

Tab 2		SB 7036 by ED; Compare to CS/H 00561 Education				
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The Florida Senate  
**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS COMMITTEE ON PRE-K - 12**

**EDUCATION**

**Senator Burgess, Chair**

**Senator Pizzo, Vice Chair**

**MEETING DATE:** Thursday, February 12, 2026

**TIME:** 2:30—4:00 p.m.

**PLACE:** *Mallory Horne Committee Room, 37 Senate Building*

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

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Review and Discussion of Fiscal Year 2026-2027 Budget Issues Relating to Department of Education		Not Considered
2	<b>SB 7036</b> Education Pre-K - 12 (Compare CS/H 561, H 963, CS/CS/CS/H 1071, S 320, S 920, S 1090, S 1340, S 1718)	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.  AED    02/12/2026 Fav/CS RC	Fav/CS Yeas 10 Nays 0

Other Related Meeting Documents

*Materials for this item  
to be presented at the  
time of the meeting.*

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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BILL: SB 7036

INTRODUCER: Appropriations Committee on Pre-K-12 Education and Education Pre-K - 12 Committee

SUBJECT: Education

DATE: February 16, 2026

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
	<u>Brick/Sabitsch</u>	<u>Bouck</u>		<b>ED Submitted as Comm. Bill/Fav</b>
1.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<b>Fav/CS</b>
2.	_____	_____	<u>RC</u>	_____

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**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/SB 7036 makes 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.

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- Updates 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.

- 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 (GATE) program by authorizing certain online-provider agreements, adjusting age eligibility, and clarifying that adult secondary and career coursework need not be taken simultaneously.
  - Expanding eligibility for institutions to receive startup grants to implement the GATE Program.
- 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 the 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 deficiency include information about the student’s eligibility for the New Worlds Reading Initiative.

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

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. 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. An educational emergency exists in a school district if one or more schools in the district have a school grade of “D” or “F.”

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.
- Strategies adopted as a management right to assign high-quality teachers more equitably across schools in the district to low-performing schools.<sup>1</sup>

A principal of a school participating in the Principal Autonomy Program Initiative has additional authority and responsibilities. That authority includes the selection and placement of instructional personnel and deploying financial resources.<sup>2</sup>

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. 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.<sup>3</sup>

#### Persistently Low-Performing School

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

- 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.

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<sup>1</sup> Section 1001.42(21), F.S.

<sup>2</sup> Sections 1012.28(8) and 1011.6202, F.S.

<sup>3</sup> Section 1012.2315, 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.<sup>4</sup>

### ***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). 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. A charter must be executed following a public hearing intended to ensure community input.<sup>5</sup>

##### **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. 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.<sup>6</sup>

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. 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.<sup>7</sup>

##### **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.<sup>8</sup> An alternative school may choose to receive either a school grade or a school improvement rating, and a charter school

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<sup>4</sup> Section 1002.333(1)(c), F.S.

<sup>5</sup> Section 1002.33(7), F.S.

<sup>6</sup> Section 1002.33(7)(c), F.S.

<sup>7</sup> *Id.*

<sup>8</sup> Section 1008.34(2), F.S.

governing board makes that choice for a charter school that meets the definition of an alternative school under SBE rule.<sup>9</sup> 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.<sup>10</sup>

#### 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. The Department of Education (DOE) must offer technical assistance to a charter school that earned a grade of “D” or “F.” 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.<sup>11</sup>

#### 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.<sup>12</sup> 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).<sup>13</sup>

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.<sup>14</sup>

#### 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.<sup>15</sup>

#### ***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

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<sup>9</sup> Section 1008.34(3), F.S.

<sup>10</sup> Section 1008.341(2), F.S.

<sup>11</sup> Section 1002.33(9)(n), F.S.

<sup>12</sup> Section 1002.33(7)(a)7., F.S.

<sup>13</sup> Section 1002.33(10)(e)5., F.S.

<sup>14</sup> Section 1002.33(10)(e)5., F.S.

<sup>15</sup> Section 1002.345(2), F.S.



- 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:

- 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.<sup>16</sup>

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.<sup>17</sup> 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.<sup>18</sup>

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 Florida. The Lastinger Center produced several briefs covering the following topics of mathematics education<sup>19</sup>

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.<sup>20</sup> Students also expressed a desire for less lecture and procedural practice, and more

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<sup>16</sup> RAND, *Students Lose Interest in Math*, (2025), available at [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR4300/RR4398-1/RAND\\_RRA3988-1.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR4300/RR4398-1/RAND_RRA3988-1.pdf), (last visited Feb. 5, 2026).

<sup>17</sup> *Id.* at 6

<sup>18</sup> *Id.* at 8

<sup>19</sup> 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 Feb. 5, 2026).

<sup>20</sup> 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> (last visited Feb. 5, 2026).

interaction with their peers to collaboratively solve problems.<sup>21</sup> 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.<sup>22</sup>

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.<sup>23</sup>

### 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.<sup>24</sup>

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

<sup>21</sup> 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> (last visited Feb. 5, 2026).

<sup>22</sup> 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> (last visited Feb. 5, 2026).

<sup>23</sup> Southern Regional Education Board, *Math-in-CTE Resources*, available at <https://www.sreb.org/nrccte-math-cte-resources>, (last visited Feb. 5, 2026).

<sup>24</sup> 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 Feb. 5, 2026).

### 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:

- 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.
- Seven and one-half credits in electives.
- One-half credit in personal financial literacy.<sup>25</sup>

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

In 2023, the Legislature required the Department of Education (DOE) to convene a workgroup, no later than December 1, 2024, to:

- 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.
- 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.<sup>26</sup>

The DOE gathered a workgroup to discuss and determine three mathematics pathways for students enrolled in grades K-12 by aligning mathematics courses to Career and Technical Education (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 by rule in the Fall of 2026:

- 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.

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<sup>25</sup> Section 1003.4282(3), F.S.

<sup>26</sup> Chapter 2023-87, s.22 Laws of Fla. *see also* s. 1003.4282(10), F.S.

- 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.<sup>27</sup>

### Artificial Intelligence in Education

Artificial intelligence (AI) provides opportunities to customize and accelerate learning for students and reduce teacher workload.<sup>28</sup> 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.<sup>29</sup>

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.<sup>30</sup> A school district may receive grant funds for subscription fees 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:

- 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.<sup>31</sup>

### ***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

<sup>27</sup> Email, Florida Department of Education, Governmental Relations (Jan. 13, 2026) (on file with the Senate Committee on Education Pre-K-12).

<sup>28</sup> Section 1002.321(3), F.S.

<sup>29</sup> 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> (last visited Feb. 5, 2026).

<sup>30</sup> Chapter 2024-162, s. 9, Laws of Fla.

<sup>31</sup> Section 1002.321(3), F.S.

