

FLORIDA HOUSE OF REPRESENTATIVES

FINAL BILL ANALYSIS

This bill analysis was prepared by nonpartisan committee staff and does not constitute an official statement of legislative intent.

BILL #: CS/HB 157	COMPANION BILL: CS/CS/SB 182 (Jones)
TITLE: School Teacher Training and Mentoring Program	LINKED BILLS: None
SPONSOR(S): Hinson	RELATED BILLS: None
FINAL HOUSE FLOOR ACTION: 91 Y's 11 N's	GOVERNOR'S ACTION: Approved

SUMMARY

Effect of the Bill:

The bill establishes the School Teacher Training and Mentoring Program within the Department of Education (DOE). The purpose of the program is to increase teacher effectiveness and improve student achievement and classroom management by authorizing school districts and charter schools to place experienced, effective current and retired classroom teachers to act as mentors to designated teachers in need of support working at schools earning a grade of "D" or "F." Mentors may receive a stipend of up to \$3,000.

The bill prohibits a charter school that is implementing a school improvement plan or corrective action plan from disenrolling a student based on academic performance; requires public school students in grades 3 through 5 to receive instruction in cursive writing; and requires district school boards, subject to legislative appropriation, to adopt rules requiring the display of portraits of George Washington and Abraham Lincoln in a conspicuous place at each public school. The bill provides zoning and facility exemptions for private schools enrolling 150 or fewer students and makes a correction under the Florida Tax Credit Scholarship Program, authorizing a scholarship funding organization to retain any funds from a closed scholarship account provided the funds are used solely to fund additional scholarships and such funds are reported to the DOE.

Fiscal or Economic Impact:

There may be a fiscal impact to school districts electing to establish the School Teacher Training and Mentoring Program. The bill allows funds to be used from the educational enrichment allocation in the Florida Education Finance Program (FEFP) and if used, will reduce the funds school districts could use for other purposes. The bill may have a negative fiscal impact on the DOE relating to portraits and a positive fiscal impact on private schools.

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ANALYSIS

EFFECT OF THE BILL:

CS/HB 157 passed as [CS/CS/SB 182](#).

The bill establishes the School Teacher Training and Mentoring Program within the Department of Education (DOE). The purpose of the program is to increase the effectiveness and involvement of classroom teachers and improve student achievement, classroom management, and excellence in the state's public schools. The program authorizes school districts and charter schools to place current or retired classroom teachers in schools earning a grade of "D" or "F" to act as [mentors to classroom teachers](#). (Section [6](#)).

Mentors will help mentees in developing skills and expertise, including drawing upon the teacher mentor's own personal experiences. Mentors must have no personal agenda other than assisting mentees in reaching their goals and are also required to maintain confidentiality, unless prohibited by law. (Sections [6](#)).

Mentors must present significant historical events with accuracy and integrity, grounded in verifiable evidence and scholarly rigor. If a curriculum is used, it must affirm the principles of fairness and equal opportunity reflected in the Florida Educational Equity Act and encourage respectful dialogue across diverse perspectives. (Section [6](#)).

STORAGE NAME: h0157z1

DATE: 4/21/2026

Mentors must have at least 3 years of teaching experience in prekindergarten through grade 12 and earned a highly effective rating on his or her most recent performance evaluation. Mentors may receive a stipend up to \$3,000 and the length of the mentor and mentee relationship through the program is one grading period. A retired classroom teacher serving as a mentor may not have more than five mentees at a time and a current classroom teacher serving as a mentor may not have more than one mentee at a time. Mentors may be assigned to new teachers; teachers rated as needs improvement, developing, or unsatisfactory on the prior year's performance evaluation; or teachers identified by a school administrator as struggling with classroom behavior management. (Section [6](#)).

The DOE is required to establish program standards and a standard contract template for the teacher mentor and mentee which outlines the responsibilities of each person and establishes the framework and goals of the program. School districts and charter schools are authorized to use funding from the [educational enrichment allocation](#) for costs associated with implementing the program if funds are available. (Sections [6](#) and [7](#)).

The bill prohibits a charter school that is currently implementing a school improvement plan or a corrective action plan from dismissing a [student enrolled in the charter school](#) based on academic performance. (Section [1](#)).

The bill adds [cursive writing](#) to the statutorily [required instruction](#) for students in grades 3 through 5. Under the bill, students must be taught how to form cursive letters, proper spacing and alignment, and must practice writing complete words and sentences in cursive. (Section [4](#)).

The bill requires each student to demonstrate proficiency in cursive writing by the end of grade 5. The bill defines "proficiency in cursive writing" as the ability to write upper and lowercase letters in cursive, writing words and sentences legibly with proper spacing and alignment, and the ability to read and apply cursive writing so as to support literacy development, including writing essays and other assignments in cursive in accordance with [state academic standards](#). (Section [4](#)).

As part of school [patriotic programs](#), the bill requires each district school board, subject to legislative appropriation, to adopt rules requiring the display of portraits of [George Washington](#) and [Abraham Lincoln](#) in a conspicuous place at each public school in the district. The bill requires the DOE to select the portraits and make them available to each school district. (Section [5](#)).

The bill provides that a private school enrolling 150 or fewer students, or located within the unincorporated area of a county as defined in [s. 125.011, F.S.](#), must be considered a permitted use and occupancy in a commercial or mixed-use [zoning district](#) within a county or municipality without rezoning or obtaining a special exception or a land use change. Additionally, the private school may not be required to comply with any additional mitigation requirements, conditions, performance standards, ordinances, rules, codes, or policies, except that a county or municipality may require proportionate mitigation measures necessary to mitigate vehicular traffic and pedestrian safety. (Section [3](#)).

The bill authorizes a private school enrolling 150 or fewer students to operate in a facility that is an existing assembly, day care, mercantile, or business occupancy, as defined in the [Florida Fire Prevention Code](#) (Fire Code). A private school operating in such a facility must meet the standards for existing educational occupancy requirements under the Fire Code. For facilities used by private schools under this authorization, completion of the fire safety evaluation system for educational occupancies in National Fire Protection Associations (NFPA) 101A: Guide on Alternative Approaches to Life Safety, as adopted by the State Fire Marshal, by a registered and licensed design professional, with a determination of achieving at least a minimum of "at least equivalent" conclusion must be considered evidence of compliance with the Fire Code. The bill authorizes the State Fire Marshall to adopt rules to implement this flexibility for such private schools. (Section [3](#)).

