



FLORIDA DEPARTMENT OF EDUCATION
LEGISLATIVE REVIEW

Commissioner Manny Diaz, Jr.

2022

DeSantis hails ‘year of the parent’

John Kennedy

Capital Bureau | USA TODAY NETWORK – FLORIDA

Gov. Ron DeSantis joined Florida legislative leaders after the 2022 session ended Monday to





LEGISLATIVE REVIEW

FLORIDA DEPARTMENT OF EDUCATION

With Governor Ron DeSantis at the helm, Florida has become the undisputed national leader of protecting the rights and liberties of parents and students. As President George Washington once said, “Liberty, when it begins to take root, is a plant of rapid growth.” Governor DeSantis has fought relentlessly to nurture such growth by encouraging parents to take an active role in their children’s education, while empowering families to make the best decisions for each child. Florida is the “Education State,” and thanks to bold leadership and the efforts of our exceptional educators, Florida will continue to lead the nation in providing students with world-class educational options and in protecting parental rights.

Due to Governor DeSantis’ impassioned dedication that 2022 resound as the “Year of the Parent,” Florida led the nation in recognizing the essential role of parents in their children’s upbringing and instruction. Our commitment to educational transparency will allow parents to remain informed about what students are learning in the classroom and provide them the ability to make crucial decisions about their children’s future.

We owe our teachers tremendous gratitude as their passion and expertise drive Florida’s education system forward in national rankings for K-12 achievement. This year, Governor DeSantis fought for historic funding to raise teacher salaries, and he proudly announced a \$600 million appropriation in the state’s budget to continue to prioritize Florida’s amazing teachers. Florida’s teachers are the heart and soul of our education system and they deserve recognition for the awe-inspiring and indispensable contributions they make every day in our classrooms.

Governor DeSantis listened to Florida’s educators and worked diligently to eliminate the Florida Standards Assessment (FSA), and helped replace it with a coordinated system of progress monitoring. As a result, Florida will abolish excessive high-stakes testing and become the first state in the nation to fully transition to progress monitoring and away from end-of-year standardized testing, while also fully eliminating Common Core. Time spent testing in schools will be drastically reduced, teachers will have more time to plan their lessons, and students will have more time to learn.

Florida also remains committed to fortifying our school safety practices for students and teachers. I am proud to support a Governor who is devoted to defending our state’s greatest treasure, our children, and who continues to move forward with providing transparent and accurate data on school security. Through a sustained vision, Florida continues to work towards possessing the safest and most secure school system in the country.

It is in the blessings of liberty that we can truly find strength, and by empowering our parents and students to think critically and make necessary choices, we hope to foster a system of education that will be the envy of the world. No other state has better teachers or students. Where Florida leads, the nation follows.

Manny Diaz, Jr.
Commissioner of Education



FLORIDA DEPARTMENT OF EDUCATION'S 2022 SESSION BUDGET HIGHLIGHTS

Strategic Investments in Education to Impact Generations to Come

- **\$29 billion** overall commitment, including capital outlay funding, to early learning through K-20 students.
- **\$24.3 billion** for K12 Florida Education Finance Program (FEFP): **\$10.7 billion** local funds and **\$13.6 billion** state funds representing an increase of **\$1.69 billion+** in state funding.
 - **\$8,142.85** per-student funding, an increase of **\$384.55** over last year.
 - *Part of the FEFP increase is provided to school districts to ensure all employees are paid a minimum wage of at least \$15 per hour beginning in the 2022-23 school year.*
- **\$800 million**, an increase of **\$250 million**, for the Teacher Salary Increase Allocation (TSIA) to raise the minimum base salary to at least \$47,500 for all Florida teachers and provide raises to Florida's veteran teachers and other instructional personnel.

Celebrating, Supporting, and Elevating Educators

- **\$1 million** to provide all educators with free liability insurance to allow them to focus on doing what matters most – educating and inspiring their students to succeed in life.
- **\$200 million**, to support the school recognition program, which is to reward eligible schools for their achievements.
- **\$10 million** for computer science teacher certification and bonuses to teachers who hold an educator certificate or industry certification in computer science.
- **\$1 million** for Just Read, Florida's early literacy professional development work around ELA standards and evidence-based instruction.

Early Learning, Early Literacy, and Reading Initiatives

- **\$170 million**, an increase of **\$40 million**, for FEFP reading instruction allocation to provide comprehensive reading instruction.
- **\$30 million** for the new 60-hour early literacy educator's micro-credential.
- **\$4.9 million** for Early Learning Standards and Accountability work that will include regional assessment facilitators.
- **\$16.7 million** for educator professional development.
- **\$29 million** for the New Worlds Reading Initiative Scholarship program.
- **\$1.7 billion** for Early Learning Services, such as:
 - **\$1.1 billion** for the School Readiness Program
 - **\$52.5 million** for the Partnerships for School Readiness
 - **\$553.4 million** for the Voluntary Kindergarten Program



Increased Access to Educational Pathways

- **\$15 million** to support the new Driving Choice Grant, to improve access to reliable and safe transportation for students participating in public educational school choices.
- **\$8 million** allowing students to flourish under a streamlined and efficient accountability system that removes barriers and ensures that every student is equipped for success by providing all 11th graders the opportunity to take the SAT (Scholastic Aptitude Test) or ACT (American College Test) at no cost.
- **\$18.1 million** for the Dual Enrollment Scholarship Program to increase and expand student access to dual enrollment opportunities.

School Safety & Mental Health Initiatives

- **\$140 million**, an increase of \$20 million, for FEFP school mental health allocation programs.
- **\$237 million** for maintaining and investing in school safety measures including:
 - **\$210 million**, an increase of **\$30 million**, for the Safe Schools component of the FEFP;
 - **\$20 million** for school hardening grants to improve the physical security of school buildings;
 - **\$6.5 million** for Coach Aaron Feis Guardian Program.
- **\$4 million** in funding for additional security and enhanced safety measures to ensure children at eligible Florida Jewish Day Schools can learn and thrive in a safe environment.
- **\$1.1 million** in Florida Department of Education Office of Safe School staff to implement the state-wide school safety provisions within HB 1421 (2022) - School Safety

Workforce and Postsecondary Education Programs

- **\$579 million** for the Career and Adult Education programs and initiatives across the state.
- **\$1.5 billion** for the Florida College System with:
 - **\$20 million** in 2+2 Student Success Incentive Funds.
 - **\$10 million** in Workforce Student Success Incentive Funds.
- **\$79 million** for new Nursing Education Initiatives; PIPELINE & LINE.
- **\$35 million** for the “Open Door Grant Program” to cover up to two-thirds of the cost of short-term, high-demand workforce education programs.
- **\$9 million** for the “Florida Postsecondary Academic Library Network,” a one-stop-shop to support Florida College System students’ education goals.
- **\$15 million** for the Pathways to Career Opportunities Grant to provide high-quality pre-apprenticeship and apprenticeship opportunities to students by providing them with an avenue to help meet the needs of Florida’s rapidly growing workforce.



Financial Aid & Scholarship Programs

- **\$620.9 million** for the Bright Futures Scholarship program.
- **\$75 million** Effective Access to Student Education Grant for high-performing private institutions.
- **\$31.5 million** investment in Florida’s commitment to Historically Black Colleges and Universities.
- **\$36 million** for the Benacquisto Scholarship Program.
- **\$6 million** for the Law Enforcement Academy Scholarship and the Out-of-State Law Enforcement Office Equivalency and Licensing.



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HOUSE BILL 3 – LAW ENFORCEMENT OFFICER, BENEFITS, RECRUITMENT & TRAINING
(CH. 2022-23, LAWS OF FLORIDA)

| | |
|--------------------------|---|
| BILL SPONSOR(S) | Representatives Leek and Brannan III |
| CO-SPONSOR(S) | Representatives Altman, Avila, Bell, Beltran, Botana, Buchanan, Bush III, Casello, Chambliss, DiCegile, Fabricio, Fetterhoff, Grall, Gregory, Hawkins, Ingoglia, Latvala, Maggard, Massullo, Jr., McClain, Morales, Overdorf, Payne, Rizo, Robinson (W), Rommel, Roth, Salzman, Shoaf, Sirois, Smith (D), Stevenson, Yarborough, Appropriations |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 30.49; 145.071; 409.1664; 683.11; 943.17; 1002.394, Florida Statutes (F.S.) Creates ss. 445.08; 943.1745; 1003.4933; 1003.49966; 1004.098; 1009.896; 1009.8961, F.S. |

SUMMARY

The bill provides law enforcement agencies with additional tools to strengthen the recruitment and retention of qualified officers by providing financial incentives, enhanced training, educational opportunities, school choice options and recognition that honors their service to the state of Florida. Specific to education, the bill encourages additional partnerships between law enforcement agencies and school districts that promote law enforcement careers and mandates the creation of a uniform process to accept prior training and experience for postsecondary credit or clock hours. The bill creates the Florida Law Enforcement Academy Scholarship Program to cover tuition, fees, and up to \$1,000 of eligible education expenses for trainees enrolled in a law enforcement officer basic recruit training program, while establishing a program to reimburse out-of-state law enforcement officers and members of the military special operations forces for fees associated with obtaining a Florida law enforcement officer certification. Lastly, the bill expands eligibility for the Family Empowerment Scholarship Program to include children of law enforcement officers.

HIGHLIGHTS

- Creates the Florida Law Enforcement Recruitment Bonus Program to provide one-time bonus payments of up to \$5,000 to newly employed law enforcement officers in Florida.



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- Creates the Florida Law Enforcement Academy Scholarship Program to provide financial assistance, which covers tuition, specific fees, and up to \$1,000 of eligible expenses, to trainees enrolled in an approved law enforcement officer basic recruit training program.
- Creates a reimbursement program to pay for up to \$1,000 of equivalency training costs for certified law enforcement officers who relocate to Florida or members of the special operations forces who become full-time law enforcement officers in Florida.
- Provides law enforcement officers who adopt a child from within the state child welfare system with a \$25,000 benefit for adopting a child with special needs or a \$10,000 benefit for adopting a child without special needs.
- Expands eligibility requirements of the Family Empowerment Scholarship Program to include the dependent children of law enforcement officers.
- Exempts the dependent children of law enforcement officers from the limitation on the number of students who may be served by the Family Empowerment Scholarship’s Educational Options and Unique Abilities programs.
- Encourages school districts to expand offerings in 911 public safety telecommunication training programs for high school students interested in developing skills necessary to perform as a public safety dispatcher or 911 operator.
- Allows law enforcement officers or former law enforcement officers to receive postsecondary credit at Florida public postsecondary educational institutions for training and experience acquired while serving.
- Establishes a workgroup within the Articulation Coordinating Committee (ACC) to establish a process for determining postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience.
- Fosters greater partnerships among education institutions and law enforcement while promoting careers in law enforcement to potential recruits who are students in Florida’s middle and high schools through expanding and growing law enforcement explorer programs.
- Designates May 1 of each year as “Law Enforcement Appreciation Day”.

GENERAL IMPLEMENTATION TIMELINE

JULY 1, 2022

The act goes into effect.