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:

- 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. The system must:

- 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.<sup>32</sup>

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.<sup>33</sup> A student identified by the CSPM system as having characteristics of dyslexia or dyscalculia must undergo further screening.<sup>34</sup>

The statewide CSPM program is implemented as the Florida Assessment of Student Thinking (FAST), administered in three progress monitoring windows each school year, using 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.<sup>35</sup>

### 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.<sup>36</sup>

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:

- 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.<sup>37</sup>

<sup>32</sup> Section 1008.25(9)(a), F.S.

<sup>33</sup> Section 1008.25(9)(b)-(c), F.S.

<sup>34</sup> Section 1008.25(9)(a), F.S.

<sup>35</sup> 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> (last visited Feb. 6, 2026); 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> (last visited Feb. 6, 2026); and Florida Department of Education, *Coordinated Screening & Progress Monitoring System Overview (Mar. 21, 2022)*, at 6, 9, 19, available at <https://www.fldoe.org/file/7506/FOILStatewideAssessment.pdf> (last visited Feb. 6, 2026).

<sup>36</sup> Section 1008.25(2), F.S.

<sup>37</sup> Section 1008.25(4)(b), F.S.

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. An individualized progress monitoring plan must be developed within 45 days after the CSPM results become available.

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

- 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.<sup>38</sup>

#### 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. Once a student is identified as having a substantial deficiency in early literacy skills, reading, or mathematics, the applicable interventions must begin immediately.<sup>39</sup>

For a student who exhibits characteristics of dyslexia, as defined in SBE rule, dyslexia-specific interventions must be provided.<sup>40</sup> 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.<sup>41</sup>

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. 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.<sup>42</sup>

The reading intervention and parent notification requirements apply to students in public school VPK through grade 3.<sup>43</sup> The mathematics intervention and parent notification requirements apply to students in public school VPK through grade 4.<sup>44</sup>

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<sup>38</sup> Section 1008.25(4)(c), F.S.

<sup>39</sup> Section 1008.25(5)(a) and (6)(a), F.S.

<sup>40</sup> Section 1008.25(5)(a), F.S.; Rule 6A-6.053(7), F.A.C.

<sup>41</sup> Section 1008.25(5)(a) and (6)(a), F.S.

<sup>42</sup> Section 1008.25(5)(d) and (6)(c), F.S.

<sup>43</sup> Section 1008.25(5)(a), F.S.; Rule 6A-6.053(5), F.A.C.

<sup>44</sup> Section 1008.25(6)(a), F.S.; Rule 6A-6.0533(7), F.A.C.



### Evaluation and IEP Timelines

Each district school board must provide exceptional student education and include professional services for diagnosis and evaluation.<sup>45</sup> 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.<sup>46</sup> Response-to-intervention strategies may not be used to delay or deny an evaluation for a child suspected of having a disability.<sup>47</sup>

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.

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.<sup>48</sup>

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:

- 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.<sup>49</sup>

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.<sup>50</sup> 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.<sup>51</sup>

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<sup>45</sup> Section 1003.57(1)(a)-(b), F.S.

<sup>46</sup> 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)).

<sup>47</sup> 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).

<sup>48</sup> Rule 6A-6.0331(3), F.A.C.

<sup>49</sup> Rule 6A-6.0331(3)(d), F.A.C.

<sup>50</sup> Rule 6A-6.0331(3)(g), F.A.C.

<sup>51</sup> 34 C.F.R. s. 300.323(c).

### 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. 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. A student's eligibility continues until promotion to grade 6 or until the parent opts out.<sup>52</sup>

### ***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 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.

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<sup>52</sup> Section 1003.485(6), F.S.

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),<sup>53</sup> as amended by the Every Student Succeeds Act of 2015,<sup>54</sup> is a federal funding program to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.<sup>55</sup> For the 2024-2025 fiscal year, Florida received approximately \$1.09 billion for Elementary and Secondary Education Act Title I programs.<sup>56</sup>

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.<sup>57</sup>

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.<sup>58</sup> 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.<sup>59</sup>

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;

<sup>53</sup> Pub. L. No. 89-10, 79 Stat. 27 (Apr. 11, 1965).

<sup>54</sup> Pub. L. 114-95, 129 Stat 1802 (Dec. 10, 2015).

<sup>55</sup> 20 U.S.C. s. 6301.

<sup>56</sup> Florida Department of Education, *Finance Data Base: Fiscal Year 2024-2025*, at 8 available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/StateTotalBUD2425.pdf>, (last visited Feb. 6, 2025).

<sup>57</sup> 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.

<sup>58</sup> 20 U.S.C. s. 6313(a)(3).

<sup>59</sup> 34 C.F.R. s. 200.78(b).

- 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.<sup>60</sup>

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.<sup>61</sup>

### ***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 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.

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.<sup>62</sup>

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.<sup>63</sup>

A physician-developed protocol governs administration by school personnel trained to recognize an anaphylactic reaction and administer an epinephrine auto-injection. 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.<sup>64</sup>

<sup>60</sup> Section 1011.69(4), F.S.

<sup>61</sup> See, e.g., 20 U.S.C. ss. 6314(b), 6315(b).

<sup>62</sup> Sections 1002.20(3)(i) and 1002.42(17)(a), F.S.

<sup>63</sup> Section 1002.20(3)(i), F.S.

<sup>64</sup> Sections 1002.20(3)(i) and 1002.42(17)(a), F.S.

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.

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

- Follow the adopted protocol; and
- Have a professional opinion that the student is having an anaphylactic reaction.<sup>65</sup>

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. An individualized health plan is developed for a student with life-threatening allergies and includes an emergency action plan, with annual development coordinated by the school nurse in collaboration with:

- The student;
- The parent or guardian;
- the health care provider; and
- School personnel.<sup>66</sup>

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:

- 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.<sup>67</sup>

### ***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. The coordinated screening and progress monitoring results are used by the DOE to identify student learning gains, index

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<sup>65</sup> Sections 1002.20(3)(i) and 1002.42(17)(b), F.S.

<sup>66</sup> Rule 6A-6.0251(2), F.A.C.

<sup>67</sup> Rule 6A-6.0251(4), F.A.C.

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.<sup>68</sup>

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. 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 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.<sup>69</sup>

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.<sup>70</sup>

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 10<sup>th</sup> 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.<sup>71</sup>

### Gold Seal Quality Care Program

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.<sup>72</sup>

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<sup>68</sup> Section 1002.68(1)(a), F.S.

<sup>69</sup> Section 1002.68(3)(a), F.S.

<sup>70</sup> Section 1002.68(3)(b), F.S.

<sup>71</sup> Section 1008.25(5)(b), F.S.

<sup>72</sup> Florida Department of Education, *Gold Seal Quality Care Program*, <https://www.fldoe.org/schools/early-learning/providers/gold-seal.stml> (last visited Feb. 6, 2026).

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.