The bill makes a correction under the [Florida Tax Credit Scholarship Program](#) (FTC Program), authorizing a scholarship funding organization (SFO) to retain any funds from a closed scholarship account provided the funds are used solely to fund additional scholarships and such funds are reported to the DOE. (Section [2](#)).

The bill was approved by the Governor on April 20, 2026, ch. 2026-33, L.O.F., and will become effective on July 1, 2026. (Section [8](#)).

RULEMAKING:

The bill authorizes the State Board of Education (SBE) to adopt rules to administer the School Teacher Training and Mentoring Program. The bill authorizes the State Fire Marshall to adopt rules to implement the provisions relating to the use of the NFPA 101A by eligible private schools. The bill modifies a provision of law relating to the Florida Tax Credit Scholarship Program that is already under the SBE's rulemaking authority, thus allowing the SBE to make rules to implement the bill.

Lawmaking is a legislative power; however, the Legislature may delegate a portion of such power to executive branch agencies to create rules that have the force of law. To exercise this delegated power, an agency must have a grant of rulemaking authority and a law to implement.

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill is likely to have a significant negative fiscal impact on the DOE. The exact cost depends on the method by which the portraits are made available for each public school and which portraits the DOE selects. The implementation of this provision is contingent upon appropriation of funding.

LOCAL GOVERNMENT:

There may be a fiscal impact to school districts electing to establish the School Teacher Training and Mentoring Program in order to provide mentors with a stipend. The bill allows funds to be used from the educational enrichment allocation in the FEFP and if used, will reduce the funds school districts could use for other purposes.

PRIVATE SECTOR:

The bill has an indeterminate positive fiscal impact on the private sector by authorizing the use of specified facilities by private schools without requiring the time or expense necessary to secure a rezoning or obtaining a special exception or a land use change. Additionally, the bill may significantly reduce renovation expenses for private schools through the use of the NFPA 101A equivalency methodology when evaluating facilities for compliance with the Fire Code.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

[Mentors for Classroom Teachers](#)

Professional Learning Certification Programs

Under existing statute, professional learning certification programs must include a teacher mentorship and induction component.¹ Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management organizations by which instructional staff can satisfy the mastery of professional preparation and education competence requirements for

¹ Section [1012.56\(8\)\(a\)1](#), F.S.

earning a professional educator certificate.² In addition to completing the district program, candidates must demonstrate mastery of general knowledge³ and subject area knowledge.⁴ Professional learning certification programs may be developed by the DOE or by a school district, charter school, or charter management organization and approved by the DOE.⁵

The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including:⁶

- ongoing professional learning⁷ targeted to a teacher's needs;
- opportunities for a teacher to observe other teachers;
- co-teaching experiences; and
- reflection and follow-up discussions.

Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate.⁸

To serve as a teacher mentor in a professional learning certification program, a mentor must:⁹

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12;
- have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- have earned an effective or highly effective rating on the prior year's performance evaluation; and
- may be a peer evaluator under the district's evaluation system.

Teacher Apprenticeship Program

In 2023, the Legislature created the Teacher Apprenticeship Program (TAP) as an alternative pathway for an individual to enter the teaching profession.¹⁰ As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law¹¹ and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.¹²

A teacher who serves as a mentor to an apprentice teacher in the TAP must:¹³

- Have at least 5 years of teaching experience in this state.
- Be rated as highly effective in the three most recent value-added model (VAM) scores or on the three most recent available performance evaluations if the teacher does not generate a state VAM score.
- Satisfy any other requirements established by the DOE.

² Section [1012.56\(8\)\(a\), F.S.](#); Florida Department of Education. *Professional Learning Certification Programs*, <https://www.fldoe.org/teaching/preparation/plcp.shtml> (last visited Mar. 26, 2026). Participants must hold a state-issued temporary certificate. See s. [1012.56\(8\)\(a\), F.S.](#)

³ See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Mar. 26, 2026).

⁴ Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Mar. 26, 2026).

⁵ Section [1012.56\(8\)\(a\) and \(c\), F.S.](#); see r. 6A-5.066, F.A.C.

⁶ Section [1012.56\(8\)\(a\)1., F.S.](#)

⁷ See s. [1012.98, F.S.](#) Professional learning must meet the criteria established in s. [1012.98\(3\), F.S.](#) See s. [1012.56\(8\)\(a\)3., F.S.](#)

⁸ Section [1012.56\(8\)\(a\)1., F.S.](#)

⁹ *Id.*

¹⁰ Section 6, ch. 2023-38, L.O.F., codified at s. [1012.555, F.S.](#); see also r. 6A-5.067, F.A.C.

¹¹ "Team teaching" or "co-teaching" means two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. Section [1003.03\(5\)\(c\), F.S.](#)

¹² Section [1012.555\(2\)\(c\) and \(d\), F.S.](#)

¹³ Section [1012.555\(3\), F.S.](#)

Mentors for Individuals with a Temporary Certificate

A person who is issued a temporary certificate must be assigned a teacher mentor for a minimum of 2 school years after commencing employment. Each teacher mentor must:

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12; and
- have earned an effective or highly effective rating on the prior year’s performance evaluation.¹⁴

Mentors for First-time Teachers

As part of statewide efforts to recruit and retain qualified teachers, state law requires school boards to adopt policies relating to mentors and support for first-time teachers, which may include guidelines issued by the DOE.¹⁵

DOE Programs with a Mentoring Component

The DOE administers two professional learning programs to support educators’ development as leaders and mentors: The Florida Teacher Lead Network¹⁶ and the High Impact Teacher Corps,¹⁷ which is reserved for exceptional educators working at low-performing schools.

Educational Enrichment Allocation

The educational enrichment allocation is added to the base funding provided to districts through the FEFP. This allocation assists school districts in providing educational enrichment activities and services that support and increase the academic achievement of students in grades kindergarten through 12. Activities and services may be provided in a manner and at any time during or beyond the regular 180-day term identified by the school district as being the most effective and efficient way to best help the student progress from grade to grade and graduate from high school.¹⁸

An additional supplement of \$500 per full-time equivalent student, or as provided in the General Appropriations Act, is allocated to district-managed turnaround schools,¹⁹ schools that earn three consecutive grades below a “C,” and schools that have improved to a “C” and are no longer in turnaround status²⁰ to implement intervention and support strategies. Services may include tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and year. Services may also include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development. A school district may partner with a nonprofit organization to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks.²¹ For Fiscal Year 2025-26, the educational enrichment allocation is \$837.4 million.²²

¹⁴ Section [1012.56\(7\)\(e\), F.S.](#)

¹⁵ Section [1012.05\(3\)\(a\), F.S.](#)

¹⁶ Florida Department of Education, *Florida Teacher Lead Network*, <https://www.floridateacherslead.org/aboutftln> (last visited Mar. 26, 2026).