UPON BECOMING LAW

The State Board of Education may adopt rules to implement the new provisions.



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| BEGINNING WITH THE 2022-23 ACADEMIC YEAR | Florida Law Enforcement Academy Scholarship Program is created, to be administered by the FDOE in consultation with the FDLE. |
| BEGINNING WITH THE 2022-23 ACADEMIC YEAR | FDOE reimburses eligible applicants relocating to Florida or transitioning from the special operations forces for eligible expenses that they incur while obtaining Florida law enforcement officer certification. |
| SEPTEMBER 1, 2022 | ACC will have convened the 14-member workgroup responsible for developing the process for determining postsecondary course equivalencies and minimum postsecondary credit or clock hours that must be awarded for law enforcement training and experience. |
| MARCH 1, 2023 | ACC workgroup will submit their recommendations on the process that determines the course equivalencies for law enforcement training and experience. |
| SPRING 2023 | Upon the approval of the workgroup's process by the SBOE and the BOG, the ACC will facilitate the review of law enforcement training and experience for postsecondary course equivalencies and clock hours that must be awarded in accordance with the approved process. |
| BY SPRING 2024 | The ACC shall approve the prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience. The list shall be updated annually. |



HOUSE BILL 7 – INDIVIDUAL FREEDOM

(CH. 2022-72, LAWS OF FLORIDA)

| | |
|--------------------------|---|
| BILL SPONSOR(S) | Representative Avila; Education and Employment Committee |
| CO-SPONSOR(S) | Representatives Bell, Borrero, Byrd, Fernandez-Barquin, Fine, Fischer, Grall, Latvala, Maggard, Massullo, Jr., McClain, Overdorf, Payne, Roth, Shoaf, Sirois, Truenow, Yarborough |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 760.10, 1000.05, 1003.42, 1006.31, 1012.98, 1002.20, and 1006.40, Florida Statutes (F.S.) |

SUMMARY

The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. The bill specifies that subjecting individuals to specified concepts under certain circumstances constitutes discrimination based on race, color, sex, or national origin. Requirements for instruction on the history of African Americans, health education, and civic and character education are revised, and the State Board of Education is required to develop or adopt a “Stories of Inspiration” curriculum. The law sets forth principles of individual freedom and requires all instruction of required topics, as well as instructional and supporting materials on the required topics, to be consistent with the principles of individual freedom. Additionally, the reviewers of state instructional materials are prohibited from recommending materials that contradict the principles of individual freedom, and the Florida Department of Education is required to review school district professional development systems for compliance with the principles of individual freedom.

HIGHLIGHTS

Discrimination

Section 760.10, F.S., Unlawful employment practices, is amended as follows:

- Subjecting any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe any of the following concepts constitutes discrimination based on race, color, sex, or national origin under this section of the statute:



- Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.
- An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- An individual's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.
- Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.
- An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.
- An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.
- Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, sex, or national origin to oppress members of another race, color, sex, or national origin.
- Discussion of these concepts is not prohibited as part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.
- Section 1000.05, F.S., Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required, which may be cited as the Florida Educational Equity Act, is amended to mirror the concepts that constitute discrimination above in s. 760.10, F.S., and also includes these provisions:
 - Subjecting any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe the concepts listed above constitutes discrimination on the basis of race, color, national origin, or sex under this section of statute.



- Discussion of these concepts is not prohibited as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.
- The term “gender” is replaced with the term “sex.”
- The term “ethnicity” is replaced with the term “color.”

Required Instruction – History of African Americans (amends s. 1003.42(2)(h), F.S., Required instruction)

- The following components are added to the topics of required instruction for the history of African Americans:
 - History and contributions of Americans of the African diaspora.
 - Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
 - Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community; and
 - Political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation.
- Instructional materials for this required instruction shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.
- Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws.
- Classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of individual freedom enumerated in section (3) of the required instruction statute (see Required Instruction – Principles of Individual Freedom below) or the state academic standards.



- The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

Required Instruction – Health Education (amends s. 1003.42(2)(n), F.S., Required instruction, and s. 1002.20, F.S., K-12 student and parent rights, and s. 1006.40, Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books)

- The following components are added to the topics of required instruction for health education:
 - Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, and understanding and respecting other viewpoints and backgrounds.
 - For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
- Health education and life skills instruction and materials may not contradict the principles of individual freedom enumerated in section (3) of the required instruction statute (see Required Instruction – Principles of Individual Freedom below).

Required Instruction – Civic and Character Education (amends s. 1003.42(2)(s), F.S., Required instruction)

- The character education topic is reworded to include civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance and cooperation; and, for grades 11 and 12, voting.
- The requirements for a character development curriculum are deleted.
- Instructional Programming replaces requirement replaces requirement of a character development program.

Required Instruction – Principles of Individual Freedom (creates s. 1003.42(3), F.S., Required instruction)

- The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Instruction and supporting materials on the topics



enumerated in the required instruction statute must be consistent with the following principles of individual freedom:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- No race is inherently superior to another race.
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.
- Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws.
 - However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of individual freedom set forth in this subsection or state academic standards.
- The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement required instruction.

Instructional Materials (amends s. 1006.31, Duties of the Department of Education and school district instructional materials reviewer)

- An instructional materials reviewer may not recommend any instructional materials that contradict the principles of individual freedom enumerated in section (3) of the required instruction statute (see Required Instruction – Principles of Individual Freedom above).

Professional Development (amends s. 1012.98, F.S., School Community Professional Development Act)



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- FDOE is required to review and approve school district professional learning systems for compliance with requirements outlined in the School Community Professional Development Act as well as compliance with the principles of individual freedom enumerated in section (3) of the required instruction statute (see Required Instruction – Principles of Individual Freedom above).

GENERAL IMPLEMENTATION TIMELINE

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|---------------------|----------------------------|
| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 45 – EDUCATIONAL OPPORTUNITIES FOR DISABLED VETERANS

(CH. 2022-187, LAWS OF FLORIDA)

| | |
|--------------------------|--|
| BILL SPONSOR(S) | Representatives Benjamin and Morales; Post-Secondary Education & Lifelong Learning Subcommittee |
| CO-SPONSOR(S) | Representatives Arrington, Bartleman, Bush III, Chaney, Eskamani, Fetterhoff, Fischer, Joseph, Killebrew, Learned, Mooney, Jr., Nixon, Robinson (F), Tant, Valdes, Williams, and Woodson |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Creates section (s.) 295.011, Florida Statutes (F.S.) |

SUMMARY

Qualified disabled veteran students who do not receive a 100 percent award for tuition and fees through the Post-9/11 GI Bill, may be eligible for a waiver of tuition and fees equal to the difference between the amount provided for under federal law and the amount charged by the student’s institution.

HIGHLIGHTS

- Defines an eligible “disabled veteran” as an individual who is a resident of this state pursuant to s. 1009.21, F.S., and is:
 - Determined to have a service-connected 100 percent total and permanent disability rating for compensation as determined by the U.S. Department of Veterans Affairs,
 - Determined to have a service-connected 100 percent total and permanent disability rating while in receipt of disability retirement pay from any branch of the United States Armed Services, or
 - Issued a valid identification card by the Department of Veterans' Affairs in accordance with s. 295.17, F.S.
- Provides that beginning with the 2022-23 academic year, a disabled veteran enrolled in a program of education approved for educational assistance under 38 U.S.C. s. 3313 at a state university, a Florida College System institution, a career center operated by a school district under s. 1001.44, or a charter technical career center who does not qualify for the 100-percent eligibility tier under federal law is eligible to receive a waiver for tuition and fees.
- Specifies that the waiver amount is equal to the difference between the portion of tuition and fees paid in accordance with federal law and the full amount of tuition and fees at the institution attended.
- Requires institutions to submit an annual report to the Board of Governors (BOG) and the State Board of Education (SBOE) stating the number and value of all fee waivers granted.
- Requires the BOG and the SBOE to adopt regulations and rules to administer this act.



- Provides that ss. 295.03, 295.04, 295.05 and 1009.40, F.S., will be applicable to any disabled veteran who receives an award under this subsection.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| FALL 2022 | The SBOE will adopt rules to implement s. 295.011, F.S. |



HOUSE BILL 173 – CARE OF STUDENTS WITH EPILEPSY OR SEIZURE DISORDERS

(CH. 2022-19, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Representatives Duran and Gottlieb, Early Learning and Elementary Education Subcommittee |
| CO-SPONSOR(S) | Representatives Bartleman, Benjamin, Brown, Bush III, Daley, DiCeglie, Eskamani, Hinson, Hunschofsky, Jenne, Joseph, LaMarca, Learned, Morales, Nixon, Payne, Rizo, Robinson (F), Salzman, Silvers, Tant, Thompson, Valdes, Williams, Woodson, and Zika |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Creates section (s.) 1006.0626, Florida Statutes (F.S.) |

SUMMARY

Establishes the use of individualized seizure action plans in public schools and prescribes various requirements for the initiation, development, and implementation of such plans.

HIGHLIGHTS

- Defines individualized seizure action plan, medical professional, and school.
- Requires parents to provide the school principal and school nurse or other appropriate school employee with the individualized seizure action plan along with signatures each year.
- Requires an updated individualized seizure action plan prior to the beginning of the school year or throughout the year if there is a health status change for the student.
- Requires the individualized seizure action plan to include:
 - Written orders from the student’s medical professional outlining the student’s epilepsy or seizure disorder recommended care;
 - The student’s epilepsy or seizure disorder symptoms.
 - Any accommodations the student requires for school trips, after-school programs and activities, class parties, and any other school-related activities;
 - When and whom to call for medical assistance;
 - The student’s ability to manage, and the student’s level of understanding of, his or her epilepsy or seizure disorder;
 - How to maintain communication with the student, the student’s parent, the student’s health care team, school nurse and educational staff;



- Any rescue medication prescribed by the student’s medical professional and how and when to administer the medication.
- Requires the school nurse or appropriate school employee to:
 - Coordinate the provision of epilepsy and seizure disorder care for each student, including administering anti-seizure and rescue medications, as outlined in the student’s individualized seizure action plan.
 - Verify that each school employee whose duties include regular contact with the student has completed training, which must include how to recognize the symptoms of and provide care for epilepsy and seizure disorders.
- Requires FDOE to identify on its website one or more online training courses provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders and are available free of charge to schools.
- Requires the school to provide each school employee whose duties include regular contact with the student the following:
 - A notice of the student’s condition.
 - Information on how to provide the recommended care for the student if he or she shows symptoms of the epilepsy or seizure disorder.
 - The contact information for the student’s parent and emergency contacts.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 225 – CHARTER SCHOOL CHARTERS

(CH. 2022-146, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Representative Hawkins, Early Learning and Elementary Education Subcommittee |
| CO-SPONSOR(S) | Representatives Beltran, Chaney, Fetterhoff, McClain, Mooney Jr., Morales, Rizo, and Snyder |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 1002.33, Florida Statutes (F.S.) |

SUMMARY

Provides clarifications regarding timelines and requirements for charter contract consolidation requests and the renewal, nonrenewal, or termination of an existing charter contract.