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. 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.

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. The SBE's determination regarding the provider's status is final.<sup>73</sup>

### ***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.

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<sup>73</sup> Section 1002.945(4), F.S.

- 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.<sup>74</sup> Each district school board must provide appropriate instruction to ensure that students meet SBE adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.<sup>75</sup>

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

- The history and content of the Declaration of Independence.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- The arguments in support of adopting our republican form of government.
- Flag education, including proper flag display and flag salute.
- The elements of civil government.
- The history of the United States.
- The history of the Holocaust.
- The history of African Americans.
- The elementary principles of agriculture.
- The effects of alcoholic and intoxicating liquors and beverages and narcotics.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education and life skills.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- Civic and character education.
- The sacrifices that veterans and Medal of Honor recipients have made serving the country.<sup>76</sup>

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<sup>74</sup> Section 1000.03(4), F.S.

<sup>75</sup> Section 1003.42(1), F.S.

<sup>76</sup> Section 1003.42(2), F.S.



### 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.”<sup>77</sup> 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:

- Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.<sup>78</sup>
- Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.<sup>79</sup>
- Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.<sup>80</sup>
- 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.<sup>81</sup>

### ***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.

<sup>77</sup> 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 Feb. 6, 2026).

<sup>78</sup> Florida Department of Education, *Florida’s State Academic Standards Social Studies 2024* (2024) at 56, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Feb. 6, 2026). This standard is included in Grade 6 World History.

<sup>79</sup> Florida Department of Education, *Florida’s State Academic Standards Social Studies 2024* (2024) at 64, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Feb. 6, 2026). This standard is included in Grade 6 Geography.

<sup>80</sup> Florida Department of Education, *Florida’s State Academic Standards Social Studies 2024* (2024) at 56, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Feb. 6, 2026). This standard is included in Grade 6 World History.

<sup>81</sup> Florida Department of Education, *Florida’s State Academic Standards Social Studies 2024* (2024) at 132, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Feb. 6, 2026). This standard is included in Grades 9-12 World History.

- 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 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.

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.<sup>82</sup>

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.<sup>83</sup>
- 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.<sup>84</sup>

### **GATE Startup Grant Program**

DOE administers the GATE Startup Grant Program and determines eligibility and distributes grant awards, subject to legislative appropriation. The grant program is intended to support startup and implementation of the GATE Program.

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<sup>82</sup> 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 Feb. 6, 2026).

<sup>83</sup> Section 1003.21(1), F.S.

<sup>84</sup> Section 1004.933(4), F.S.

An eligible institution for the GATE Startup Grant Program includes a school district career center, a charter technical career center, or a Florida College System institution that offers the GATE Program. DOE may solicit proposals only from institutions that do not offer programs meeting the requirements of the GATE Program.<sup>85</sup>

An institution solicited under the grant program must be located in or serve a rural area of opportunity designated by the Governor.<sup>86</sup> The Governor may designate a rural community, or a region composed of rural communities, as a rural area of opportunity under the statutory definition in Section 288.0656(2)(d), Florida Statutes.<sup>87</sup>

DOE must prioritize grant proposals that co-locate adult basic education, adult secondary education, and career education programs, or that allow program completion through distance learning. An applicant may not receive more than 10 percent of the total amount appropriated for the grant program.

DOE must make the grant application available to potential applicants no later than August 15, 2024. A grant proposal must include specified program, enrollment, credential, cost, outreach, and implementation information. A credential associated with the proposed career education program must be included on the Master Credentials List.<sup>88</sup>

Grant funds may be used for planning activities and other expenses associated with creation of the GATE Program, including certain instructional, personnel, and student services costs. Grant funds may not be used for indirect costs.<sup>89</sup>

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

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<sup>85</sup> Section 1011.804, F.S.

<sup>86</sup> Section 1011.804(3), F.S.

<sup>87</sup> Section 288.0656(2)(d), F.S.

<sup>88</sup> Sections 445.004(4) and 1011.804(5)(d), F.S.

<sup>89</sup> Section 1011.804(6), F.S.

### GATE Startup Grant Program

The bill amends s. 1011.804, F.S., to revise eligibility, application administration, and allowable costs under the GATE Startup Grant Program by:

- Replacing the existing rural eligibility reference with a cross-reference to the statutory definition of “rural area of opportunity” in s. 288.0656(2)(d), F.S.
- Clarifying that an institution “serves” a rural area of opportunity when its service area includes one or more counties or municipalities included within a rural area of opportunity, and specifying that an institution’s principal place of business, main campus, or administrative offices need not be located in a rural area of opportunity to satisfy the service requirement.
- Authorizing DOE to award grants to:
  - An institution that does not offer programs meeting the requirements of the GATE Program to support startup and implementation activities.
  - An institution that offers programs meeting the requirements of the GATE Program, limited to costs authorized for the program and excluding new construction, structural expansion, and major renovation.
- Revising the application availability deadline from a single date to an annual requirement applicable to each year in which funds are appropriated for the program.
- Requiring a grant proposal to include documentation identifying the counties or municipalities in the institution’s service area that fall within a rural area of opportunity.
- Expanding allowable direct costs by authorizing grant funds for GATE Program implementation expenses and specified startup-related costs, including minor facility modifications necessary to install or operate instructional equipment and marketing and outreach activities to recruit and enroll eligible students.

### **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.<sup>90</sup>

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

- Initial Teacher Preparation programs in public and private colleges and universities that require candidates to demonstrate mastery of subject area knowledge<sup>91</sup> in one or more

<sup>90</sup> Section 1004.04, F.S. See Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Feb. 6, 2026). See also Rule 6A-5.066, F.A.C.

<sup>91</sup> Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Feb. 6, 2026).

specific subject areas, mastery of general knowledge,<sup>92</sup> 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.<sup>93</sup>

#### Educator Preparation Institute Participant Criteria

Each EPI participant must:

- 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,<sup>94</sup> the General Knowledge Test, and the subject area examination for the subject area certification, as required by the SBE rule.<sup>95</sup>

#### 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.<sup>96</sup> The purpose of

<sup>92</sup> Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Feb. 6, 2026).

<sup>93</sup> Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Feb. 6, 2026). See also Rule 6A-5.066, F.A.C.

<sup>94</sup> 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.

<sup>95</sup> Section 1004.85(3)(b), F.S.

<sup>96</sup> Sections 1012.55(1) and 1002.33(12), F.S.

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.”<sup>97</sup>

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

- 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;<sup>98</sup>
- 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.<sup>99</sup>

### *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.

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<sup>97</sup> Section 1012.54, F.S. See Rule 6A-4.001(1), F.A.C

<sup>98</sup> Rule 6A-4.003(2), F.A.C.

<sup>99</sup> Section 1012.56(2), F.S.