¹⁷ Florida Department of Education, *High Impact Teacher Corps*, <https://www.floridateacherslead.org/high-impact-teacher-corps> (last visited Mar. 26, 2026).

¹⁸ Section [1011.62\(7\), F.S.](#) In 2023, the Supplemental Academic Instruction and Turnaround Supplemental Services allocation were combined and renamed the Educational Enrichment Allocation.

¹⁹ See s. [1008.33\(4\)\(a\), F.S.](#)

²⁰ See s. [1008.33\(4\)\(c\), F.S.](#)

²¹ Sections [1011.62\(7\)\(b\)](#) and [1008.33, F.S.](#)

²² Specific Appropriations 5 and 88, s. 2, ch. 2025-198, L.O.F. Florida Department of Education, Office of Funding and Financial Reporting, *School Business Services, Florida Education Finance Program (FEFP), Fiscal Year 2025-2026, Third Calculation* (January 23, 2026), at 29, available at <https://www.fldoe.org/file/7507/25-26FEFP3rdCalc.pdf>.

Charter School Enrollment

Charter schools are open to all students residing within a school district and students who are covered by an inter-district enrollment agreement.²³ A parent whose child is not subject to a current expulsion or suspension order may seek enrollment in, and transport his or her child to any public school in the state, including a charter school, which has not reached capacity.²⁴ The charter school governing board shall determine capacity based upon its contract²⁵ and capacity determinations for the school, by grade level, must be updated every 12 weeks and be identified on the school website.²⁶

A charter school that is not on a school improvement plan or corrective action plan may increase its enrollment above the capacity identified in its charter as long as it does not exceed the capacity of the facility at the time the enrollment increase will take effect. A charter school must notify its sponsor in writing by March 1 if it intends to increase enrollment for the following school year and specify the amount of the enrollment increase.²⁷

Prospective students must apply for enrollment in a charter school and, if the number of applications exceeds the school's capacity, a random lottery must be used to determine which students are enrolled.²⁸ Enrollment preference may be given to:

- siblings of current charter school students;
- children of a member of the charter school governing board;
- children of charter school employees;
- students who complete a prekindergarten education program, during the previous year, provided by the charter school, the charter school's governing board, or a prekindergarten provider which has a written agreement with the governing board;
- children of active-duty U.S. Armed Forces personnel;
- children of a safe-school officer at the school;
- students who transfer from another classical school in the state; and
- students who attend or are assigned to a failing school.²⁹

Additionally, a charter school-in-the-workplace may give enrollment preference to children whose parents are employees of the school's business partner or whose parents are residents of the municipality in which the school is located.³⁰ A charter school-in-a-municipality may also give enrollment preference to children whose parents are residents or employees of a municipality that operates a charter school-in-the-workplace or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of a charter school.³¹ Students who attend a job engine charter school-in-a-municipality whose parents are employees of a job-producing entity identified by the municipality may also receive an enrollment preference.³²

²³ Section [1002.33\(10\)\(a\), F.S.](#) A charter school receiving federal Charter School Program grant funds must use a lottery if more students apply for admission to the charter school than can be admitted, unless students are enrolling in the immediate prior grade level of an "affiliated charter school." However, a charter school may use a weighted lottery under certain prescribed circumstances. *See* 20 U.S.C. s. 7221b(c)(3) and s. 7221i(2)(H). *See also* U.S. Department of Education, Office of Elementary & Secondary Education, *Dear Colleague Letter- ESSA flexibilities for CSP Grantees* (Nov. 15, 2017), available at <https://oese.ed.gov/files/2019/11/CSP-DCL-1.pdf>.

²⁴ Section [1002.31\(2\)\(a\), F.S.](#)

²⁵ Section [1002.31\(2\)\(b\), F.S.](#) Generally, the student capacity of a charter school is annually determined by the governing board, in conjunction with the sponsor. Section [1002.33\(10\)\(h\), F.S.](#)

²⁶ *Id.*

²⁷ Section [1002.33\(18\)\(h\), F.S.](#) Facility capacity for purposes of expansion includes any improvements to an existing facility or any new facility in which the student of the charter school will enroll.

²⁸ Section [1002.33\(10\)\(b\), F.S.](#)

²⁹ Section [1002.33\(10\)\(d\)1.-3. and 5.-9., F.S.](#)

³⁰ Section [1002.33\(10\)\(d\)4.a., F.S.](#)

³¹ Section [1002.33\(10\)\(d\)4.b., F.S.](#)

³² Section [1002.33\(10\)\(d\)10., F.S.](#)

A charter school may limit the enrollment process in order to target the following student populations:³³

- Students within specific age groups or grade levels.
- Students considered at risk of dropping out of school.
- Exceptional education students.
- Children of a business partner who seek to enroll in a charter school-in-the-workplace or children of municipal residents who seek to enroll in a charter school-in-a-municipality.
- Students residing within a reasonable distance of the charter school.
- Students who meet reasonable academic, artistic or other eligibility standards established by the charter school.
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.
- 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 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.³⁴
- Students whose parent or legal guardian is employed within a reasonable distance of the charter school.³⁵

A charter school's charter agreement must include admission and dismissal procedures and the school's student code of conduct.³⁶ A charter school governing board may adopt its own code of student conduct that meets or exceeds the minimum standards set forth in the sponsor's code of student conduct. Any more stringent provision must align with the school's mission and be acknowledged by parents. A sponsor may review the code and offer recommendations.³⁷

[Required Instruction](#)

Florida Law mandates that students be taught certain topics.³⁸ For example, students must be taught about the Declaration of Independence, the Constitution, the Holocaust, African American history, and the history of Asian Americans and Pacific islanders.³⁹ Those topics are general requirements with no specified grade level, but some topics must be taught to specific grades.⁴⁰

[Florida's Academic Standards](#)

Statutorily required instruction is a small fraction of the content that schools must incorporate into curriculum. Florida law requires the SBE to develop academic standards that establish the core content of curricula and the knowledge and skills that K-12 public school students are expected to acquire in English Language Arts (ELA), science, mathematics, social studies, visual and performing arts, physical education, health, and foreign languages.⁴¹ Those academic standards must provide for the logical, sequential progression of core curricular content that incrementally increases a student's knowledge and skills over time.⁴²

³³ Section [1002.33\(10\)\(e\)1.-8., F.S.](#)

³⁴ Students living in such a development are entitled to 50 percent of the student stations in the charter schools.