HIGHLIGHTS

- Revises statute relating to charter school charters by requiring a sponsor to approve or deny a request for consolidation of multiple charters within 60 days of the request being made.
 - Specifies that if the consolidation request is denied, the charter school sponsor is responsible for notifying the charter school’s governing board of the denial. The sponsor must provide specific reasons for the denial of the consolidation request within 10 days of the denial.
- Requires that before a vote on proposed action to renew, terminate, or not renew the charter, the charter school sponsor must notify the school’s governing board, in writing, of the proposed action to renew, terminate, or not renew the charter.
 - Allows for a charter to automatically renew, under the same terms and conditions, if the sponsor does not provide written notification of the proposed action to the governing board at least 90 days before the end of the school year.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 235 - RESTRAINT OF STUDENTS WITH DISABILITIES IN PUBLIC SCHOOLS
(CH. 2022-20, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Plasencia |
| CO-SPONSOR(S) | Brown, Eskamani, Hunschofsky, Maney, Morales, Nixon, Tant, Toledo, and Woodson |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 1003.573, Florida Statutes (F.S.) |

SUMMARY

Apart from school safety personnel described in s. 1006.12 F.S., school personnel will be prohibited from using mechanical restraint on students with disabilities. The bill further defines terminology and revises provisions relating to the use of restraint on students with disabilities.

HIGHLIGHTS

- Prohibits school personnel from using mechanical restraint and removes related language.
- Allows school resource officers, school safety officers, school guardians, or school security guards, as defined in s. 1006.12, F.S., to use mechanical restraint in the exercise of their powers and duties to restrict students in grades 6 through 12.
- Authorizes school personnel to use physical restraint only when all positive behavior interventions and supports are exhausted and when there is imminent risk of serious injury. Physical restraint must discontinue as soon as the threat has dissipated.
- Strikes statutory language related to:
 - Restraint techniques that may not obstruct and restrict breathing or blood flow or that place a student in a facedown position with the student’s hands restrained behind the student’s back, and
 - Restraint devices such as straightjackets, zip ties, handcuffs, or tie downs.
- Ensures physical restraint may be used only to protect the safety of students, school personnel, or others.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 236 – CHILDREN WITH DEVELOPMENTAL DELAYS

(CH. 2022-24, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Senator Jones |
| CO-SPONSOR(S) | Senators Ausley, Berman, Book, Bracy, Gibson, Pizzo, Powell, Stewart, Taddeo, and Torres, Jr. |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 1003.01 and 1003.21, Florida Statutes (F.S.) |

SUMMARY

The statutory revisions extend exceptional student eligibility for children identified with developmental delays from birth through 9 years or through the student’s completion of grade 2, whichever occurs first, to mirror the eligibility allowed in Part B of the Individuals with Disabilities Education Act (IDEA).

HIGHLIGHTS

- Amends the definition of exceptional student with developmental delays, expanding eligibility from age 5 to age 9 or through the student’s completion of grade 2, whichever comes first.

GENERAL IMPLEMENTATION TIMELINE

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|---------------------|----------------------------|
| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 255 – PRIVATE INSTRUCTIONAL PERSONNEL PROVIDING APPLIED BEHAVIOR ANALYSIS SERVICES

(CH. 2022-46, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representatives Plasencia and Silvers; Early Learning and Elementary Education Subcommittee |
| CO-SPONSOR(S) | Bartleman, Hunschofsky, Maney, Morales, Nixon, Tant, Toledo, and Williams |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 1003.572, Florida Statutes (F.S.) |

SUMMARY

Revises the definition of "private instructional personnel" to include a nationally recognized paraprofessional certification in behavior analysis. Specifies that in order to provide services under this section, a registered behavior technician must be employed by an enrolled Medicaid provider.

HIGHLIGHTS

- Adds individuals with a nationally recognized paraprofessional certification in behavior analysis to the list of individuals authorized by a Florida Department of Education-approved, nonprofit credentialing body to provide applied behavior analysis services as "private instructional personnel."
- Allows a registered behavioral technician, who has a nationally recognized paraprofessional certification in behavior analysis, to assist in providing applied behavior analysis services when practicing under the supervision of an authorized professional (i.e., an individual certified under s. 393.17, F.S., or licensed under chapter 490 or chapter 491 for applied behavior analysis services as defined in ss. 627.6686 and 641.31098, F.S.).

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 395 – VICTIMS OF COMMUNISM DAY

(CH. 2022-99, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representatives Borrero and Rizo, Education and Employment Committee |
| CO-SPONSOR(S) | Representatives Avila, Bartleman, Botana, Byrd, DiCeglie, Drake, Fabricio, Fernandez-Barquin, Fischer, Garrison, Gregory, Maggard, Maney, McClain, Perez, Sabatini, Toledo, Truenow, Valdes, Willhite, Yarborough and Zika |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Creates section (s.) 683.334, Florida Statutes (F.S.) |

SUMMARY

Upon becoming law, the Governor must annually proclaim November 7 as "Victims of Communism Day," to be observed in public schools and calls for public schools to observe such day as a day honoring the 100 million people who have fallen victim to communist regimes across the world. High school students enrolled in the U.S. Government course must receive at least 45 minutes of instruction on topics including communist dictators and how the victims of communism suffered under these regimes from revised social studies standards adopted by the State Board of Education.

HIGHLIGHTS

- Requires the Governor to proclaim November 7 of each year as "Victims of Communism Day," which shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol, and elsewhere as the Governor may designate.
- Requires that if November 7 falls on a day that is not a school day, "Victims of Communism Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.
- Mandates that beginning in the 2023-2023 school year, high school students enrolled in the United States Government class required for high school graduation must receive at least 45 minutes of instruction on "Victims of Communism Day" to include topics such as



Mao Zedong and the Cultural Revolution, Joseph Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, and Nicolás Maduro and the Chavismo movement, and how victims suffered under these regimes through poverty, starvation, migration, systemic lethal violence, and suppression of speech.

- Provides that no later than April 1, 2023, the State Board of Education must adopt revised social studies standards for inclusion in the United States Government class required for high school graduation that incorporate the requirements of this legislation.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | The act becomes effective. |
| APRIL 1, 2023 | The State Board of Education must adopt revised social studies standards. |
| 2023-2024 SCHOOL YEAR | High school students enrolled in the United States Government class required for high school graduation must receive at least 45 minutes of instruction on specified topics. |



SENATE BILL 418 - ASSISTIVE TECHNOLOGY ADVISORY COUNCIL

(CH. 2022-18, LAWS OF FLORIDA)

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|--------------------------|--|
| BILL SPONSOR(S) | Senator Pizzo |
| CO- SPONSOR(S) | Senators Gruters, Jones, and Perry |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 413.407, Florida Statutes (F.S.) |

SUMMARY

The Assistive Technology Advisory Council was created to ensure consumer involvement in the creation, application, and distribution of technology-related assistance to and for persons with disabilities. SB 418 redefines the identification of roles and members through the amendment of section 413.407, F.S., and includes provisions related to the membership, appointments, and reappointments of the Assistive Technology Advisory Council.

HIGHLIGHTS

- Modifies the composition of the Florida Assistive Technology Advisory Council (Council), which is responsible for the comprehensive statewide program of technology-related assistance for individuals with disabilities.
- Removes the maximum limit on Council membership and modifies requirements specifying representation of the Council.
- Requires the appointment of a single chair of the Council.
- Modifies requirements for reappointments to the Council.
- Removes the designation of specific committees.
- Expands the Council’s functions to include fundraising activities.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 430 – INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

(CH. 2022-182, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Wright; Military and Veterans Affairs, Space and Domestic Security Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends sections (ss.) 1000.39 and 1000.40, Florida Statutes (F.S.) |

SUMMARY

The State of Florida is a member of the Interstate Compact on Educational Opportunity for Military Children (Compact) and has established the State Council on Interstate Educational Opportunity for Military Children, as required by the Compact. The revisions in this bill require the President of the Senate and the Speaker of the House of Representatives to each appoint one member to the State Council, rather than appoint one member jointly. It also extends the scheduled repeal of the Compact and related provisions to July 1, 2025, unless otherwise repealed through future enactments.

HIGHLIGHTS

- Expands the State Council on Interstate Educational Opportunity for Military Children from seven to eight members.
- Requires the President of the Senate and the Speaker of the House of Representatives to each appoint one member to the State Council on Interstate Educational Opportunity for Military Children, rather than appoint one member jointly.
- Extends the repeal of ss. 1000.36, 100.361, 1000.38, 1000.39, and 1000.40, F.S., to July 1, 2025.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | The act becomes effective. |
| JULY 1, 2025 | The specified Florida Statutes are repealed unless reviewed and saved from repeal through reenactment by the Legislature. |



HOUSE BILL 461 - FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM STUDENT SERVICE REQUIREMENTS

(CH. 2022-223, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representatives Melo and Valdes, Post-Secondary Education and Lifelong Learning Subcommittee |
| CO-SPONSOR(S) | Representatives Arrington, Bartleman, Brown, Chaney, Hawkins, Hunschofsky, Maney, McClain, Mooney, Jr., Morales, Nixon, Rizo, Smith (C), Thompson, Toledo, and Williams |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends sections (ss.) 1009.534, 1009.535, 1009.536, Florida Statutes (F.S.) |

SUMMARY

Beginning with high school students graduating in the 2022-23 academic year and thereafter, students may complete 100 hours of paid work to satisfy the volunteer service hour requirement for any award in the Florida Bright Futures (BF) Scholarship Program.

HIGHLIGHTS

- Specifies a student may meet the volunteer service requirement specified for each award in the BF Program through 100 hours of paid work. The bill does not adjust the number of volunteer service hours for each award, but rather expands a student’s options of meeting the service requirement through volunteer service or paid work.
- Requires students meeting a BF award requirement through paid work to obtain approval from their district school board or private school administrator.
- Authorizes, rather than requires, students to identify a specified interest or develop a plan for their service requirements under the BF program.
- Requires, rather than authorizes, students to evaluate and reflect upon his or her experience through papers or other presentations.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | The act becomes effective. |
|--------------------------|----------------------------|



LEGISLATIVE REVIEW

FLORIDA DEPARTMENT OF EDUCATION

JULY 1, 2022

The Office of Student Financial Assistance (OSFA) updates online materials made available to the public to reflect the new BF program service hour requirement language.

AUGUST 14, 2022

Communicate with secondary school counselors and district personnel regarding technology changes necessary for OSFA to collect paid work hour information for the BF program.

SEPTEMBER 1, 2022

Implement system-related changes into relevant OSFA systems, including the Florida Automated System for Transferring Educational Records (FASTER) database and the Online Transcript Entry and Evaluation System (OTEES), to allow for the timely submission of the paid work hours by secondary school counselors and district personnel.



SENATE BILL 514 – SUBSTITUTION OF WORK EXPERIENCE FOR POSTSECONDARY EDUCATIONAL REQUIREMENTS

(CH. 2022-184, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Burgess, Community Affairs, Government Oversight and Accountability |
| CO-SPONSOR(S) | Senator Perry |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Creates section (s.) 112.219, Florida Statutes (F.S.) |

SUMMARY

During the employee hiring process, an employing governmental agency may substitute equivalent work experience as an alternative for postsecondary education for an otherwise qualified individual.