## 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. The DOE identifies computer science courses in the Course Code Directory and publishes the list for districts. Florida Virtual School offers the identified courses, and districts that do not offer a listed course provide student access through an authorized mechanism.<sup>100</sup>

#### 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. 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.<sup>101</sup>

#### 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.<sup>102</sup> The Florida Teacher Certification Examinations (FTCE) are set in rule, including incorporation of competencies, scoring, and passing standards.<sup>103</sup>

#### 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.<sup>104</sup> The applicant must answer 71 percent correct to achieve a passing score.<sup>105</sup> Statewide 2024 pass rates for the FTCE Computer Science K–12 were 39 percent on first attempts, 38 percent on retake attempts, and 39 percent across all attempts.<sup>106</sup>

#### 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:

<sup>100</sup> Section 1007.2616, F.S.

<sup>101</sup> Rule 6A-1.09441, F.A.C.

<sup>102</sup> Section 1012.56(4)–(5), F.S.

<sup>103</sup> Section 1012.56(10); Rule 6A-4.0021, F.A.C.

<sup>104</sup> Florida Teacher Certification Examinations, *Computer Science K–12 (005) Test Information Guide*, [https://www.fl.nesinc.com/FL\\_prepBlueprints.asp](https://www.fl.nesinc.com/FL_prepBlueprints.asp) (select “Computer Science K–12 (005)” or use the worksheet selector a (last visited Feb 6, 2026).

<sup>105</sup> 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> (last visited Feb. 6, 2026).

<sup>106</sup> Florida Department of Education, *FTCE/FELE 2024 Annual Administration and Technical Report*, Appendix B, available at <https://www.fldoe.org/file/5164/AnnualTechReport.pdf> (last visited Feb. 6, 2026).



- K–5 course descriptions focus on digital citizenship, algorithmic problem solving, data recognition, and introductory or block-based programming integrated with core subjects.<sup>107</sup>
- FTCE competency materials include domains such as digital communications features, HTML and web concepts, privacy and security threats, computing history, and pedagogy.<sup>108</sup>
- 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.

## **IV. Constitutional Issues:**

### **A. Municipality/County Mandates Restrictions:**

None.

### **B. Public Records/Open Meetings Issues:**

None.

<sup>107</sup> Florida Department of Education, *Computer Science Course Information 2025–2026*, available at <https://www.fldoe.org/file/7746/2526CompSci.pdf> (last visited Feb. 6, 2026).

<sup>108</sup> Florida Teacher Certification Examinations, *Competencies and Skills for Computer Science K–12 (005)*, [https://www.fl.nesinc.com/FL\\_prepBlueprints.asp](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](https://www.fl.nesinc.com/FL_prepWorksheet.asp) (last visited Feb. 6, 2026).



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.
- 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.

The bill requires the Department of Education (DOE) to develop algebra courses. In order to implement the bill, the DOE estimated it would need \$698,693, which includes salary and benefits for five new positions and funding to support workgroup operations such as travel, lodging, meeting space and related operating expenses.

The bill also requires the DOE to collaborate with the 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 costs for developing such recommendations can be absorbed within existing resources.

The bill authorizes school districts to choose to offer one or more applied algebra courses in lieu of Algebra I. If any school district chooses to offer one of the courses developed

by the DOE, then the DOE is required to provide professional development, instructional resources, and technical assistance to support district implementation.<sup>109</sup>

If every eligible child participated, 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, 1007.2616, 1008.2125, 1008.25, 1011.69, and 1011.804 F.S.

This bill creates section 1003.4936 of the Florida Statutes.

This bill creates an undesignated section of law.

**IX. Additional Information:**

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

**CS by Appropriations Committee on Pre-K – 12 Education:**

The committee substitute removes from the bill provisions that would:

- Remove school district authority to use of temporary door-locking devices on certain school doors.
- Authorize school districts to purchase certain instructional materials developed by or under the direction of the Department of Education.

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<sup>109</sup> Department of Education, *Senate Bill 920 Fiscal Analysis* (Dec. 19, 2025) (on file with the Senate Appropriations Committee on Pre-K-12 Education).

The committee substitute adds to the bill a section revising the GATE Startup Grant Program to:

- Redesignate “rural area of opportunity” by cross-reference to the statutory definition in s. 288.0656(2)(d), F.S.
- Clarify that institutions that serve areas designated as a rural area of opportunity are eligible for the GATE Startup Grant Program.
- Authorize grant awards to eligible institutions that are establishing a new GATE Program or implementing an existing GATE Program.
- Authorize the Department of Education to accept grant applications annually for each year in which funds are appropriated.
- Expand allowable direct costs to include implementation costs and specified startup-related expenses, including:
  - Minor facility modifications and classroom supplies for program delivery.
  - Marketing and outreach related to participant recruitment and engagement.

The committee substitute includes a technical clarification that students with only a substantial deficiency in math are not subject to the provision of the bill requiring parents to be notified about eligibility for the New Worlds Reading Initiative.

**B. Amendments:**

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/12/2026	.	
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The Appropriations Committee on Pre-K - 12 Education (Simon) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 679 - 1132  
and insert:

Section 12. 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



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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  
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 13. 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



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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 mathematics skill deficiency.

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

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

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

5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress. For a student with a substantial reading deficiency, resources must include information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485.

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

(d) If the coordinated screening and progress monitoring system under subsection (9), or any district-approved screening instrument, identifies a student as exhibiting characteristics



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of dyslexia or dyscalculia, the school district shall:

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

2. Treat the screening result as reasonable suspicion that the student may be a student with a disability for purposes of s. 1003.57 and promptly seek parental consent to conduct an initial evaluation consistent with State Board of Education rule and applicable federal law.

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

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(b) A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Prekindergarten Education Program student who scores below the 25th ~~10th~~ percentile on the final administration of the coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and is eligible to receive early literacy skill instructional support



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through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to paragraph (2)(g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

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





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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 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.



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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 additional interventions or supports described in the initial notification.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

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

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



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3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading or mathematics, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia shall undergo further screening. Any student whose performance in the system meets thresholds established by State Board of Education rule in circumstances in which the system is not capable of identifying characteristics of dyslexia or dyscalculia must undergo further screening. The further screening required under this subparagraph is used to refine instructional planning and parental communication and is not a prerequisite for the interventions or evaluation obligations described in subsection (4). The State Board of Education shall adopt rules establishing timelines, performance thresholds, and parental notification requirements for further screening under this subparagraph. Screening activities under this subsection shall occur concurrently with the interventions and evaluation obligations described in subsection (4) and may not be used to delay or deny an appropriate evaluation. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.

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

5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, teachers, and parents with



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data and resources that enhance differentiated instruction and parent communication.

6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to s. 1002.68(3) ~~s. 1002.68(4)~~.