³⁵ Students who are eligible for enrollment are subject to a random lottery.

³⁶ Section [1002.33\(7\)\(a\), F.S.](#)

³⁷ Section [1002.33\(9\)\(s\), F.S.](#)

³⁸ Section [1003.42, F.S.](#)

³⁹ Section [1003.42\(2\)\(a\)-\(i\), F.S.](#)

⁴⁰ See e.g. Section [1003.42\(2\)\(o\), F.S.](#)

⁴¹ Section [1003.41, F.S.](#)

⁴² Section [1003.41\(1\), F.S.](#)

On February 12, 2020, the SBE approved the adoption of new student academic standards for K-12 ELA and mathematics called the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.⁴³ The DOE fully implemented the B.E.S.T standards in the 2022-2023 school year when the Florida Assessment of Student Thinking (FAST)—the statewide standardized assessment for VPK through grade 10 ELA and VPK through grade 8 mathematics—became aligned with the new standards.⁴⁴

Florida law requires each district school board to provide appropriate instruction that ensures that students meet state academic standards.⁴⁵ As a result, most of the content schools are required to teach comes from the academic standards adopted by the SBE, including the B.E.S.T. standards for ELA and mathematics.

[Cursive Writing Instruction in Florida](#)

In line with the adoption of Common Core Standards, Florida dropped cursive writing from state academic standards in 2010.⁴⁶ However, in 2014, the SBE reinstated cursive instruction requirements in its academic standards.⁴⁷

Though cursive writing is not explicitly mentioned in Florida’s statutorily required instruction,⁴⁸ cursive writing is included in the B.E.S.T. ELA standards for grades 3 through 5.⁴⁹ Therefore, schools are required to teach cursive in grades 3 through 5. The current B.E.S.T. ELA standards require public schools to teach:

- Grade 3—How to write all upper- and lower-case letters in cursive;
- Grade 4—How to produce cursive writing that can be consistently read by others; and
- Grade 5—How to produce legible cursive writing in the same time frame that students would use for writing in print.⁵⁰

Under the B.E.S.T. standards, schools are not explicitly required to ensure that students can read and comprehend cursive writing. Moreover, Florida law does not require schools to give any cursive writing examinations or evaluations and neither cursive writing nor comprehension is assessed on the grades 3 through 5 FAST assessments.⁵¹

⁴³ See Florida Department of Education, *Florida ESSA State Plan* (Aug. 2, 2023), at 7, available at <https://www.fldoe.org/core/fileparse.php/14196/urlt/fl-essa-stateplan080223.pdf>; r. 6A-1.09401, F.A.C.

⁴³ Florida Department of Education, *Adoption and Implementation of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards* (Feb. 13, 2020), available at <https://info.fldoe.org/docushare/dsweb/Get/Document-8838/dps-2020-26.pdf>.

⁴⁴ Florida Department of Education, *Adoption and Implementation of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards* (Feb. 13, 2020), available at <https://info.fldoe.org/docushare/dsweb/Get/Document-8838/dps-2020-26.pdf>.

⁴⁵ Section [1003.42\(2\), F.S.](#)

⁴⁶ See Patch, *What’s Behind Cursive Comeback in 22 States, Including Florida*, <https://patch.com/florida/stpete/whats-behind-cursive-comeback-22-states-including-florida> (last visited Mar. 26, 2026). For a progression of changes to Florida’s academic standards since 1999, see Florida Department of State, *Rule Title: Student Performance Standards*, <https://www.flrules.org/gateway/RuleNo.asp?title=FINANCE%20AND%20ADMINISTRATION&ID=6A-1.09401> (last visited Mar. 26, 2026) (providing a sequence of links to proposed and adopted amendments to r. 6A-1.09401, F.A.C.).

⁴⁷ *Id.*

⁴⁸ See Section [1003.42\(2\), F.S.](#)

⁴⁹ CPALMS, *ELA 3.C.1.1*, <https://www.cpalms.org/PreviewStandard/Preview/15220> (last visited Mar. 26, 2026); CPALMS, *ELA 4.C.1.1*, <https://www.cpalms.org/PreviewStandard/Preview/14968> (last visited Mar. 26, 2026); CPALMS, *ELA 5.C.1.1*, <https://www.cpalms.org/PreviewStandard/Preview/15017> (last visited Mar. 26, 2026). CPALMS is an acronym for Curriculum Planning and Learning Management System and is the state’s official source for Florida’s academic standards. See Florida Department of Education, *Standards and Instructional Support* <https://www.fldoe.org/academics/standards/> (last visited Mar. 26, 2026).

⁵⁰ *Id.*

⁵¹ See Florida Department of Education, *Test Design Summary and Blueprint: FAST ELA Reading and B.E.S.T. Writing* (updated June 2024) available at <https://www.fldoe.org/core/fileparse.php/20102/urlt/TDS-FAST-ELA.pdf>. The Test Design Summary and Blueprint provides a comprehensive list of standards tested on FAST ELA assessments; cursive writing standards are not included. *Id.*

Patriotic Programs

Florida law authorizes each district school board to adopt rules requiring, in all schools of the district, programs of a patriotic nature to encourage respect for the government of the United States and its national anthem and flag.⁵² In addition, the pledge of allegiance to the flag must be recited daily in all public elementary, middle, and high schools,⁵³ and district school boards must adopt rules requiring the display of the state motto, “In God We Trust,” in a conspicuous place in all schools and district buildings.⁵⁴ The flag must be made in the United States, must be at least 2 feet by 3 feet, and must be properly displayed in accordance with applicable federal law. The principal, director, or president of each educational institution must attempt to acquire the flags through donations or fundraising for 1 year prior to securing other funding sources or allocating funds for the purchase of flags.⁵⁵

District school boards may allow teachers or administrators to read or post materials in schools or at school-related events. Such materials may include, among others, the national motto, the national anthem, the pledge of allegiance, foundational documents such as the Constitutions of Florida and the United States, and writings or speeches of U.S. presidents and civil rights leaders. These materials must be presented from a historical perspective and in a non-proselytizing manner.⁵⁶

All public schools are also encouraged to provide instruction about the nation’s founding fathers and related history at all grade levels, using special events, classroom activities, or other educational opportunities to reinforce civic knowledge and awareness during “American Founders’ Month” which is designated as the month of September each year.⁵⁷

Historical Figures

George Washington and Abraham Lincoln are iconic figures in American history who played pivotal roles in shaping the United States.