HIGHLIGHTS

- Authorizes the head of an employing agency to substitute verifiable, related work experience in lieu of postsecondary education requirements for a position if the person is otherwise qualified for the position.
- Prohibits the substitution of work experience for any licensure, certification, or registration required for the position as established by the employing agency and indicated in the advertised description of the position.
- Requires the employing agency to include a notice in all advertisements for the position that the substitution is authorized and describe the work experiences equivalencies that apply.
- Defines “employing agency” to mean any agency or unit of government of the state or any county, municipality, or political subdivision authorized to employ personnel to carry out the responsibilities of the agency or unit of government.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 520 – PUBLIC RECORDS AND PUBLIC MEETINGS

(CH. 2022-15, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Brandes; Governmental Oversight and Accountability |
| CO-SPONSOR(S) | Senator Rodrigues (R) |
| EFFECTIVE DATE(S) | March 15, 2022 |
| STATUTE(S) | Creates section (s.) 1004.098, Florida Statutes (F. S.) |

SUMMARY

The bill creates a new exemption from public disclosure requirements for any personal identifying information of applicants for president of a state university or a Florida College System (FCS) institution held by such an institution. The new statute prescribes the time frame in which the information is considered confidential and the application of the public meeting requirements.

HIGHLIGHTS

- Provides that personal identifying information of an applicant for president of a state university or FCS institution is confidential and exempt from public disclosure for a specified period.
- Specifies that the age, race and gender of all qualified applicants, and the information of individuals included in the final list of applicants are no longer confidential and exempt from disclosure at the earlier of the following:
 - The date the final group of applicants is established; or
 - At least 21 days before the date of a meeting at which an interview of an applicant will be conducted or at which a final action or vote is to be taken on the offer of employment.
- Exempts from the open meeting requirements any portion of a meeting held to identify or vet applicants, including any portion of the meeting that would disclose personal identifying information of the applicants; however, a record must be made of any closed portion of a meeting.
- Clarifies that the open meeting exemption does not apply to portions of a meeting held to establish qualifications for the position or establishing a compensation framework or for any meeting held after a final group of applicants has been established.



LEGISLATIVE REVIEW

FLORIDA DEPARTMENT OF EDUCATION

- Establishes a repeal date of October 2, 2027, unless the exemption is reviewed and saved from repeal.

GENERAL IMPLEMENTATION TIMELINE

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| MARCH 15, 2022 | The act becomes effective. |
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HOUSE BILL 544 – DRUG-RELATED OVERDOSE PREVENTION

(CH. 2022-28, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Boyd, Appropriations Committee |
| CO-SPONSOR(S) | Senator Rouson |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 381.887, 381.981, 395.1041, 1002.20, Florida Statutes (F.S.) |

SUMMARY

Section 381.887, F.S. is revised to expand provisions relating to the prescribing, ordering, and dispensing of emergency opioid antagonists to certain persons by authorized health care practitioners and provide certain authorized persons immunity from civil or criminal liability for administering emergency opioid antagonists under certain circumstances. The bill also revises requirements for health awareness campaigns and requires hospital emergency departments and urgent care centers to report incidents involving a suspected or actual overdose to the Department of Health under certain circumstances. Finally, it permits public schools to purchase or enter arrangements to obtain the opioid antagonist (naloxone) for a certain purpose.

HIGHLIGHTS

- Allows public schools to purchase a supply of the opioid antagonist (naloxone) from a wholesale distributor, or enter an arrangement with a wholesale distributor or manufacturer, as defined in s. 499.003, F.S., for naloxone at fair market, free or reduced prices to ensure access in the event that a student has an opioid overdose.
- Requires naloxone to be maintained in a secure location on the public school’s premises.
- Provides a school district employee immunity from civil liability under s. 768.13, F.S., when an approved emergency opioid antagonist is administered to a student in compliance with ss. 381.887 and 768.13, F.S.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 566 -MENTAL HEALTH PROFESSIONAL LICENSURE

(CH. 2022-29, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Senator Gruters, Health Policy Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends section (s.) 491.005, Florida Statutes (F. S.) |

SUMMARY

Amends the license exam costs and accreditation requirements for licensure as a Clinical Social Worker, a Marriage and Family Therapist, and a Mental Health Counselor.

HIGHLIGHTS

- Removes obsolete language relating to Department of Health’s exam costs for Clinical Social Workers, Marriage and Family Therapists and Mental Health Counselors.
- Marriage and Family Therapist Licensure:
 - Creates an additional pathway for applicants to apply for licensure from programs not accredited by Commission on Accreditation for Marriage and Family Therapy Education (CAMFTE) or Council on Accreditation of Counseling and Related Educational Programs (CACREP).
 - These graduates will have until September 1, 2027 to meet minimum education requirements for licensure by obtaining a master’s degree from any institutionally accredited college or university.
 - Replaces accreditation references to Commission on Recognition of Postsecondary Accreditation (CORPA) with Council for Higher Education Accreditation (CHEA) since CORPA was dissolved and replaced by CHEA in 1997.
- Mental Health Counselor:
 - Updates references to regional accreditation to indicate institutional accreditation.
 - Requires applicants, beginning July 1, 2025, to have a master's degree from a program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Masters in Psychology and Counseling Accreditation Council (MPCAC) or equivalent accrediting body as a degree that qualifies for licensure.



GENERAL IMPLEMENTATION TIMELINE

UPON BECOMING LAW

The act becomes effective.



SENATE BILL 632 – OCCUPATIONAL THERAPY

(CH. 2022-30, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Senator Bradley; Health Policy Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 468.203, 468.209, 468.215, 468.223, 468.225, 490.014, 491.014, 490.012, 1002.394 and 1002.66, Florida Statutes (F.S.) |

SUMMARY

With the focus on improving the specialized instructional services for individuals with disabilities, this bill revises definitions and terms regarding occupational therapy as a related service. It revises eligibility requirements for the occupational therapist licensure examination. It authorizes certain licensed occupational therapists to use a specified title and the associated initials. It prohibits certain persons from using a specified title and the associated initials and provides criminal penalties.

HIGHLIGHTS

- Adds specific definitions and descriptions of occupational therapy, activities of daily living, health management, instrumental activities of daily living, occupational performance, and occupational therapy services in mental health and occupations.
- Expands definitions and descriptions of occupational therapy practice, methods and techniques used for treatment.
- Changes description of licensure requirements, prohibitions, penalties, and exemptions to include occupational therapists with a doctorate degree.

GENERAL IMPLEMENTATION TIMELINE

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|---------------------|----------------------------|
| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 638 – EARLY CHILDHOOD MUSIC EDUCATION INCENTIVE PILOT PROGRAM

(CH. 2022-94, LAWS OF FLORIDA)

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|--------------------------|---|
| BILL SPONSOR(S) | Senator Perry |
| CO SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends section (s.) 1003.481, Florida Statutes (F.S.) |

SUMMARY

Extends the Early Childhood Music Education Incentive Pilot Program to June 30, 2023.

HIGHLIGHTS

- The Early Childhood Music Education Pilot Program assists selected school districts in implementing comprehensive music education programs for students in kindergarten through grade 2.
- The University of Florida’s College of Education is required to collaborate with Florida International University’s School of Music to evaluate the effectiveness of the pilot program.
- The statute authorizing the Program was scheduled to expire on June 30, 2022, but this bill extends the expiration date to June 30, 2023.

GENERAL IMPLEMENTATION TIMELINE

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|--------------------------|----------------------------|
| UPON BECOMING LAW | The act becomes effective. |
| JUNE 30, 2023 | This section expires. |



SENATE BILL 706 – SCHOOL CONCURRENCY

(CH. 2022-122, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Perry, Community Affairs, Education, and Rules |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 163.3180, Florida Statutes (F.S.) |

SUMMARY

The changes in this bill apply to s. 163.3180, F.S., and specify when school concurrency is deemed satisfied. District school boards are required to notify a local government that capacity is available for development within a certain timeframe and specifies that proportionate-share mitigation must be set aside and not spent if an improvement has not been identified.

HIGHLIGHTS

- Provides that school concurrency is deemed satisfied when a developer tenders a written legally binding commitment, rather than actually executing such a commitment, to provide mitigation proportionate to the demand for public school facilities to be created by actual development of the property.
- Requires district school boards to notify local government that capacity is available for the new development within 30 days after receipt of the developer’s legally binding commitment.
- Authorizes an additional option for a school board to set aside and not spend proportionate-share mitigation until such an improvement has been identified that satisfies the demands created by the development in accordance with a binding developer’s agreement.

GENERAL IMPLEMENTATION TIMELINE

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|---------------------|----------------------------|
| July 1, 2022 | The act becomes effective. |
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SENATE BILL 722 – EDUCATION FOR STUDENT INMATES

(CH. 2022-143, LAWS OF FLORIDA)

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|--------------------------|--|
| BILL SPONSOR(S) | Senator Perry, Criminal Justice Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 944.801, 951.176, and 1011.80, Florida Statutes (F.S.) |

SUMMARY

Amends ss. 944.801 and 951.176, F.S., to allow for the Florida Department of Corrections (DOC) and local counties to contract with a Florida College System (FCS) institution to provide education services for inmates of a DOC or local county detention facility that meet certain requirements. Additionally, the legislation amends s. 1011.80, F.S. to allow the expenditure of state funds provided for the operation of postsecondary workforce programs for the education of state inmates that meet certain requirements.

HIGHLIGHTS

- Includes FCS institutions in the list of eligible parties with which DOC can contract for the Correctional Education Program.
- Includes FCS institutions in the list of eligible parties with which a county can contract to provide education services for inmates at county detention facilities.
- Authorizes the expenditure of state funds on education for inmates with 24 months or less time left on their sentence.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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SENATE BILL 758 - EDUCATION

(CH. 2022-144, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Diaz, Appropriations Committee and Education Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 1001.4205, 1002.33, 1011.62, Florida Statutes (F.S.) Creates ss. 1002.3301, 1004.88, F.S. |

SUMMARY

Subject to appropriation, the Charter School Review Commission is created within the Florida Department of Education to solicit, review and approve charter school applications as a statewide authorizer, and the Florida Institute for Charter Schools Innovation is established at Miami Dade College to improve charter school authorizing practices within the State. The bill also clarifies legislative intent and policies regarding charter renewal and interlocal agreements for Florida charter schools. Finally, the statute governing the individuals authorized to visit schools is being expanded to authorize members of the Florida Legislature to visit any public school in their respective legislative district.