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

Section 14. Paragraph (a) of subsection (1) of section 1008.2125, Florida Statutes, is amended to read:

1008.2125 The Council for Early Grade Success.—

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

(a) The council shall be responsible for reviewing the implementation of, training for, and outcomes from the coordinated screening and progress monitoring program to provide recommendations to the department that support grade 3 students



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reading at or above grade level. The council, at a minimum,  
shall:

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

2. Develop training plans and timelines for such training.

3. Identify appropriate personnel, processes, and  
procedures required for the administration of the coordinated  
screening and progress monitoring program.

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

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

6. Review data on age-appropriate learning gains by grade  
level that a student would need to attain in order to  
demonstrate proficiency in reading by grade 3.

7. Continually review anonymized data from the results of  
the coordinated screening and progress monitoring program for  
students in the Voluntary Prekindergarten Education Program  
through grade 3 to help inform recommendations to the department  
that support practices that will enable grade 3 students to read  
at or above grade level.

Section 15. Paragraph (a) of subsection (4) of section  
1011.69, Florida Statutes, is amended to read:

1011.69 Equity in School-Level Funding Act.—

(4) After providing Title I, Part A, Basic funds to schools  
above the 75 percent poverty threshold, which may include high



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schools above the 50 percent threshold as permitted by federal law, school districts shall provide any remaining Title I, Part A, Basic funds directly to all eligible schools as provided in this subsection. For purposes of this subsection, an eligible school is a school that is eligible to receive Title I funds, including a charter school. The threshold for identifying eligible schools may not exceed the threshold established by a school district for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined annually.

(a) Prior to the allocation of Title I funds to eligible schools, a school district may withhold funds only as follows:

1. 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;

2. A necessary and reasonable amount for administration which includes the district's indirect cost rate, not to exceed a total of 10 percent;

3. A reasonable and necessary amount to provide:

a. Homeless programs;

b. Delinquent and neglected programs;

c. Prekindergarten programs and activities;

d. Private school equitable services; and

e. Transportation for foster care children to their school of origin or choice programs; and

4. A necessary and reasonable amount, not to exceed 1 percent, for eligible schools to provide educational services in accordance with the approved Title I plan. Such educational services may include the provision of STEM curricula,



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instructional materials, and related learning technologies that  
support academic achievement in science, technology,  
engineering, and mathematics in Title I schools, including, but  
not limited to, technologies related to drones, coding,  
animation, artificial intelligence, cybersecurity, data science,  
the engineering design process, mobile development, and  
robotics. Funds may be reserved under this subparagraph only to  
the extent that all required reservations under federal law have  
been met and that such reservation does not reduce school-level  
allocations below the levels required under federal law.

Section 16. Section 1011.804, Florida Statutes, is amended  
to read:

1011.804 GATE Startup Grant Program.—

(1) The GATE Startup Grant Program is established within  
the Department of Education to fund and support the startup and  
implementation of the GATE Program, subject to legislative  
appropriation. The purpose of the grant program is to increase  
access to programs that support adult learners earning a high  
school credential, either a high school diploma or its  
equivalent, and a workforce credential aligned to statewide or  
regional demand. The department shall administer the grants,  
determine eligibility, and distribute grant awards.

(2) As used in this section, the term "institution" means 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  
which offers the GATE Program pursuant to s. 1004.933.

(3) The department may solicit proposals from institutions  
~~without programs that meet the requirements of s. 1004.933.~~ Such



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institutions must be located in or serve a rural area of opportunity , as defined in s. 288.0656(2)(d) ~~as designated by the Governor.~~ For purposes of this subsection, an institution serves a rural area of opportunity if the institution's service area includes one or more counties or municipalities included within a rural area of opportunity as defined in s. 288.0656(2)(d). An institution's principal place of business, main campus, or administrative offices are not required to be located within a rural area of opportunity in order to satisfy the service requirement.

(a) The department may award a grant to an institution that, at the time of application, does not offer programs that meet the requirements of s. 1004.933 to support startup and implementation activities.

(b) The department may award a grant to an institution that, at the time of application, offers programs that meet the requirements of s. 1004.933 only for costs authorized in subsection (6), excluding new construction, structural expansion, and major renovation.

(4) The department shall prioritize grant proposals that combine adult basic education, adult secondary education, and career education programs at one location or allow students to complete programs through distance learning. An applicant may not receive more than 10 percent of the total amount appropriated for the program.

(5) The department shall make the grant application available to potential applicants no later than August 15 of each year in which funds are appropriated for the program, 2024.

A grant proposal must include:





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(a) The institution or institutions that will provide the adult basic education, adult secondary education, and career education programs;

(b) The proposed adult basic education and adult secondary education program or programs the institution or institutions will provide, and the projected enrollment for such program or programs;

(c) The proposed career education program or programs the institution or institutions will provide and the projected enrollment for such program or programs;

(d) The credential or credentials associated with the career education program or programs. Such credential or credentials must be included on the Master Credentials List under s. 445.004(4);

(e) The cost of instruction for all programs contemplated in the proposal, including costs for tuition, fees, registration, and laboratory, examination, and instructional materials costs;

(f) Outreach strategies, including collaboration with local workforce development boards; and

(g) A plan or timeline for implementing s. 1004.933 and enrolling students.

(h) Documentation identifying the counties or municipalities within the institution's service area which are included in a rural area of opportunity as defined in s. 288.0656(2)(d).

(6) Grant funds may be used for planning activities and other expenses associated with the creation and implementation of the GATE Program, such as expenses related to program



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instruction, instructional equipment, supplies, instructional personnel, and student services, minor facility modifications necessary to install or operate instructional equipment used for the GATE Program, and marketing and outreach activities to recruit and enroll eligible students. Marketing and outreach activities and minor facility modifications authorized under this subsection are allowable direct costs of program implementation. Grant funds may not be used for indirect costs. Grant recipients must submit an annual report in a format prescribed by the department. The department shall consolidate such annual reports and include the reports in the report required by s. 1004.933(6).