George Washington

George Washington, born February 22, 1732, in Westmoreland County, Virginia, served as commander-in-chief of the colonial armies during the American Revolution and became the first President of the United States, earning the title “Father of the Nation.” He died at his Mount Vernon home on December 14, 1799, at the age of 67.⁵⁸

Abraham Lincoln

Abraham Lincoln, born in 1809 near Hodgenville, Kentucky, was the 16th President of the United States. Rising from a childhood of frontier hardships and limited formal education, he taught himself law and became a prominent public figure. Lincoln preserved the Union during the Civil War and issued the Emancipation Proclamation, earning him the nickname “The Great Emancipator.” He was assassinated at Ford’s Theatre in Washington, D.C., in 1865 at the age of 56.⁵⁹

Comprehensive Planning

The Community Planning Act⁶⁰ provides counties and municipalities with the power to plan for future development by adopting comprehensive plans.⁶¹ Each county and municipality must maintain a comprehensive plan to guide future development and growth.⁶²

⁵² Section [1001.44\(1\)-\(3\), F.S.](#)

⁵³ Section [1003.44\(1\), F.S.](#)

⁵⁴ Section [1003.44\(4\), F.S.](#)

⁵⁵ Section [1000.06\(2\), F.S.](#)

⁵⁶ Section [1003.44\(2\), F.S.](#)

⁵⁷ Section [1003.44\(3\), F.S.](#); see also [s. 683.1455, F.S.](#)

⁵⁸ Britannica, *George Washington*, <https://www.britannica.com/biography/George-Washington> (last visited Mar. 26, 2026).

⁵⁹ Britannica, *Abraham Lincoln*, <https://www.britannica.com/biography/Abraham-Lincoln> (last visited Mar. 26, 2026).

⁶⁰ [Ch. 163, Part II, F.S.](#)

⁶¹ Section [163.3167\(1\), F.S.](#)

⁶² Section [163.3167\(2\), F.S.](#)

All development, both public and private, and all development orders approved by local governments must be consistent with the local government's comprehensive plan.⁶³ A comprehensive plan is intended to provide for the future use of land, which contemplates a gradual and ordered growth, and establishes a long-range maximum limit on the possible intensity of land use.⁶⁴

A locality's comprehensive plan lays out the locations for future public facilities, including roads, water and sewer facilities, neighborhoods, parks, schools, and commercial and industrial developments.⁶⁵ A comprehensive plan is made up of 10 required elements, each laying out regulations for a different facet of development.⁶⁶ Local governments may also include optional elements in their comprehensive plan.⁶⁷ The 10 required elements are:

- Capital improvements.
- Future land use plan.
- Transportation.
- General sanitary sewer, solid waste, drainage, potable water and natural groundwater aquifer recharge.
- Conservation.
- Recreation and open space.
- Housing.
- Coastal management.
- Intergovernmental coordination.
- Property rights.⁶⁸

Comprehensive plans must include at least two planning periods, one covering the first 10-year period occurring after the plan's adoption and one covering a period of at least 20 years.⁶⁹ Additional planning periods are permissible and accepted as part of the planning process.

Comprehensive Plan Amendments

Development that does not conform to the comprehensive plan may not be approved by a local government unless the local government amends its comprehensive plan first. Comprehensive plan amendments are generally governed by the state expedited review process, which typically begins with an initial public hearing during which the local government's governing body decides whether to transmit the proposed amendment to the reviewing agencies.⁷⁰ The local government's decision must be by an affirmative vote of at least a majority of the governing body's members present at the hearing.⁷¹ Within 10 working days of such hearing, the local government must transmit the plan amendment and appropriate supporting data and analyses to the reviewing agencies for

⁶³ Section [163.3194\(1\)\(a\), F.S.](#)

⁶⁴ See, e.g., [Sarasota County, Fla. Comprehensive Plan, Future Land Use Element, FLU Policy 1.1.1](#) (last visited Mar. 26, 2026).

⁶⁵ Section [163.3177\(1\), F.S.](#)

⁶⁶ Section [163.3177\(6\), F.S.](#)

⁶⁷ Section [163.3177\(1\)\(a\), F.S.](#)

⁶⁸ Section [163.3177\(3\), \(6\)\(a\)-\(i\), F.S.](#)

⁶⁹ Section [163.3177\(5\)\(a\), F.S.](#)

⁷⁰ Section [163.3184\(1\)\(c\), F.S.](#), provides that "reviewing agencies" are the state land planning agency (Department of Commerce), the appropriate regional planning council, the appropriate water management district, the Department of Environmental Protection, the Department of State, the Department of Transportation, the DOE (for plan amendments relating to public schools), the commanding officer of an affected military installation, the Fish and Wildlife Conservation Commission and the Department of Agriculture and Consumer Services (for county plans and plan amendments), and, for municipal plans and plan amendments, the county in which the municipality is located. Amendments that do not use the state expedited review process include plan amendments that are in an area of critical state concern; propose a rural land stewardship area; propose a sector plan or an amendment to an adopted sector plan; or update a comprehensive plan based on an evaluation and appraisal, which use the state coordinated review process and small-scale development amendments that involve the use of 50 acres or fewer, only proposes a land use change to the future land use map for a site-specific small-scale development activity, and only applies to property not located within an area of critical state concern, absent an exception related to affordable housing development. Sections [163.3184\(2\)\(b\)-\(c\), \(4\)](#) and [163.3187, F.S.](#)

⁷¹ Section [163.3184\(11\), F.S.](#)

expedited comment⁷² and to any other local government or governmental agency that filed a written request for such transmittal with the local government.⁷³ Interested persons may also provide the local government with written or oral comments, recommendations, or objections to the plan amendment.⁷⁴