HIGHLIGHTS

- Establishes the Charter School Review Commission (Commission), subject to an appropriation, within the Florida Department of Education, which will:
 - Consist of seven board members selected by the State Board of Education and confirmed by the Senate. The Commissioner of Education designates one member as the chair.
 - Have the same powers and duties as sponsors pursuant to s. 1002.33, F.S., regarding reviewing and approving charter schools.
 - Require the Department of Education to contract with a college or university to provide administrative and technical assistance to the commission by reviewing and analyzing charter school applications submitted to the commission.
 - Require the district school board of the school district in which the proposed charter school will be located to be the sponsor for and supervisor of the new



- charter school and provide an initial proposed charter contract to the charter school within 30 calendar days after the Commission has granted the application.
- Require a charter school applicant to provide a copy of the application to the school district in which the proposed charter school will be located within 3 calendar days after submission to the Commission.
 - Permit the school district to provide input to the commission within 30 calendar days after receiving a copy of the application. The commission shall consider the input in reviewing the application.
- Authorizes members of the Legislature to visit any public school in the legislative district of the member.
 - Establishes legislative intent for charter school students to be considered as important as all other students in the state and should, therefore, receive comparable levels of funding from existing and future sources.
 - Specifies that a charter sponsor may not impose additional reporting requirements on a charter school as long as the charter school has not been identified as having a deteriorating financial condition or financial emergency.
 - Clarifies that if an interlocal agreement or ordinance imposes a greater regulatory burden on charter schools than on a school district or prohibits or limits the creation of a charter school, the interlocal agreement or ordinance is considered void and unenforceable.
 - An interlocal agreement entered into by a school district for the development of its own schools and infrastructure may be used by charter schools as well.
 - Specifies that a charter of a charter school that meets the renewal requirements outlined in s. 1002.33 (7), F.S., and has received a school grade lower than a “B” pursuant to s. 1008.34, F.S., in the most recently graded school year, must be renewed for no less than a 5-year term.
 - The 15-year charter renewal that may be granted to charter schools must be granted to a charter school that received a school grade of “A” or “B” pursuant to s. 1008.34, F.S., in the most recent school year grade and that is not in a state of financial emergency.
 - Prohibits a charter school from being subjected to any land use regulation requiring a change to a local government comprehensive plan or requiring a development permit that would not be required for another public school in the same location.
 - Authorizes any entity contributing toward the construction of certain charter school facilities to receive credit toward any impact fees or exactions imposed for public educational facilities.



- Prohibits a charter school sponsor from charging or withholding an administrative fee against a charter school for any funds specifically allocated by the Legislature for teacher compensation.
- Establishes the Florida Institute for Charter School Innovation at Miami Dade College, subject to an appropriation, to analyze charter applications, to identify charter school best practices, and to provide training and assistance to charter school sponsors.
 - The Institute will conduct research on charter school authorization and charter school performance statewide.
- The Office of Program Policy Analysis and Government Accountability (OPPAGA) shall conduct an analysis for the current methodologies for the distribution of capital outlay funds and federal funds to charter schools.
 - OPPAGA shall recommend any changes to provide an equitable allocation of capital outlay funds and federal funds to all public schools.
- Specifies that even if the school board has not received its teacher salary increase allocation due to failure to submit an approved district salary distribution plan, the school board must provide a proportionate share of the teacher salary increase allocation to each charter school within its district that has submitted a salary distribution plan.

GENERAL IMPLEMENTATION TIMELINE

JULY 1, 2022

The act becomes effective.



SENATE BILL 896 – EDUCATOR CERTIFICATION PATHWAYS FOR VETERANS

(CH. 2022-186, LAWS OF FLORIDA)

| | |
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| BILL SPONSOR(S) | Senator Burgess, Education Committee |
| CO-SPONSOR(S) | Senator Perry |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 1012.56 and 1012.59, Florida Statutes (F.S.) |

SUMMARY

The Florida Department of Education must issue a one-time, nonrenewable 5-year Temporary Certificate to military veterans who meet specific criteria. Applicants issued this certificate will be assigned a mentor during the first two years of employment. Additionally, the bill removes the requirement of active-duty service to qualify for the military certification fee waivers.

HIGHLIGHTS

- Creates an educator certification pathway for military veterans.
- Provides requirements for the new educator certification pathway for military veterans to be eligible for a nonrenewable 5-year Temporary Certificate. The requirements include that the applicant has:
 - Documented 48 months of military experience with an honorable discharge or medical separation;
 - Met the requirements in s. 1012.56(2)(a), (b), (d), (e), and (f), F.S.;
 - Earned 60 college credits with at least a 2.5 grade point average at an accredited institution of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor’s degree or higher; and
 - Demonstrated mastery of subject area by earning passing score on a subject area examination.
- Requires a mentor to be assigned to a military veteran who is issued a 5-year Temporary Certificate for their first two years of employment. Mentors must meet the following criteria:
 - Hold a Professional Certificate;
 - Have 3 years of teaching experience in kindergarten through grade 12; and
 - Earned a highly effective or effective rating in the prior year’s performance evaluation.



- Eliminates the active-duty requirement to be eligible for the military certification fee waiver.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
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HOUSE BILL 899 – MENTAL HEALTH OF STUDENTS

(CH. 2022-126, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Hunschofsky, Education and Employment Committee |
| CO-SPONSOR(S) | Representatives Bartleman, Eskamani, Joseph, Learned, Mooney Jr., Morales, and Woodson |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 394.463, 1002.33, 1006.07, 1011.62, Florida Statutes (F.S.) |

SUMMARY

Charter schools will now be required to comply with involuntary examination reporting requirements, and the Department of Education will be required to share certain data with the Department of Children and Families (DCF) by July 1 each year. DCF is then responsible for analyzing this new data in creating its annual report on initiation of involuntary examinations. The bill also requires district school boards to designate a mental health coordinator and provides that a school district’s annual mental health assistance allocation plan must include policies and procedures that require the provision of information on available mental health services and resources for students and their families.

HIGHLIGHTS

- Requires charter schools to comply with the reporting of involuntary examinations as identified in s. 1006.07(10), F.S.
- Requires each district school board to identify a mental health coordinator for the district. The mental health coordinator shall serve as the district’s primary point of contact regarding the district’s coordination, communication and implementation of student mental health policies, procedures, responsibilities and reporting.
- Requires the Mental Health Coordinator to engage in the following activities:
 - Coordinate with the Office of Safe Schools;
 - Maintain records and reports regarding student mental health;
 - Facilitate the implementation of school district policies relating to the respective duties and responsibilities of the superintendent and principal;
 - Coordinate with the school safety specialist on the staffing and training of threat assessment teams;
 - Facilitate referrals to mental health services;



- Coordinate with the school safety specialist on the training and resources for students and district staff on youth mental health awareness and assistance; and
- Review, annually, the school district’s policies and procedures regarding compliance for student mental health as it relates to state law and current best practices and make recommendations to the superintendent and the district school board when needed.
- Requires the FDOE to share involuntary examination data received from school districts during the previous year with DCF by July 1 of each year.
- Requires plans relating to the Mental Health Assistance Allocation to ensure the following:
 - Any students referred to a school-based or community-based mental health services provider for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health services providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.
 - Parents of a student receiving services must be provided information about other behavioral health services available through the student’s school or local community-based behavioral health services providers.
 - Districts must provide individuals living in a household with a student receiving services information about behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals’ behavioral health would contribute to the improved well-being of the student.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| JULY 1 ANNUALLY | FDOE to provide to DCF the involuntary examination data received from school districts the previous year. |



SENATE BILL 926 - LICENSURE EXAMINATIONS FOR DENTAL PRACTITIONERS

(CH. 2022-32, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Albritton; Banking and Insurance Committee, and Health Policy Committee |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends sections (ss.) 466.006, 466.0065, 466.007, 466.0075 Florida Statutes (F. S.) |

SUMMARY

Dental applicants will be required to perform certain clinical procedures on a manikin as opposed to a live patient during specified licensure exams. Dental schools wishing to offer licensure examinations will no longer be required to address in their written plan that they will require students to possess medical malpractice insurance.

HIGHLIGHTS

- Eliminates the requirement for the examination of dentists and dental hygienist students to use live patients and instead allows manikins that meet requirements set in statute and approved by the Commission on Dental Competency Assessments.
- Deletes the requirement for dental schools offering dental licensure exams to have a written plan to comply with the following:
 - The student must possess medical malpractice insurance up to the amount required to take Florida licensure examinations;
 - Arrangements for follow-up care for a patient as a result of procedures performed during the clinical portion of the dental student's exam; and
 - A dental student's record to not include evidence suggesting a student poses an unreasonable risk to live patients in their academic record, express authority for dental school to request additional documentation of mental and physical fitness.
- Repeals s. 466.075, F.S. authorizing the Board of Dentistry to require medical malpractice insurance.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | The act becomes effective. |
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SENATE BILL 1048 – STUDENT ASSESSMENTS

(CH. 2022-16, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Diaz, Appropriations Committee |
| CO-SPONSOR(S) | Senator Rodrigues |
| EFFECTIVE DATE(S) | July 1, 2022, except as noted |
| STATUTE(S) | Amends sections (ss.) 411.227, 1000.21, 1002.37, 1002.45, 1002.53, 1002.67, 1002.68, 1003.41, 1003.53, 1008.2125, 1008.22, 1008.25, 1008.34, 1008.341, Florida Statutes (F. S.) |

SUMMARY

The statewide English language arts (ELA) and mathematics coordinated screening and progress monitoring (PM) system for students in Voluntary Prekindergarten (VPK) through grade 8 is consolidated into s. 1008.25(8), F.S., and expanded to cover ELA in grades 9 and 10. The PM system will have three administrations with the third administration replacing the corresponding end-of-year grade-level statewide, standardized assessments in ELA and mathematics, and it will provide more timely, actionable feedback to teachers and parents throughout the school year. The results from the third, end-of-year PM administration will be incorporated into existing accountability systems, and the bill provides for a one-year transition period to this new system in which students and schools will be held harmless while also requiring an independent review of the new PM system. Statutory references to the Next Generation Sunshine State Standards are replaced with references to the “state academic standards.”

HIGHLIGHTS

- The PM system will be administered at the beginning (PM1), middle (PM2), and end of the school year (PM3) to students in VPK through grade 10 in ELA and VPK through grade 8 in mathematics to identify the educational strengths and needs of students. The third administration will replace the existing statewide, standardized assessment for grades 3 and higher and will be used for meeting state and federal education accountability requirements.
- Student results will be reported more quickly to teachers and parents. The bill removes the requirement for paper-based testing in grades 3 through 6, and the new system will expedite the return of student results so teachers can adjust instruction immediately for students and provide the necessary support.