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

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

And the title is amended as follows:

Delete lines 63 - 95  
and insert:

coursework simultaneously; amending s. 1007.2616, F.S.; requiring the State Board of Education to establish by rule or maintain specified computer science subject area coverages; requiring the state board to adopt competencies and skills and designate corresponding examinations; requiring the Department of Education to submit recommended competencies and skills for certain coverages to the state board for approval by a specified date; requiring the department to coordinate development and availability of certain



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examinations by a specified date; amending s. 1008.25, F.S.; requiring specified resources for certain students to include information about the student's eligibility for the New Worlds Reading Initiative; requiring school districts to take specified actions when screening identifies a student as exhibiting characteristics of dyslexia or dyscalculia; revising the score threshold for Voluntary Prekindergarten Education Program eligibility for specified instructional support; requiring monthly written communications to include specified eligibility information; providing circumstances under which a student must undergo further screening for dyslexia or dyscalculia; providing that such screening has a specified purpose; requiring the State Board of Education to adopt rules; conforming cross-references; amending s. 1008.2125, F.S.; conforming a cross-reference; amending s. 1011.69, F.S.; revising a category of funding which a school district is authorized to withhold; amending s. 1011.804, F.S.; revising the GATE Startup Grant Program; specifying what constitutes service to a rural area of opportunity for purposes of specified provisions; revising eligibility and award authority for grants; revising application availability and application requirements; revising allowable uses of grant funds to include specified implementation-related costs; requiring the

By the Committee on Education Pre-K - 12

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A bill to be entitled

An act relating to education; amending s. 1001.42, F.S.; removing certain schools from specified contract restrictions; revising the conditions considered an educational emergency; amending s. 1002.20, F.S.; authorizing a student to carry a United States Food and Drug Administration (FDA)-approved epinephrine delivery device, rather than an epinephrine auto-injector; requiring the State Board of Education to adopt rules for the use of an FDA-approved epinephrine delivery device, rather than an epinephrine auto-injector; making conforming changes; amending s. 1002.33, F.S.; providing additional criteria for award of a 15-year charter; providing that students may not be dismissed from certain charter schools based on academic performance; amending s. 1002.42, F.S.; authorizing a private school to purchase a supply of FDA-approved epinephrine delivery devices, rather than epinephrine auto-injectors; making conforming changes; amending s. 1002.68, F.S.; deleting provisions relating to the calculation of a kindergarten readiness rate; revising the period of time for which a public or private prekindergarten provider is prohibited from participating in the Voluntary Prekindergarten Education Program for a failing program assessment composite score; amending s. 1002.945, F.S.; requiring the Department of Children and Families to make a specified determination for child care providers; deleting an exception; amending

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s. 1003.42, F.S.; revising required instruction on the principles of agriculture; requiring the Department of Education to collaborate with specified entities to develop associated standards and a curriculum; authorizing the department to contract with certain agricultural education organizations for specified purposes; amending s. 1003.4282, F.S.; providing requirements for mathematics pathways established by a certain workgroup; requiring that certain courses for the mathematics pathways be identified by specified dates; requiring the workgroup to submit identified mathematics pathways to the Governor and the Legislature; creating s. 1003.4936, F.S.; providing legislative findings; requiring the Department of Education to develop applied algebra courses; providing requirements for the applied algebra courses; requiring the department to develop the courses on specified timelines; authorizing school districts to satisfy certain graduation requirements with an applied algebra course; requiring the department to collaborate with the Board of Governors of the State University System to ensure the courses are accepted as mathematics credits for state university admissions; requiring the department to provide certain implementation support; amending s. 1004.85, F.S.; authorizing an educator preparation institute to allow certain program participants to enroll in introductory coursework; amending s. 1004.933, F.S.; revising the definition of the term

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

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

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

Section 1. Subsection (21) of section 1001.42, Florida Statutes, is amended 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:

(21) EDUCATIONAL EMERGENCY.— To free schools that have ~~with~~ a school grade of "D" or "F" or are persistently low-performing schools as described in s. 1002.333 from contract restrictions that limit the school district's ~~school's~~ ability to implement programs and strategies needed to improve student performance, a district school board may adopt salary incentives or other 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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175 school personnel who are trained to recognize an anaphylactic  
176 reaction and to administer ~~an~~ epinephrine by an FDA-approved  
177 delivery device ~~auto-injection~~. The supply of FDA-approved  
178 epinephrine delivery devices ~~auto-injectors~~ may be provided to  
179 and used by a student authorized to self-administer epinephrine  
180 by FDA-approved delivery device ~~auto-injector~~ under subparagraph  
181 1. or trained school personnel.

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

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

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

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

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

203 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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378 provide for a differential payment to a private prekindergarten  
379 provider and public school based on the provider's designation.  
380 The maximum differential payment may not exceed a total of 15  
381 percent of the base student allocation per full-time equivalent  
382 student under s. 1002.71 attending in the consecutive program  
383 year for that program. A private prekindergarten provider or  
384 public school may not receive a differential payment if it  
385 receives a designation of "proficient" or lower. ~~Before the~~  
386 ~~adoption of the methodology, the department shall confer with~~  
387 ~~the Council for Early Grade Success under s. 1008.2125 before~~  
388 ~~receiving approval from the State Board of Education for the~~  
389 ~~final recommendations on the designation system and differential~~  
390 ~~payments.~~

391 (4) (a) ~~(5) (a)~~ If a public school's or private  
392 prekindergarten provider's program assessment composite score  
393 for its prekindergarten classrooms fails to meet the minimum  
394 program assessment composite score for contracting adopted in  
395 rule by the department, the private prekindergarten provider or  
396 public school may not participate in the Voluntary  
397 Prekindergarten Education Program beginning in the consecutive  
398 program year ~~and thereafter until the public school or private~~  
399 ~~prekindergarten provider meets the minimum composite score for~~  
400 ~~contracting.~~ A public school or private prekindergarten provider  
401 may request one program assessment per program year in order to  
402 requalify for participation in the Voluntary Prekindergarten  
403 Education Program, provided that the public school or private  
404 prekindergarten provider is not excluded from participation  
405 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or  
406 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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494       1. The mathematics pathways must incorporate the applied  
495 algebra courses established under s. 1003.4936 which align the  
496 Florida Standards for Algebra I with the career and technical  
497 education standards and benchmarks for each designated career  
498 cluster.

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

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

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

515       5. The mathematics pathways that incorporate applied  
516 algebra courses created under s. 1003.4936(3)(a)1. must be  
517 identified no later than September 1, 2027. The mathematics  
518 pathways that incorporate applied algebra courses created under  
519 s. 1003.4936(3)(a)2. must be identified no later than September  
520 1, 2028. The workgroup shall submit the identified mathematics  
521 pathways to the Governor, the President of the Senate, and the  
522 Speaker of the House of Representatives.

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

525       1003.4936 Applied algebra for career and technical  
526 education.—

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

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

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

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

551       (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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581       (b) In grades 6 through 12, school districts may offer one  
582 or more applied algebra courses in lieu of Algebra I, and  
583 successful completion of the course will satisfy the Algebra I  
584 credit requirement for high school graduation or middle grades  
585 promotion.

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

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

593       Section 10. Paragraph (b) of subsection (3) of section  
594 1004.85, Florida Statutes, is amended to read:

595       1004.85 Postsecondary educator preparation institutes.—

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

607       (b) Each program participant must:

608       1. Meet certification requirements pursuant to s.  
609 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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697       1. All gates or other access points that restrict ingress  
698 to or egress from the exclusive zone of a school campus shall  
699 remain closed and locked when students are on campus. For the  
700 purposes of this section, the term "exclusive zone" means the  
701 area within a gate or door allowing access to the interior  
702 perimeter of a school campus beyond a single point of entry. A  
703 gate or access point to the exclusive zone may only be open or  
704 unlocked if one of the following conditions is met:

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

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

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

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

718  
719 This subparagraph does not apply to the nonexclusive zone of a  
720 school campus. The term "nonexclusive zone" means the area  
721 outside of the exclusive zone but contained on school property.  
722 Nonexclusive zones may include, but are not limited to, such  
723 spaces as parking lots, athletic fields and stadiums, mechanical  
724 buildings, playgrounds, bus ramps, agricultural spaces, and  
725 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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initial evaluation consistent with state board rule and  
applicable federal law.

