091 1011.69 Equity in School-Level Funding Act.—

1092 (4) After providing Title I, Part A, Basic funds to schools
1093 above the 75 percent poverty threshold, which may include high
1094 schools above the 50 percent threshold as permitted by federal
1095 law, school districts shall provide any remaining Title I, Part
1096 A, Basic funds directly to all eligible schools as provided in
1097 this subsection. For purposes of this subsection, an eligible
1098 school is a school that is eligible to receive Title I funds,
1099 including a charter school. The threshold for identifying
1100 eligible schools may not exceed the threshold established by a
1101 school district for the 2016-2017 school year or the statewide
1102 percentage of economically disadvantaged students, as determined

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1103 annually.

1104 (a) Prior to the allocation of Title I funds to eligible

1105 schools, a school district may withhold funds only as follows:

1106 1. One percent for parent involvement, in addition to the

1107 one percent the district must reserve under federal law for

1108 allocations to eligible schools for parent involvement;

1109 2. A necessary and reasonable amount for administration

1110 which includes the district's indirect cost rate, not to exceed

1111 a total of 10 percent;

1112 3. A reasonable and necessary amount to provide:

1113 a. Homeless programs;

1114 b. Delinquent and neglected programs;

1115 c. Prekindergarten programs and activities;

1116 d. Private school equitable services; and

1117 e. Transportation for foster care children to their school

1118 of origin or choice programs; and

1119 4. A necessary and reasonable amount, not to exceed 1

1120 percent, for eligible schools to provide educational services in

1121 accordance with the approved Title I plan. Such educational

1122 services may include the provision of STEM curricula,

1123 instructional materials, and related learning technologies that

1124 support academic achievement in science, technology,

1125 engineering, and mathematics in Title I schools, including, but

1126 not limited to, technologies related to drones, coding,

1127 animation, artificial intelligence, cybersecurity, data science,

1128 the engineering design process, mobile development, and

1129 robotics. Funds may be reserved under this subparagraph only to

1130 the extent that all required reservations under federal law have

1131 been met and that such reservation does not reduce school-level

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1132 allocations below the levels required under federal law.

1133 Section 18. (1) The Department of Education shall

1134 collaborate with the Lastinger Center for Learning at the

1135 University of Florida to recommend to the Legislature

1136 individualized, adaptive artificial intelligence tools to

1137 support mathematics instruction in kindergarten through grade

1138 12. The recommendations must:

1139 (a) Ensure that recommended tools align to the Florida

1140 academic standards and prepare students for state assessments.

1141 (b) Consider alternate mathematics sequencing and grade-

1142 level progression, and alternate funding models to support

1143 individualized progression through content.

1144 (c) Evaluate the extent to which the tools provide real-

1145 time diagnostic assessments, individualized learning pathways,

1146 adaptive sequencing of content, and immediate, personalized

1147 feedback to students.

1148 (d) Evaluate the applicability of the tools to progress

1149 monitoring tools, district learning management systems,

1150 suggested interventions, small-group instructional supports, and

1151 professional development that enables teachers to integrate the

1152 tools into classroom instruction.

1153 (e) Provide for student data privacy and transparency in

1154 data collection and retention.

1155 (f) Consider statewide and district-level costs.

1156 (2) The department shall submit its recommendations to the

1157 Governor, the President of the Senate, and the Speaker of the

1158 House of Representatives by December 1, 2026.

1159 Section 19. This act shall take effect July 1, 2026.

585

**STATE OF FLORIDA
DEPARTMENT OF STATE**

Division of Elections

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

Erika Dawn Fritz-Ochs

is duly appointed a member of the
State Board of Education

for a term beginning on the First day of January, A.D., 2026,
until the Thirty-First day of December, A.D., 2029 and is
subject to be confirmed by the Senate during the next regular
session of the Legislature.

Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Ninth day of January, A.D., 2026.



Secretary of State

DSDE 99 (3/03)

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

5

RON DeSANTIS
GOVERNOR

2021-12-30 PM 10:58

December 30, 2025

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

Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1001.01, Florida Statutes:

Mrs. Erika Fritz-Ochs
2838 Royal Isle Drive
Tallahassee, Florida 32312

as a member of the State Board of Education, succeeding Kelly Garcia, subject to confirmation by the Senate. This appointment is effective January 1, 2026, for a term ending December 31, 2029.

Sincerely,



Ron DeSantis
Governor

RD/dw

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes) 9 AM 8:09

STATE OF FLORIDA

County of Leon

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

Erika Dawn Fritz-Ochs - Member, State Board of Education
(Full Name of Office - Abbreviations Not Accepted)

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

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

Signature

Erika Dawn Fritz-Ochs

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 5th day of January, 2026.

Susan Kathleen Coggins Syrett

Signature of Officer Administering Oath or of Notary Public

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

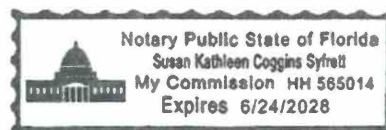
Print Name

Title

Court

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

Affix Seal Below



Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced FL Drivers License

ACCEPTANCE

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

Mailing Address: Home ☒ Office ☐

2838 Royal Isle Drive

Street or Post Office Box

Tallahassee, FL 32312

City, State, Zip Code

Erika Dawn Fritz-Ochs

Print Name

Erika Dawn Fritz-Ochs

Signature

600

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

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

Joseph G. Stanley

is duly appointed a member of the

Education Practices Commission

for a term beginning on the Thirteenth day of November, A.D.,
2025, until the Thirtieth day of September, A.D., 2029 and is
subject to be confirmed by the Senate during the next regular
session of the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Sixteenth day of January, A.D., 2026.*



Secretary of State



State Board of Education

Ryan Petty, *Chair*
Esther Byrd, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganhoff, 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 for a member of the Education Practices Commission who was recently reappointed for a second term. Florida's State Board of Education officially reappointed this member at its November 13, 2025, meeting. The appointee is now subject to Senate confirmation.

RE-APPOINTEE
Dr. Joseph G. Stanley

TERM BEGINS
October 1, 2025

TERM EXPIRES
September 30, 2029

CONTACT INFORMATION

Dr. Joseph G. Stanley
Administrator

Home:
Phone:



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

Sincerely,

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

JD/rk

OATH OF OFFICE

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

RECEIVED
DEPARTMENT OF STATE

2025 DEC 29 AM 8:57

STATE OF FLORIDA

County of Okeechobee

DIVISION OF ELECTIONS
TALLAHASSEE, FL

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

Education Practices Commission Member

(Full Name of Office – Abbreviations Not Accepted)

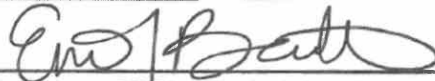
on which I am now about to enter, so help me God.

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

Signature



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



Signature of Officer Administering Oath or of Notary Public

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

Print Name

Title

Court

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

Affix Seal Below



ERIN J. BENNETT
Notary Public
State of Florida
Comm# HH672896
Expires 5/5/2029

Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced Drivers License

ACCEPTANCE

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

Mailing Address: Home ☒

Office ☐

Street or Post Office Box

City, State, Zip Code

Joseph G. Stanley

Print Name


Signature