- Results from the first two PM administrations will be returned to teachers within 1 week and to parents within 2 weeks of administration; results from the third PM administration will be returned and reported statewide by May 31, beginning in the 2023-2024 school year.
- All results will be reported to parents through a district web-based portal (student information systems) in an easy-to-comprehend format that includes parental resources for interpreting results. Local district-required assessment results must also be reported in the web-based portal.
- For local district-required assessments, the reporting timeframe is expedited as well, and must occur within 1 week of test administration instead of within 30 days.
- Transition requirements for school and student accountability are outlined in the bill.
 - 2022-2023 school and district grades will be informational baseline grades that will be set so there is a statistically equivalent percentage of schools graded “A,” “B,” “C,” “D,” and “F” as in the 2021-2022 school year’s school grades results. The State Board may adjust this scale when the learning gains data becomes available.
 - Due to the absence of learning gains in the 2022-2023 school year, the reporting of school improvement ratings will be delayed until the 2023-2024 school year.
 - The 2022-2023 school year will be a hold-harmless transition year, and schools will be exempt from certain turnaround requirements, sanctions, and penalties related to school grades, while schools and districts also maintain benefits and designations related to such grades.
 - In the 2022-2023 school year, grade 3 and grade 10 ELA student performance must be linked to the 2021-2022 school year student performance expectations for purposes of determining grade 3 retention and high school graduation; districts may promote a grade 3 student for good cause if there is reasonable evidence the student has met expectations.
- The bill provides that districts are not required to conduct additional local measurement or progress monitoring for grades/subjects already included in the statewide PM system and maintains the requirement that the total time spent testing, including the state PM system and any additional district progress monitoring, may not exceed 5 percent of a student’s total school hours in the school year.
- Progress monitoring must be included and defined on the state uniform assessment calendar.
- An independent study of the new PM system analyzing its feasibility and validity for uses of such data must be completed by January 31, 2025.



- The timeframe for Governor and Legislative review of the performance standards proposed for State Board adoption for the statewide assessments is shortened from 90 days to 45 days, which expedites the process of setting reportable, meaningful scores for students.
- The same test administration procedures and requirements as those currently in place for the statewide, standardized assessments will be required for Florida Virtual School Full-Time students and for virtual instruction program and virtual charter students for the PM system.
- The bill revises terminology used when reporting student results from “proficiency levels” to “achievement levels,” where applicable, and terminology for Level 3/passing performance from “satisfactory performance” to “grade-level performance.”
- The bill revises terminology for the public K-12 curricula standards to “state academic standards,” which aligns it with the transition to the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards; the Division of Law Revision is directed to prepare a reviser’s bill to make this change wherever it remains in statute.
- The bill removes the requirement for districts to publish annual performance data in their local newspaper, but maintains the requirement that they publish this information on their website.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | Begin to amend the current statewide, standardized assessment contract (Contract 20-642 with Cambium Associates, Inc.). |
| JULY 1, 2022 | The act becomes effective, except as noted in sections effective upon becoming law. |
| SUMMER/FALL 2022 | First administration of PM1. Must be conducted within the first 30 days of school. |
| WINTER 2022–2023 | First administration of PM2. |
| SPRING 2023 | First administration of PM3. |
| JULY 2023 | 2022-2023 Informational baseline school grades will be reported using PM system ELA and mathematics results statistically equivalent to the 2021-2022 school grades results. |
| JULY/AUGUST 2023, AND ANNUALLY THEREAFTER | Beginning with the 2023-2024 school year, the PM system will be administered as a computer-adaptive assessment. |
| FALL 2023 | Submit proposed performance level scores, including the passing score, for the PM system to the President of the Senate and the |



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| | Speaker of the House of Representatives at least 45 days before submission to the State Board of Education for review. |
| MAY 31, 2024, AND ANNUALLY THEREAFTER | Assessment results for the statewide, standardized ELA and mathematics assessments (PM3) must be available by no later than May 31. |
| JULY 2024, AND ANNUALLY THEREAFTER | Full implementation of new school grades calculation with the inclusion of PM system learning gains results. School Improvement ratings calculated for the first time using PM system ELA and mathematics learning gains results. |
| JANUARY 31, 2025 | Deadline by which the independent study of the PM system must be provided to the Governor, President of the Senate, and Speaker of the House of Representatives. |



SENATE BILL 1054 – FINANCIAL LITERACY INSTRUCTION IN PUBLIC SCHOOLS

(CH. 2022-17, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Senator Hutson |
| CO-SPONSOR(S) | Senators Albritton, Ausley, Baxley, Bean, Berman, Book, Boyd, Bracy, Bradley, Brandes, Brodeur, Broxson, Burgess, Cruz, Diaz, Farmer, Gainer, Garcia, Gibson, Gruters, Harrell, Hooper, Jones, Mayfield, Passidomo, Perry, Pizzo, Polsky, Powell, Rodrigues (R), Rodriguez (A), Rouson, Simpson, Stargel, Stewart, Taddeo, Torres, Jr., and Wright |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 1003.41, 1003.4282 and 1002.3105, Florida Statutes (F.S.) |

SUMMARY

The “Dorothy L. Hukill Financial Literacy Act” requires one-half credit of instruction in personal financial literacy and money management for high school graduation beginning with students entering grade 9 in 2023-2024, and reduces the number of required electives by one half. It makes related changes to the requirements for the career and technical education graduation pathway option and the award of a standard high school diploma for Academically Challenging Curriculum to Enhance Learning options.

HIGHLIGHTS

Standard High School Diploma

- A student entering 9th grade before the 2023-2024 school year must earn eight credits in electives.
- A student entering 9th grade in the 2023-2024 school year must earn seven and one-half credits in electives and one-half credit in personal financial literacy and money management. The instruction must include discussion or instruction in all of the following:
 - Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution’s services.
 - Balancing a checkbook.
 - Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
 - Completing a loan application.
 - Receiving an inheritance and related implications.
 - Basic principles of personal insurance policies.



- Computing federal income taxes.
- Local tax assessments.
- Computing interest rates by various mechanisms.
- Simple contracts.
- Contesting an incorrect billing statement.
- Types of savings and investments.
- State and federal laws concerning finance.

Career and Technical Education Graduation Pathway (CTE)

- A student who enters grade 9 before 2023-2024 school year must earn two credits in electives or work-based learning programs under the CTE pathway diploma option. A one-half credit in financial literacy may be included in the two credits of electives.
- A student who enters grade 9 in 2023-2024 and thereafter must earn one and one-half credits in electives or work-based learning programs, and one-half credit in financial literacy.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

- A student who enters grade 9 before the 2023-2024 school year must earn three credits in electives.
- A student who enters grade 9 in the 2023-2024 school year and thereafter must earn two and one-half credits in electives and one-half credit in financial literacy.
- All students must earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| 2023-2024 SCHOOL YEAR | One-half credit in financial literacy will be required for high school graduation for students entering grade 9 in this school year and each year thereafter. |



HOUSE BILL 1057 - EVIDENCE OF VENDOR STABILITY

(CH. 2022-216, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Andrade, State Affairs Committee, Government Operations Subcommittee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | Upon becoming law |
| STATUTE(S) | Amends section (s.) 287.057, Florida Statutes (F.S.), by adding subsection (27), Procurement of commodities or contractual services. |

SUMMARY

Upon the bill becoming law, state agencies may establish financial stability criteria and require vendors to demonstrate their financial stability upon agency request during the competitive solicitation process.

HIGHLIGHTS

- Authorizes a state agency to establish financial stability criteria in the determination of whether a vendor is considered responsible during competitive bidding.
- Requires vendors to provide evidence of their financial stability if the agency uses financial stability as a criterion in the competitive solicitation process.
- Specifies documents that the agency must accept as evidence of a vendor’s financial stability.
- Defines the term “financial stability” to mean, at a minimum, having adequate income and capital and the capacity to efficiently allocate resources, assess and manage financial risks, and maintain financial soundness through the term of the contract.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING LAW | The act becomes effective. |
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HOUSE BILL 1421 – SCHOOL SAFETY

(CH. 2022-174, LAWS OF FLORIDA)

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| BILL SPONSORS | Representatives Hawkins and Hunschofsky, Education and Employment Committee, Secondary Education and Career Development Subcommittee, and Early Learning and Elementary Education Subcommittee |
| CO-SPONSORS | Representatives Bartleman, Caruso, Daley, Joseph, LaMarca, Mooney, Jr., and Rizo |
| EFFECTIVE DATE | July 1, 2022, except as noted |
| STATUTES | Amends sections (ss.) 943.082, 943.687, 1001.11, 1001.212, 1006.07, 1006.12, 1006.1493, and 1012.584, Florida Statutes (F.S.) |

SUMMARY

House Bill 1421 includes improvements to school safety practices and oversight. It addresses identified needs such as a model reunification plan, rulemaking authority for emergency drill requirements, arrest powers for school district police officers on charter school property, and penalties for hoax tips submitted via FortifyFL. HB 1421 also delays the sunset of the Marjory Stoneman Douglas High School Public Safety Commission and reduces its investigative tasks in favor of increased school safety compliance oversight. Mental health enhancements include a requirement that schools, and mobile response teams use the same suicide screening instrument, and expanded requirements for youth mental health awareness and crisis intervention training.

HIGHLIGHTS

- Establishes penalties for anyone knowingly submitting false tips through FortifyFL, and requires the Office of Safe Schools (OSS) to develop materials on the proper use and consequences of misuse of FortifyFL.
- Shifts the duties of the Marjory Stoneman Douglas High School Public Safety Commission from investigating the school shooting to monitoring implementation of school safety legislation and extends the repeal of the Commission through July 1, 2026.
- Clarifies the Commissioner’s authority to oversee and enforce compliance with all requirements relating to school safety and security.
- Revises the duties of the Office of Safe Schools to:



- Include charter school personnel in ongoing OSS professional development opportunities.
- Establish the “Florida School Safety Portal” as the official name for the centralized integrated data repository.
- Require coordination with the Division of Emergency Management and other federal, state and local first responder agencies to develop a model family reunification plan, reviewed and updated annually, for childcare through postsecondary educational facilities that are closed or evacuated. The plan is required to consider the integration of student information and notifications systems.
- Maintain a current directory of public school-based diversion programs and cooperate with the judicial circuits and the Department of Juvenile Justice (DJJ) to facilitate their monitoring and enforcement of compliance with s. 985.12, F.S.
- Requires certain law enforcement officers to be physically present and directly involved in active assailant emergency drills; requires school districts to notify such law enforcement officers within 24 hours of such drills; requires the State Board of Education to adopt rules to include specified requirements for emergency drills; requires district school boards and charter school governing boards, in coordination with specified entities, to adopt family reunification plans, and provides for the update and review of those plans; requires all members of threat assessment teams be involved in the threat assessment processes and the final decisions; requires the Department to annually publish on its website school safety incident data in certain format.
- Authorizes school safety officers (such as school district police officers) to make arrests on property owned or leased by a charter school under a charter contract; requires district school superintendents, charter school administrators, or their designees, to notify county sheriffs and the OSS of certain safe-school officer-related incidents; specifies prerequisites for participation in the Coach Aaron Feis Guardian program training.
- Requires that the Florida Safe Schools Assessment Tool address policies and procedures to prepare for and respond to natural and manmade disasters, including the newly mandated reunification plans.
- In the area of mental health, the bill requires each school district to annually certify, in a format determined by the department, that no fewer than 80 percent of school personnel in elementary, middle, and high schools have received the required youth mental health awareness and assistance training. It also specifies mental health crisis intervention training requirements for all safe-school officers and requires district school



boards to adopt policies relating to suicide screening instruments.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| JULY 1, 2023, AND ANNUALLY THEREAFTER | Districts must certify that at least 80 percent of their school personnel have received youth mental health awareness and assistance training. |
| AUGUST 1, 2023 | The State Board of Education must adopt rules, in consultation with state and local constituencies, that establish requirements for emergency drills in schools. |
| JULY 1, 2026 | The Marjory Stoneman Douglas High School Public Safety Commission sunsets. |