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

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(b) A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Prekindergarten Education Program student who scores below the 25th ~~10th~~ percentile on the final administration of the coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to paragraph (2) (g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

(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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additional interventions or supports described in the initial notification.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

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

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

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

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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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screening and progress monitoring program.

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

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

6. Review data on age-appropriate learning gains by grade level that a student would need to attain in order to demonstrate proficiency in reading by grade 3.

7. Continually review anonymized data from the results of the coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program through grade 3 to help inform recommendations to the department that support practices that will enable grade 3 students to read at or above grade level.

Section 17. Paragraph (a) of subsection (4) of section 1011.69, Florida Statutes, is amended to read:

1011.69 Equity in School-Level Funding Act.—

(4) After providing Title I, Part A, Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as permitted by federal law, school districts shall provide any remaining Title I, Part A, Basic funds directly to all eligible schools as provided in this subsection. For purposes of this subsection, an eligible school is a school that is eligible to receive Title I funds, including a charter school. The threshold for identifying eligible schools may not exceed the threshold established by a school district for the 2016-2017 school year or the statewide 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

581-02477-26

20267036\_\_

allocations below the levels required under federal law.

Section 18. (1) The Department of Education shall collaborate with the Lastinger Center for Learning at the University of Florida to recommend to the Legislature individualized, adaptive artificial intelligence tools to support mathematics instruction in kindergarten through grade 12. The recommendations must:

(a) Ensure that recommended tools align to the Florida academic standards and prepare students for state assessments.

(b) Consider alternate mathematics sequencing and grade-level progression, and alternate funding models to support individualized progression through content.

(c) Evaluate the extent to which the tools provide real-time diagnostic assessments, individualized learning pathways, adaptive sequencing of content, and immediate, personalized feedback to students.

(d) Evaluate the applicability of the tools 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.

(e) Provide for student data privacy and transparency in data collection and retention.

(f) Consider statewide and district-level costs.

(2) The department shall submit its recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026.

Section 19. This act shall take effect July 1, 2026.

S07036

GENERAL BILL by ED; (Compare S 00320, CS/H 00561, S 00920, H 00963, CS/CS/CS/H 01071, S 01090, S 01340, S 01718)

Education. EFFECTIVE DATE: 07/01/2026.

02/09/26 S On Committee agenda-- Appropriations Committee on Pre-K - 12 Education, 02/12/26,  
2:30 pm, 37 Senate Building

02/10/26 S Introduced

02/12/26 S CS by Appropriations Committee on Pre-K - 12 Education; YEAS 10 NAYS 0

The Florida Senate

**APPEARANCE RECORD**

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

2/12/26

Meeting Date

SB 7036

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

ELLA LATIMORE

Phone

Address

CHURCH HIGH SCHOOL

Email

Street

TALLAHASSEE

City

State

Zip

Speaking:

☒

For

☐

Against

☐

Information

**OR**

Waive Speaking:

☐

In Support

☐

Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☐

I am appearing without  
compensation or sponsorship.

☐

I am a registered lobbyist,  
representing:

☐

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

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

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S-001 (08/10/2021)

2/12/26

Meeting Date

The Florida Senate  
**APPEARANCE RECORD**

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

SB 7036

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Yale Olenick (FL Education Assoc.)

Phone

850 228 2376

Address

Email

Street

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☐ I am appearing without  
compensation or sponsorship.

☒ I am a registered lobbyist,  
representing: **Florida  
Education  
Assoc.**

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

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S-001 (08/10/2021)

2/12/2026

The Florida Senate  
**APPEARANCE RECORD**

SB 7036

Meeting Date

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

Bill Number or Topic

Pre K-12 Education

Committee

Amendment Barcode (if applicable)

Name

Calvin Stewart

Phone

786-234-5785

Address

11050 SW 224 st

Email

cstewartfwu291@gmail.com

Street

Miami

FL

33170

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

**OR**

Waive Speaking:

☐

In Support



Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☒

I am appearing without  
compensation or sponsorship.

☐

I am a registered lobbyist,  
representing:

☐

I am not a lobbyist, but received  
something of value for my appearance  
(travel, meals, lodging, etc.),  
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S-001 (08/10/2021)

The Florida Senate

**APPEARANCE RECORD**

2-12-2026

Meeting Date

Appropriation Committee

Committee

pre-K-12 Education

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

SB 7036

Bill Number or Topic

Amendment Barcode (if applicable)

Name

André Brown

Phone

305-987-3879

Address

19031 N.W. 7th

Email

andrebrown1964@gmail.com

Street

Miami Garden

State

FL

Zip

33169

Speaking:

☐

For

☐

Against

☐

Information

**OR**

Waive Speaking:

☐

In Support

☒

Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☒

I am appearing without  
compensation or sponsorship.

☐

I am a registered lobbyist,  
representing:

☐

I am not a lobbyist, but received  
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S-001 (08/10/2021)



The Florida Senate  
**APPEARANCE RECORD**

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

02/12/2026

Meeting Date

Pre-K-12 Educ

Committee

SB 7036

Bill Number or Topic

Name

James E. Birkner Jr

Phone

(781) 416-2719

Address

3011 N.W. 186 Ter

Email

JBirknerJr@jmi.com

Street

Miami-Garden

City

FL

State

33056

Zip

Amendment Barcode (if applicable)

Speaking: ☐ For ☐ Against ☐ Information

**OR**

Waive Speaking: ☐ In Support ☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**



I am appearing without  
compensation or sponsorship.



I am a registered lobbyist,  
representing:



I am not a lobbyist, but received  
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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

2/12/21

Meeting Date

7036

Bill Number or Topic

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

Appropriations Committee  
on Pre-K 12 Education

Committee

Amendment Barcode (if applicable)

Name Jessica Maharry

Phone 561-758-9654

Address 1388 Apple Blossom Lane  
Street

Email jessica.ston.2014@gmail.com

West Palm Beach, FL 33415  
City State Zip

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

## PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without  
compensation or sponsorship.

☐ I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

The Florida Senate

**APPEARANCE RECORD**

SB 7036

Meeting Date

Bill Number or Topic

2/12/26  
Appropriations PK-12  
Committee

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

Amendment Barcode (if applicable)

Name Belinda Davis

Phone 561 702-7092

Address 315 W.W. 3rd Ave  
Street

Email Johnnybelindaby@gmail

Delray Beach FL 33444  
City State Zip

Speaking: ☐ For ☐ Against ☐ Information

**OR**

Waive Speaking: ☐ In Support ☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☒ I am appearing without  
compensation or sponsorship.