Within 180 days after receipt of any agency comments, the local government must generally hold a second public hearing to determine whether to adopt the plan amendment.⁷⁵ Where the proposed amendment is a small-scale development amendment,⁷⁶ however, the local government must hold only the public adoption hearing; the initial public hearing is not required.⁷⁷ In either case, plan amendment adoption must be by an affirmative vote of at least a majority of the governing body's members present at the hearing, and failure to hold a timely adoption hearing causes the amendment to be withdrawn unless the timeframe is extended by agreement with specified notice to the Department of Commerce (Department), and other parties.⁷⁸

Within 10 working days of the adoption hearing, the local government must transmit the plan amendment to the Department and any affected person who provided timely comments on the amendment.⁷⁹ The Department must review the amendment package for any deficiencies and send notice of such deficiencies to the local government within five working days of receipt of the amendment package.⁸⁰ If no deficiencies are found, the amendment takes effect 31 days after the Department notifies the local government that the amendment package is complete for the expedited state review process, 31 days after the adoption of the amendment for small-scale development amendments, or pursuant to the Department's notice of intent determining the amendment is in compliance for the state coordinated review process.⁸¹

Land Development Regulations

Comprehensive plans are implemented via land development regulations. Land development regulations are ordinances enacted by governing bodies for the regulation of any aspect of development and includes any local government zoning, rezoning, subdivision, building construction, sign regulations, or any other regulations controlling the development of land.⁸²

Each county and municipality must adopt and enforce land development regulations consistent with and that implement its adopted comprehensive plan.⁸³ Local governments are encouraged to use innovative land development regulations⁸⁴ and may adopt measures for the purpose of increasing affordable housing using land use mechanisms.⁸⁵

⁷² The expedited review process is set out in s. [163.3184\(3\), F.S.](#)

⁷³ Section [163.3184\(3\), F.S.](#)

⁷⁴ *Id.*

⁷⁵ Section [163.3184\(3\)\(c\)1., F.S.](#) Plan amendments under the expedited state review process must be adopted within 180 days of the second public hearing held to consider the amendments.

⁷⁶ Small-scale comprehensive plan amendments are generally not reviewed by the Department. *See* ss. [163.3184\(2\)\(b\)](#) and [163.3187, F.S.](#)

⁷⁷ Sections [163.3184\(2\)](#) and [163.3187\(2\), F.S.](#)

⁷⁸ Section [163.3184\(3\), \(4\), and \(11\), F.S.](#)

⁷⁹ *Id.*

⁸⁰ Section [163.3184\(3\)\(c\)3. and \(4\)\(e\)3., F.S.](#)

⁸¹ Sections [163.3184\(3\)\(c\)4., 163.3184\(4\)\(e\)4.-5., and 163.3187\(5\)\(c\), F.S.](#)

⁸² Section [163.3164\(26\), F.S.](#)

⁸³ Section [163.3202\(1\), F.S.](#)

⁸⁴ Section [163.3202\(3\), F.S.](#)

⁸⁵ Sections [125.01055](#) and [166.04151, F.S.](#)

Zoning

A comprehensive plan's future land use element establishes a range of allowable uses and densities⁸⁶ and intensities⁸⁷ over large areas, while the specific use and intensities for specific parcels within that range are decided by a more detailed, implementing zoning map.⁸⁸

Zoning maps and zoning districts are adopted by a local government for developments within each land use category or sub-category. While land uses are general in nature, one or more zoning districts may apply within each land use designation.⁸⁹ Common regulations within the zoning map districts include density, height and bulk of buildings, setbacks, and parking requirements. Regulations for a zoning category in a downtown area may allow for more density and height than allowed in a suburb, for instance.

If a developer or landowner believes that a proposed development may have merit but it does not meet the requirements of a zoning map in a jurisdiction, the developer or landowner can seek a rezoning through a rezoning application.⁹⁰ Rezoning applications are initially reviewed by local government staff, then by an appointed body that makes recommendations to the governing body of the local government, which makes the final determination.⁹¹ If a property has unique circumstances or small nonconformities but otherwise meets zoning regulations, local governments may ease restrictions on certain regulations such as building size or setback through an application for a variance.⁹² However, any action to rezone or grant a variance must be consistent with the local government's comprehensive plan.

Ordinances or resolutions that change the actual list of permitted, conditional, or prohibited uses within a zoning category or ordinances or resolutions initiated by the local government that change the actual zoning map designation of a parcel or parcels of land must follow additional enhanced notice requirements:

- If the area affected is less than 10 acres, the local government must notify by mail each property owner and hold a public meeting to discuss the ordinance or resolution before passage.
- If the area affected is 10 acres or greater, the local government must hold two separate meetings to discuss the changes, and notice the public through either mail to each property owner or to the public generally by newspaper.⁹³

Florida Building Code

The Florida Building Code provides a mechanism for adopting, updating, amending, interpreting, and enforcing a unified state building code from jurisdiction to jurisdiction.⁹⁴ The Florida Building Code contains or incorporates by reference all laws and rules, and enforces such laws and rules, which pertain to and govern the design, construction, erection, alteration, modification, repair, and demolition of public and private buildings, structures, and facilities.⁹⁵ The Florida Building Code is updated at least every 3 years, and the current edition of the Florida Building Code is the eighth edition, which is referred to as the 2023 Florida Building Code.⁹⁶

⁸⁶ "Density" means an objective measurement of the number of people or residential units allowed per unit of land, such as residents or employees per acre. Section [163.3164\(12\), F.S.](#)

⁸⁷ "Intensity" means an objective measurement of the extent to which land may be developed or used, including the consumption or use of the space above, on, or below ground; the measurement of the use of or demand on natural resources; and the measurement of the use of or demand on facilities and services. Section [163.3164\(22\), F.S.](#)

⁸⁸ Richard Grosso, *A Guide to Development Order "Consistency" Challenges Under Florida Statutes Section 163.3215*, 34 J. Envtl. L. & Litig. 129, 154 (2019) citing *Brevard Cnty. v. Snyder*, 627 So. 2d 469, 475 (Fla. 1993).

⁸⁹ See, e.g., Indian River County, [Planning and Development Services FAQ](#) (last visited Mar. 26, 2026).

⁹⁰ See e.g., City of Tallahassee, [Application for Rezoning Review](#) (last visited Mar. 26, 2026).

⁹¹ See *id.* and City of Redington Shores, [Planning and Zoning Board](#) (last visited Mar. 26, 2026).