HOUSE BILL 1467 – K-12 EDUCATION

(CH. 2022-21, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Garrison, Appropriations Committee |
| CO-SPONSOR(S) | Representatives Bell, Botana, Fetterhoff, Fine, Latvala, Leek, McClain, Plakon, Roth, Shoaf, Sirois, and Truenow |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (s.) 1001.35, 1006.28, 1006.29, 1006.40, 1011.67, Florida Statutes (F.S.) |

SUMMARY

Establishes term limits for district school board members and provides specific requirements for school districts in selecting instructional materials and materials used in school libraries and media centers. Requires school district meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials to be noticed and open to the public and the composition of these meetings must include parents of district students. Requires school districts adopt procedures for determining and reviewing content for library media centers and that these procedures are posted publicly. Requires the Florida Department of Education (FDOE) to develop an online training program for librarians, media specialists and other district personnel involved in the selection of library materials and specifies that each book made available to students must be selected by a school district employee who holds a valid educational media specialist certificate obtained after successful completion of the FDOE online training. Requires each school district to adopt procedures for selecting and removing materials from library collections. Requires each elementary school to publish all materials in a school library or required for school or grade-level reading lists. Requires each school district to publish, in a searchable format prescribed by the FDOE, a list of all instructional materials on its website. Requires FDOE to publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

HIGHLIGHTS

- School board members may serve no more than 12 consecutive years in office; however, service of a term of office commencing before November 8, 2022 will not count toward the term limit.



- School district meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials must be noticed and open to the public and parents of district students must be included in such committees.
- Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the FDOE online training program prior to reviewing and selecting library resources.
- Requires the FDOE to develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections, or materials maintained on a school or grade-level reading list. This online training must assist reviewers in complying with the requirements of s. 1006.31(2), F.S. FDOE must make this training available no later than January 1, 2023.
- Each book made available to students in the media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
- Establishes it is the responsibility of school principals to oversee compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.
- Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:
 - Require that book selections meet the selection criteria in s. 1006.40(3)(d), F.S.
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide library media center collections are based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
 - Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to s. 1006.28(a)2.
- Each elementary school must publish on its website, in a searchable format prescribed by the FDOE, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.



- Each district must publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42, F.S. Each district school board must:
 - Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a., F.S., before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, approve, adopt, or purchase all materials as a separate line item on the agenda and must provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
- Annually, beginning June 30, 2023, each district must submit to the Commissioner of Education a report that identifies:
 - Each material for which the school district received an objection for the school year and the specific objections thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which a removed or discontinued material was used, as applicable.
- The FDOE shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.
- No later than July 1, 2023, and annually thereafter, each superintendent must certify to FDOE that all school librarians and media specialists employed by the district have completed the required training developed by the Department.
- Expands the annual school district certification of fidelity of instructional materials to include any material that received an objection pursuant to s. 1006.28, F.S., for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| JANUARY 1, 2023 | FDOE must make available an online training program to assist district reviewers to comply with the requirements of this act. |



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ANNUALLY THEREAFTER**

Each superintendent must certify to FDOE that all school librarians and media specialists employed by the district have completed the training.



HOUSE BILL 1557 – PARENTAL RIGHTS IN EDUCATION

(CH. 2022-22, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Harding, Judiciary Committee, Education and Employment Committee |
| CO-SPONSOR(S) | Representatives Avila, Bell, Borrero, Bryd, Fernandez-Barquin, Fetterhoff, Fine, Fischer, Latvala, Maggard, McClain, Plakon, Roach, Roth, Sirois, Snyder, and Yarborough |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends section (s.) 1001.42, Florida Statutes (F.S.) |

SUMMARY

Requires district school boards to adopt procedures that comply with certain provisions of law for notifying a student’s parent of specified information. Requires such procedures to reinforce fundamental right of parents to make decisions regarding upbringing and control of their children. Prohibits school districts from adopting procedures or student support forms that prohibit school district personnel from notifying a parent about specified information or that encourage a student to withhold such information from parents. Prohibits school district personnel from discouraging or prohibiting parental notification and involvement in critical decisions affecting a student’s mental, emotional, or physical well-being. Prohibits classroom instruction about sexual orientation or gender identity in grades K-3. Prohibits classroom instruction about sexual orientation or gender identity after grade 3 in a manner that is not age or developmentally appropriate. Requires school districts to notify parents of health care services. Authorizes a parent to bring action against a school district to obtain a declaratory judgment for violations of responsibilities enumerated in s. 1001.42(8)(c). Provides for additional award of injunctive relief, damages and reasonable attorney fees and court costs to certain parents. Provides authority for a parent to request the Commissioner of Education to appoint a special magistrate to resolve concerns regarding parental rights under s. 1001.42(8)(c) that remain unresolved by the principal and school district.

HIGHLIGHTS

- Requires district school boards to adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.
- A school district may not adopt procedures or student support forms that prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that



encourage or have the effect of encouraging a student to withhold from a parent such information.

- School district personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being.
- The procedures must reinforce the fundamental right of the parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.
- The procedures may not prohibit parents from accessing any of their student’s education and health records created, maintained or used by the school district, as required by s. 1002.22, F.S.
- School districts may adopt procedures that permit school personnel to withhold such information from a parent if such disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01, F.S.
- Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3, or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.
- Requires student support services training developed or provided by a school district to school district personnel to adhere to student services guidelines, standards and frameworks established by the Florida Department of Education (DOE).
- Requires that districts notify parents at the beginning of the school year of each health care service offered at their student’s school and the option to withhold consent or decline any specific service.
- Provides that parental consent to a health care service does not waive a parent’s right to access his or her student’s educational or health records or to be notified about a change in his or her student’s services or monitoring.
- Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, a school district must provide the questionnaire or form to the parent and obtain consent.
- Requires each school district to adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns at his or her student’s school about the procedures or practices adopted by a school district under paragraph 1001.42(8)(c), and the process for resolving those concerns within 7 calendar days after notification by the



parent. The procedures must also include a process for the school district to resolve the concern or provide a statement of the reason for not resolving, if the principal’s action did not resolve the concern.

- If a concern is not resolved by the school district, a parent may do the following:
 - Request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years’ experience in administrative law.
 - The special magistrate shall determine facts relating to the dispute over the school district procedure or practice, consider information provided by the school district, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent.
 - The State Board of Education (SBOE) must approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 days after the date the recommended decision is transmitted.
 - The cost of the special magistrate shall be borne by the school district.
 - The State Board of Education shall adopt rules, including forms, necessary for implementation.
 - Bring an action against the school district to obtain a declaratory judgement. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.
- Requires each school district to adopt policies to notify parents of the procedures required if a concern is not resolved by the school district.
- Requires the DOE to review and update, as necessary, by June 30, 2023, school counseling frameworks and standards; educator practices and professional conduct principles; and other student services personnel guidelines, standards or frameworks in accordance with this bill.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| 2022 | The SBOE shall adopt rules and forms for a parent to request that the Commissioner of Education appoint a special magistrate if a concern is not resolved by the school district. |
| JUNE 30, 2023 | FDOE will review and update school counseling frameworks and standards; educator practices and professional conduct principles; and other student services personnel guidelines, standards or frameworks in accordance with this bill. |



SENATE BILL 2524 – EDUCATION

(CH. 2022-154, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Appropriations Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022, except as otherwise expressly provided in this act |
| STATUTE(S) | Amends sections (ss.) 435.02, 435.12, 464.0195, 800.101, 943.0585, 943.059, 1001.51, 1001.92, 1002.31, 1002.33, 1002.394, 1002.395, 1002.40, 1002.411, 1002.421, 1002.45, 1002.455, 1002.81, 1002.82, 1002.84, 1002.85, 1002.87, 1002.89, 1002.895, 1002.92, 1002.995, 1003.485, 1003.498, 1003.52, 1003.621, 1004.015, 1004.04, 1004.85, 1006.12, 1006.22, 1006.27, 1006.73, 1007.271, 1008.33, 1008.34, 1009.26, 1009.30, 1009.89, 1009.895, 1010.20, 1010.48, 1011.62, 1011.68, 1011.17, 1012.22, 1012.315, 1012.32, 1012.34, 1012.465, 1012.467, 1012.56, 1012.584, and 1013.40, Florida Statutes (F.S.) Creates (ss.) 1002.90, 1003.4204, 1004.6496, 1007.36, 1009.896, and 1009.897, Florida Statutes (F.S.) |

SUMMARY

Conforms applicable statutes to the appropriations provided in the conference report of the General Appropriations Act (GAA) for prekindergarten through grade 12 education and the higher education system for the 2022-2023 fiscal year.

HIGHLIGHTS

Section 1 amends s. 435.02, F.S., Definitions.

- Expands the definition of “specified agency” to include the Florida Department of Education (FDOE), school districts, labs schools, the Florida School for the Deaf and the Blind, the Florida Virtual School, virtual instruction programs (VIPs), charter schools, Schools of Hope, alternative schools, and private schools participating in an educational scholarship program.

Section 2 amends s. 435.12, F.S., Care Provider Background Screening Clearinghouse.

- Requires school districts, labs schools, the Florida School for the Deaf and the Blind, the Florida Virtual School, VIPs, charter schools, Schools of Hope, alternative schools, and private schools participating in an educational scholarship programs to conduct background rescreenings through the Care Provider Background Screening Clearinghouse.
- Provides a staggered rescreening schedule for educational entities:



- Employees last screened on or before June 30, 2019, must be rescreened by June 30, 2024;
- Employees last screened between July 1, 2019, and June 30, 2021, must be rescreened by June 30, 2025; and
- Employees last screened between July 1, 2021, and December 31, 2022, must be rescreened by June 30, 2026.

Section 3 amends s. 464.0195, F.S., Florida Center for Nursing; goals.

- Revises the strategic statewide plan for nursing manpower, developed by the Florida Center of Nursing under s. 464.0195, F.S., to now require the Center to conduct a statistically valid biennial data-driven gap analysis with the Labor Market Estimating Conference of the healthcare workforce, previously done by the Florida Talent Development Council.
- Development of recommendations related to increasing nurse faculty, clinical preceptors, and promotion of advanced nurse education including best practices in academic preparation and continuing education.
- Create pilot programs to support recruitment, development and retention of nursing faculty and clinical preceptor, and coordinate the development of academic-practice partnerships to support nursing faculty employment.

Section 4 amends s. 800.101, F.S., Offenses against students by authority figures.

- Establishes criminal penalties for certain individuals who knowingly and willfully fail to report specified offenses against students by authority figures. A person commits a misdemeanor of the first degree if he or she knowingly and willfully:
 - Fails to report an authority figure who solicits or engages in sexual, romantic, or lewd conduct with a student, or knowingly or willfully prevents another person from reporting the violation.
 - Submits false, inaccurate, or incomplete information while reporting an authority figure who solicits or engages in sexual, romantic, or lewd conduct with a student.
 - Coerces or threatens another person with the intent to alter his or her testimony or written report of an authority figure who solicits or engages in sexual, romantic, or lewd conduct with a student.