☐ I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

The Florida Senate

**APPEARANCE RECORD**

2/12/24

Meeting Date

7036

Bill Number or Topic

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

Committee

Amendment Barcode (if applicable)

Name

Jodi Mochel

Phone

Address

1236 Hillsboro Mile

Email

jodim69@gmail.com

Street

Hillsboro Beach

33062

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

**OR**

Waive Speaking:

☐

In Support

☒

Against

**PLEASE CHECK ONE OF THE FOLLOWING:**



I am appearing without  
compensation or sponsorship.



I am a registered lobbyist,  
representing:



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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Meeting Date

2/12/26

Bill Number or Topic

SB 7036

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

Committee

Amendment Barcode (if applicable)

Name

Belinda Riffenburg

Phone

813-712-0849

Address

909 Balayo Ridge Circle

Email

Street

Tampa

FL

33619

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☐

In Support

☒

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒

I am appearing without  
compensation or sponsorship.

☐

I am a registered lobbyist,  
representing:

☐

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

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S-001 (08/10/2021)

2/12/2026

The Florida Senate  
**APPEARANCE RECORD**

SB 7036

Meeting Date

Bill Number or Topic

Appropriation PK-12

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

Committee

Amendment Barcode (if applicable)

Name

DONALD DIEUJUSTE

Phone

(561) 727-7650

Address

2746 Lantana RD Apt #407

Email

DieujusteDonald25@gmail

Street

Lakeworth FL

33462

City

State

Zip

Speaking:

☐ For☐ Against☐ Information

**OR**

Waive Speaking:

☐ In Support☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**



I am appearing without  
compensation or sponsorship.



I am a registered lobbyist,  
representing:



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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

12 FEB 2026

Meeting Date

EDUCATION PRE-K-12

Committee

SB 7036

Bill Number or Topic

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

Amendment Barcode (if applicable)

Name KIM SMITH

Phone 813 335 8694

Address 7024 GLENVIEW DR

Email \_\_\_\_\_

Street

TAMPA

FL

33619

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☒ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without  
compensation or sponsorship.

☐ I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

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Senate professional staff conducting the meeting

12 Feb 26  
Meeting Date

App. Cmte. PreK-12 Ed.  
Committee

7036  
Bill Number or Topic

Amendment Barcode (if applicable)

Name Reese Howell Phone 757 717 0171

Address P.O. Box 465 Email \_\_\_\_\_  
Street

River View FL 33509  
City State Zip

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

## PLEASE CHECK ONE OF THE FOLLOWING:

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

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S-001 (08/10/2021)



The Florida Senate

**APPEARANCE RECORD**

SB 7036

Meeting Date

Bill Number or Topic

Deliver both copies of this form to

Senate professional staff conducting the meeting

Committee

Amendment Barcode (if applicable)

Name

Phone

Address

Email

Street

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

**OR**

Waive Speaking:

☐

In Support

☒

Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☒

I am appearing without compensation or sponsorship.

☐

I am a registered lobbyist, representing:

☐

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

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S-001 (08/10/2021)

The Florida Senate

**APPEARANCE RECORD**

2-12-2026

Meeting Date

SB 7036

Bill Number or Topic

App Comm on PreK-12

Committee

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

Amendment Barcode (if applicable)

Name

Christopher Stovall

Phone

904-536-2547

Address

7619 Ortega Bluff Pkwy

Street

Email

Jacksonville

City

FL

State

32244

Zip

Speaking: ☐ For ☐ Against ☐ Information

**OR**

Waive Speaking: ☐ In Support ☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☐

I am appearing without  
compensation or sponsorship.

☐

I am a registered lobbyist,  
representing:

☒

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

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S-001 (08/10/2021)

2/12/26

Meeting Date

The Florida Senate  
**APPEARANCE RECORD**

SB 7036

Bill Number or Topic

PK-12 Education

Committee

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

Amendment Barcode (if applicable)

Name Shawntré Jackson

Phone 786 217 5363

Address 15465 NE 6th Ct

Email shawntréj12@gmail.com

Street

MIAMI FL 33162

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

**OR**

Waive Speaking: ☐ In Support ☒ Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

☒ I am appearing without  
compensation or sponsorship.

☐ I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

# CourtSmart Tag Report

**Room:** SB 110  
**Caption:** Senate Appropriations Committee on Higher Education

**Case No.:**

**Type:**  
**Judge:**

**Started:** 2/12/2026 4:30:55 PM

**Ends:** 2/12/2026 5:28:41 PM

**Length:** 00:57:47

4:31:01 PM	Chair Harrell
4:32:00 PM	Roll Call
4:32:35 PM	Chair Harrell
4:34:53 PM	Tab 2 - Roderick Harris, Florida A&M Univeristy Appointee
4:35:07 PM	Appointee Sworn In
4:37:51 PM	Sen. Bracy Davis
4:38:09 PM	Mr. Harris
4:38:50 PM	Tab 3 - Victor Young, Florida A&M University Appointee
4:38:56 PM	Appointee Sworn In
4:39:57 PM	Sen. Burgess
4:41:15 PM	Tab 4 - Raphael Vazquez, Florida A&M University Appointee
4:41:27 PM	Appointee Sworn In
4:44:20 PM	Tab 6 - Linda Stoch, Florida Atlantic University Appointee
4:44:24 PM	Appointee Sworn In
4:48:17 PM	Tab 7 - Alexander Martins, University of Central Florida Appointee
4:48:23 PM	Appointee Sworn In
4:52:02 PM	Tab 8 - James Drzymala, Florida Gulf Coast University Appointee
4:52:20 PM	Appointee Sworn In
4:55:16 PM	Tab 5 - Thomas F. Mersch, Florida Atlantic University Appointee
4:55:19 PM	Appointee Sworn In
5:00:32 PM	Tab 9 - Douglas M. VanOort, Florida Gulf Coast University Appointee
5:00:40 PM	Appointee Sworn In
5:06:30 PM	Tab 10 - Robert G. Rommel, Florida Gulf Coast University Appointee
5:06:45 PM	Appointee Sworn In
5:10:18 PM	Tab 11 - Sarah Parshall Perry, Florida Gulf Coast University Appointee
5:10:32 PM	Appointee Sworn In
5:17:04 PM	Tab 12 - Joseph G. Fogg, Florida Gulf Coast University Appointee
5:17:11 PM	Appointee Sworn In
5:23:40 PM	Tab 13 - Rogan Donelly, University of South Florida Appointee
5:23:57 PM	Appointee Sworn In
5:28:00 PM	Roll Call on Appointees (Tabs 2-13)
5:28:28 PM	Adjourned