⁹² See e.g., City of Tallahassee, [Variance and Appeals](#) and Seminole County, [Variance Process Requirements](#) (last visited Mar. 26, 2026).

⁹³ See ss. [125.66\(5\)](#) and [166.041\(3\), F.S.](#)

⁹⁴ Section [553.72\(1\), F.S.](#)

⁹⁵ Section [553.73\(1\)\(a\), F.S.](#)

⁹⁶ Section [553.73\(7\)\(a\), F.S.](#); DBPR, *Florida Building Code*, https://floridabuilding.org/bc/bc_default.aspx (last visited Mar. 26, 2026).

The Florida Building Code provides that the use of a building or structure, or a portion thereof, by six or more persons at any one time for educational purposes through the 12th grade falls under the Group E occupancy classification.⁹⁷ For Group E structures, the Florida Building Code requires automatic sprinkler systems as follows:

- Throughout all Group E fire areas greater than 12,000 square feet in area.
- Throughout every portion of educational buildings below the lowest level of exit discharge serving that portion of the building.⁹⁸

Existing Group E buildings are not required to include automatic sprinkler systems unless 50 percent of the aggregate area of the building is being remodeled.⁹⁹

[Florida Fire Prevention Code](#)

Chapter 633, F.S., is Florida's fire prevention and control law, and it designates the state's Chief Financial Officer as the State Fire Marshal. The State Fire Marshal, through the Division of State Fire Marshal within the Department of Financial Services (DFS), is charged with enforcing the provisions of ch. 633, F.S., and all other applicable laws relating to fire safety.¹⁰⁰ Pursuant to this authority, the State Fire Marshal regulates, trains, and certifies fire service personnel and fire safety inspectors. The State Fire Marshal also adopts by rule the Fire Code, which contains all fire safety laws and rules that pertain to the design, construction, erection, alteration, modification, repair, and demolition of public and private buildings, structures, and facilities.¹⁰¹

Included in the Fire Code is the NFPA Life Safety Code (NFPA 101) and NFPA Guide to Alternative Approaches to Life Safety (NFPA 101A).¹⁰² The NFPA 101A provides a methodology for comparing the level of safety provided by an arrangement of safeguards that differ from those specified in the NFPA 101 to the level of safety provided in a building that conforms exactly with the NFPA 101. The NFPA 101A is intended to be used alongside NFPA 101 to facilitate equivalency requests using numerically based fire safety evaluation systems.¹⁰³

With regard to existing buildings, the Legislature has recognized that it is not always practical to apply any or all of the provisions of the Fire Code and that physical limitations may require disproportionate effort or expense with little increase in fire or life safety. Therefore, before applying the minimum firesafety code to an existing building, the local fire official must determine whether a threat to lifesafety or property exists. If a threat to lifesafety or property exists, the fire official must apply the applicable firesafety code for existing buildings to the extent practical to ensure a reasonable degree of lifesafety and safety of property or shall fashion a reasonable alternative that affords an equivalent degree of lifesafety and safety of property. The local fire official may consider the fire safety evaluation systems found in NFPA 101A as acceptable systems for the identification of low-cost, reasonable alternatives. The decision of the local fire official may be appealed to the local administrative board.¹⁰⁴

State law requires all municipalities, counties, and special districts with fire safety responsibilities to enforce the Fire Code as the minimum fire prevention code. These local enforcing authorities may adopt more stringent fire safety standards, subject to certain requirements, but may not enact fire safety ordinances that conflict with ch. 633, F.S., or any other state law.¹⁰⁵ The chiefs of local government fire service providers (or their designees) are authorized to enforce ch. 633, F.S., and rules within their respective jurisdictions as agents of those jurisdictions, not agents of the State Fire Marshal.¹⁰⁶ Each county, municipality, and special district with fire safety enforcement

⁹⁷ [Section 305.1 of the Eighth edition of the Florida Building Code.](#)

⁹⁸ [Section 903.2.3 of the Eighth edition of the Florida Building Code.](#)

⁹⁹ *Id.*

¹⁰⁰ Section [633.104, F.S.](#)

¹⁰¹ Section [633.202, F.S.](#)

¹⁰² Rule 69A-3.012(1)(ggg) and (hhh), F.A.C.

¹⁰³ National Fire Protection Association, *NFPA 101A, Guide on Alternative Approaches to Life Safety (2025)*, <https://www.nfpa.org/product/nfpa-101a-guide/p0101acode> (last visited Mar. 26, 2026).

¹⁰⁴ Section [633.208\(5\), F.S.](#)

¹⁰⁵ Sections [633.108](#), [633.208](#), and [633.214, F.S.](#)

¹⁰⁶ Section [633.118, F.S.](#)

responsibilities is also required to employ or contract with a fire safety inspector who is certified by the State Fire Marshal to conduct all fire safety inspections required by law.¹⁰⁷

Local Amendments to the Florida Fire Prevention Code

Counties, municipalities, and special districts may adopt more stringent safety standards by:¹⁰⁸

- Holding a public meeting that has been advertised in a newspaper of general circulation at least 10 days before the hearing;
- Deciding after the meeting that there is a need to strengthen the Fire Code.
 - The determination must be based upon a review of the local conditions by the local governing body, which demonstrates that local conditions require the more stringent standards.
- Providing a procedure allowing substantially affected parties to challenge the validity of such standards.
 - A challenging party is entitled to a hearing within 45 days and has the burden of proof.
- Sending the amendment to the State Fire Marshal and the Florida Building Commission within 30 days of adopting the amendment.

Florida Schools and the Florida Fire Prevention Code

The SBE must adopt and administer rules prescribing standards for the safety and health of occupants of educational and ancillary plants as a part of State Requirements for Educational Facilities or the Florida Building Code for educational facilities construction, except that the State Fire Marshal in consultation with the DOE shall adopt uniform firesafety standards for educational and ancillary plants and educational facilities and a firesafety evaluation system to be used as an alternate firesafety inspection standard for existing educational and ancillary plants and educational facilities.¹⁰⁹

The uniform firesafety standards and the alternate firesafety evaluation system shall be administered and enforced by fire officials certified by the State Fire Marshal. These standards must be used by all public agencies when inspecting public educational and ancillary plants, and the firesafety standards must be used by county, municipal, or independent special fire control district inspectors when performing firesafety inspections of public educational and ancillary plants and educational facilities. In accordance with such standards, each district school board must prescribe policies and procedures establishing a comprehensive program of safety and sanitation for the protection of occupants of public educational and ancillary plants. Such policies must contain procedures for periodic inspections as prescribed in law and for withdrawal of any educational and ancillary plant, or portion thereof, from use until unsafe or unsanitary conditions are corrected or removed.¹¹⁰

In addition to schools operated by Florida's public school districts, current law requires that charter school facilities comply with the Florida Fire Prevention Code as adopted by the authority in whose jurisdiction the facility is located.¹¹¹ Similarly, private schools participating in state scholarship programs are required to comply with state and local health, safety, and welfare laws, codes, and rules, including firesafety and building safety.¹¹²

Finally, current law authorizes private schools¹¹³ to use property owned or leased by a library, community service organization, museum, performing arts venue, theater, cinema, church facility, FCS institution or university, or other similar public institutional facilities, or a facility recently used to house a school or childcare facility under the facilities preexisting zoning and land use designations. There are similar provisions regarding the purchase of

¹⁰⁷ Section [633.216\(1\), F.S.](#)

¹⁰⁸ Sections [633.202](#), and [633.208, F.S.](#)

¹⁰⁹ Section [1013.12\(1\), F.S.](#) See ch. 69A-58, F.A.C.

¹¹⁰ Section [1013.12\(1\), F.S.](#)

¹¹¹ Section [1002.33\(18\)\(b\), F.S.](#)

¹¹² Section [1002.421\(1\)\(g\), F.S.](#)

¹¹³ Defined as an individual, association, copartnership, or corporation or department, division, or section of such organizations, that designates itself as an educational center that includes kindergarten or a higher grade and is below the college level. See s. [1002.01\(3\), F.S.](#)

the same types of facilities by private schools. The facilities used or purchased must meet state and local health, safety, and welfare laws, codes, and rules, including fire safety and building safety.¹¹⁴

Florida Tax Credit Scholarship Program

The FTC Program¹¹⁵ was created in 2001 and enables taxpayers to make private, voluntary contributions to non-profit SFOs to expand educational opportunities for families with limited financial resources and empower Florida's children to achieve a greater level of excellence in their education.¹¹⁶ The FTC Program is funded with contributions to private SFOs from taxpayers who receive a tax credit for use against their liability for corporate income tax; excise tax on liquor, wine, and malt beverages; gas and oil production tax; insurance premium tax; and use tax due under a direct pay permit.¹¹⁷ The tax credit is equal to 100 percent of the eligible contributions made.¹¹⁸

In any state fiscal year when the annual tax credit amount for the prior state fiscal year is equal to or greater than 90 percent of the tax credit cap amount applicable to that state fiscal year, the tax credit cap amount increases by 25 percent. In the 2012-2013 state fiscal year the tax credit cap was \$229 million,¹¹⁹ for the 2024-2025 fiscal year the tax credit cap was \$1,091,957,093.¹²⁰

In 2023, the Legislature expanded eligibility for a FTC scholarship for all Floridians eligible to attend public school in Florida while simultaneously turning the scholarship into an educational savings account by expanding the authorized uses for the FTC scholarship.¹²¹ Also in 2023, the Legislature expanded education options within the FTC Program by creating the Personalized Education Program (PEP) Scholarship, a parent directed educational choice option.¹²²

The FTC Program, therefore, consists of two types of scholarships:¹²³

- The Florida Tax Credit Scholarship Program for Full-Time Private School (FTC-Private School) for students attending a participating private school full-time.
- The PEP Scholarship for students receiving parent directed education through a personalized education plan.

Changes made in 2023 to the FTC Program incorrectly required SFOs to revert remaining funds from tax credits to the state when certain conditions were met.¹²⁴ The SFO is required to revert funds from the FTC Program when a student's scholarship account is closed for one of the following reasons:

- Denial or revocation of program eligibility by the commissioner for fraud or abuse, including, but not limited to, the student or student's parent accepting any payment, refund, or rebate, in any manner, from a provider;
- Two consecutive fiscal years in which an account has been inactive; or
- The student remains unenrolled in an eligible private school for 30 days while receiving a scholarship that requires full-time enrollment.¹²⁵

¹¹⁴ Section [1002.42\(19\), F.S.](#)

¹¹⁵ Section [1002.395, F.S.](#); *See also* r. 6A-6.0960, F.A.C.

¹¹⁶ Section [1002.395\(1\)\(b\), F.S.](#)

¹¹⁷ Section [1002.395\(1\) and \(5\), F.S.](#) *See also* Florida Department of Revenue, *Florida Tax Credit Scholarship Program*, available at https://floridarevenue.com/taxes/taxesfees/Pages/sfo_taxes.aspx (last visited Mar. 26, 2026).

¹¹⁸ Sections [220.1875\(1\)](#) and [1002.395\(5\), F.S.](#)

¹¹⁹ Section [1002.395\(5\)\(a\), F.S.](#)

¹²⁰ Florida Department of Education, *Florida Tax Credit Scholarships*, available at <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/ftc/> (last visited Mar. 26, 2026).

¹²¹ Section 6, ch. 2023-16, L.O.F.

¹²² Section [1002.01\(2\), F.S.](#)

¹²³ Section [1002.395, F.S.](#)

¹²⁴ Chapter 2013-16, Laws of Fla.

¹²⁵ Section [1002.395\(11\)\(h\), F.S.](#)

RECENT LEGISLATION:

YEAR	BILL #/SUBJECT	HOUSE/SENATE SPONSOR(S)	OTHER INFORMATION
2025	CS/CS/HB 875 - Educator Preparation	Rizo, Snyder/ <i>Burgess</i>	Became law on May 30, 2025.
2025	HB 921 - Required Instruction in Cursive Writing	Overdorf/ <i>Grall</i>	The bill passed the House, but died in the Senate.
2024	CS/SB 7002 - Deregulation of Public Schools	Rizo/ <i>Hutson</i>	Became law on May 9, 2024.
2023	CS/CS/CS/CS/HB 1 - Education	Tuck, Plasencia/ <i>Simon</i>	Became law on March, 27, 2023.

OTHER RESOURCES:

[Educator Preparation and Certification Fact Sheet- Education & Employment Committee](#)

[Funding of School Districts Fact Sheet- Education & Employment Committee](#)

[Florida Tax Credit Scholarship Program Fact Sheet- Education & Employment Committee](#)

[Teaching of cursive writing in the first year of primary school: Effect on reading and writing skills](#)