Section 5 amends s. 943.0585, F.S., Court-ordered expunction of criminal history records.

- Prohibits an individual from denying or failing to acknowledge arrests covered by a sealed record if seeking to be employed by, licensed by, or under contract with the Florida School for the Deaf and the Blind, the Florida Virtual School, VIPs, charter schools, Schools of Hope, and alternative schools.
- Prohibits non-instructional contractors, required to be screened under s. 1012.467, F.S., from denying or failing to acknowledge arrests covered by an expunged record.

Section 6 amends s. 943.059, F.S., Court-ordered sealing of criminal history records.



- Prohibits an individual from denying or failing to acknowledge arrests covered by an expunged record if seeking to be employed by, licensed by, or under contract with the Florida School for the Deaf and the Blind, the Florida Virtual School, VIPs, charter schools, Schools of Hope, and alternative schools.
- Prohibits non-instructional contractors required to be screened under s. 1012.467, F.S., from denying or failing to acknowledge arrests covered by a sealed record.

Section 7 amends s. 1001.51, F.S., Duties and responsibilities of district school superintendent.

- Requires a superintendent to keep records and reports of any determination to withhold from parents information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent's child.
- Any determination to withhold such information must be based on child-specific information personally known to school personnel and documented properly with the school principal or his or her designee.
- Requires that the determination be annually reviewed and redetermined.

Section 8 and 9 amends s.1001.92 F.S., State University System Performance Based Incentive.

- Changes the fiscal year to 2022-2023 to extend the graduation rate to 3 years for associate in arts transfer students.
- If any institution is found to have a substantiated violation of s.1000.05(4)(a), the institution shall be ineligible to receive performance funding during the next fiscal year.

Section 10 amends s. 1002.31, F.S., Controlled open enrollment.

- Requires school districts and charter schools to identify and disclose each school's capacity on their websites, by grade level, which must be updated every 12 weeks.
- Requires school districts to maintain a waitlist and enroll students throughout the academic year.
- Clarifies that virtual charter schools and approved VIP providers must enroll students statewide pursuant to controlled open enrollment.
- Requires school districts to provide information on transportation options, such as:
 - Responsibility of school districts to provide transportation to another public school for students participating in the Opportunity Scholarship Program, John M. McKay Scholarships for Students with Disabilities Program, and Family Empowerment Scholarship (FES) Program.
 - Availability of funds for transportation under the FES Program, Florida Tax Credit Scholarship (FTC) Program, and the funds for student transportation.
 - The school district may provide any other transportation options available in the community.

Section 11 amends s. 1002.33, F.S., Charter schools.



- Requires a standard virtual charter school contract and renewal contract for use by the school district and the virtual charter school.
- Requires a virtual charter school to comply with applicable controlled open enrollment requirements.
- Removes the Florida Digital Classrooms Allocation from the total funds provided by the Florida Education Finance Program (FEFP).

Section 12 amends s. 1002.394, F.S., The Family Empowerment Scholarship Program.

- Increases the base eligibility from 20,000 to 26,500 for the Family Empowerment Scholarship for Unique Abilities (FES-UA) beginning in the 2022-23 school year.
- Increases the transportation scholarship option to either be \$750 or the per student amount expended by the school district for students riding a bus, whichever is greater.
- Maintains the requirement that the FDOE complete a cross-check of the list of participating students to verify eligibility, but removes the requirement that the cross-check be completed before the distribution of each quarterly scholarship payment.
- Requires the FDOE to adjust scholarship payments to eligible nonprofit scholarship-funding organizations (SFOs) and recalculate the FEFP allocation for school districts upon completion of the cross-check.

Section 13 amends s. 1002.395, Florida Tax Credit Scholarship Program.

- Maintains the requirement that the FDOE complete a cross-check of the list of participating students to verify eligibility, but removes the requirement that the cross-check be completed before the distribution of each quarterly scholarship payment.
- Requires the recalculation of the FEFP allocation for school districts upon completion of the cross-check.
- Revises the student transportation scholarship award under the Florida Tax Credit Scholarship Program for a student attending a public school to be the greater of \$750 or the district's expenditure per student riding a school bus as determined by the FDOE.
- Provides that administrative expenses may include costs to provide rideshare programs or offer carpooling for recipients of a transportation scholarship.

Section 14 amends s. 1002.40, F.S., The Hope Scholarship Program.

- Maintains the requirement that the FDOE complete a cross-check of the list of participating students to verify eligibility, but removes the requirement that the cross-check be completed before the distribution of each quarterly scholarship payment.

Section 15 amends s. 1002.411, F.S., New Worlds Reading Scholarship Accounts.

- Renames Reading Scholarship Accounts to New Worlds Reading Scholarship Accounts.
- Expands eligibility for the New Worlds Reading Scholarship Accounts from grades 3 through 5 to include students in Kindergarten through grade 5 who have a substantial reading deficiency



identified under s. 1008.25(5)(a), F.S., or a score below Level 3 on the English Languages Arts assessment in the prior school year.

- Provides that a school district may not prohibit instructional personnel from providing services to English Language Learner students on the school campus outside regular hours, provided they comply with district policies regarding safety and security.
- Requires a school district to notify a parent of a student who has a substantial reading deficiency of the process to request and receive the scholarship.

Section 16 amends s. 1002.421, F.S., State school choice scholarship program accountability and oversight.

- Requires that private schools participating in state scholarship programs annually complete and submit to the FDOE a notarized scholarship statement certifying that all school personnel with direct contact with students have undergone a background screening pursuant to s. 435.12, F.S., relating to the Care Provider Background Screening Clearinghouse, effective January 1, 2023.

Section 17 amends s. 1002.45, F.S., Virtual instruction programs.

- Clarifies the term “approved virtual instruction program provider”.
- Requires VIP providers to receive approval from the State Board of Education instead of the FDOE.
- Requires each VIP provider to operate under its own Master School Identification Number, as prescribed by the FDOE.
- Requires a school district to expend any difference in the amount of funds per unweighted full-time equivalent (FTE) virtual student allocated to the school district and the amount paid per unweighted FTE virtual student for a contract with an approved VIP provider on computer/device hardware and software.
 - Requires each school district to submit an itemized list of items acquired to the FDOE by September 1 annually.
- Clarifies that the FDOE must annually publish on its website a list of providers approved by the State Board of Education.
- Requires that financial audit reports of approved VIP providers must include a written statement by the approved VIP provider responding to any deficiencies noted in the audit report. The audit report and accompanying statement must be submitted to the State Board of Education and Auditor General within nine months of the end of the preceding fiscal year.
- Requires approved VIP providers to submit to the FDOE a uniform monthly financial statement summary sheet; a baseline standard of student academic achievement, desired outcomes, the method of measurement to be used; and descriptions of:
 - How baseline academic achievement levels and prior rates of academic progress will be established;
 - How baseline rates will be compared to rates of academic progress achieved by the same students while enrolled in the VIP; and



- How the rates of progress will be evaluated and compared with those of comparable student populations.
- Requires approved VIP providers to annually submit an accountability report that includes demographic data and student achievement performance data, linking baseline student data to the provider's performance projections.
- Requires VIP providers and the districts hosting such programs to report FTE students as established by the FDOE.
 - A district may report an FTE student for credit earned in a virtual instruction course provided by the district that was completed after the end of the regular school year if the student is reported before the deadline for amending the final FTE student membership report for that year.
- Requires that students enrolled in a VIP shall be funded in the FEFP, as directed in the GAA.
- Provides that VIP providers will receive a district grade based upon the aggregate assessment scores of all students served by the provider statewide and shall receive a separate school grade for each school district with which it contracts based upon the assessment scores of all students served within the school district.
- Provides for the termination of a VIP provider's contract if the provider earns two consecutive school grades of "F" after all grade appeals are final or earns two consecutive ratings of "Unsatisfactory."

Section 18 amends s. 1002.455, F.S., Student eligibility for K-12 virtual instruction.

- Confirms changes made to s. 1002.45, F.S.
- Requires a school district enrolling FTE virtual students to comply with the enrollment requirements outlined in s. 1002.45, F.S.

Section 19 amends s. 1002.81, Definitions – Consistent with the requirements of 45 C.F.R. parts 98 and 99 and as used in this part.

- Confirms changes made to s. 1002.89, F.S.

Section 20 amends s. 1002.82, F.S., Department of Education; powers and duties.

- Requires the FDOE to establish procedures to annually calculate the prevailing market rate and for the collection of data to support the calculation of the cost of care.

Section 21 amends s. 1002.84, F.S., Early learning coalitions; school readiness powers and duties.

- Establishes the distribution methodology that early learning coalitions must use to distribute school readiness program funds to eligible providers.
- Requires each early learning coalition to distribute the minimum provider reimbursement rate to each eligible provider.

Section 22 amends s. 1002.85, F.S., Early learning coalition plans.



- Revises the requirements for the school readiness program plan submitted to the FDOE by early learning coalitions.

Section 23 amends s. 1002.87 School readiness program; eligibility and enrollment

- Conforms changes made to s. 1002.85, F.S.

Section 24 amends s. 1002.89, F.S., School readiness program; funding.

- Establishes a school readiness funding formula for distributing school readiness funds to the early learning coalitions.

Section 25 amends s. 1002.895, F.S., Market rate schedule.

- Requires the FDOE to establish procedures for the annual collection of cost of care data that will be provided to the Early Learning Programs Estimating Conference.

Section 26 creates s. 1002.90, F.S., School readiness cost-of-care information.

- Requires the Early Learning Programs Estimating Conference to annually develop cost-of-care information based on actual school readiness program expenditures and data provided by DEL.
- Requires the Conference to provide the official cost-of-care information to the Legislature at least 90 days before session.

Section 27 amends s. 1002.92, F.S., Child care and early childhood resource and referral.

- Requires child care facilities and family day care homes to provide cost-of-care data required under s. 1002.895 to the statewide child care and resource and referral network.

Section 28 amends s. 1002.995, F.S., Early learning professional development standards and career pathways.

- Requires the FDOE to provide incentives to School Readiness and Voluntary Prekindergarten child care personnel who possess a reading certification or endorsement, or a literacy micro-credential, subject to legislative appropriation.

Section 29 amends s. 1003.485, F.S., The New Worlds Reading Initiative.

- Unites various reading initiatives under New Worlds.
- Modifies current law, which requires students to be provided options for book topics or genres at the beginning of each school year and requires students to be provided the options upon enrollment.
- Defines “micro-credential” as evidence-based professional development activities that are competency-based, personalized, and on-demand and requires educators to demonstrate their competence via evidence submitted and reviewed by trained evaluators.
- Maintains the purpose of the New Worlds Reading Initiative to improve literacy skills and instill a love of reading by providing high-quality books to students in kindergarten through grade 5



who are reading below grade level, and redefines the New Worlds Reading Initiative to also include:

- Improving the literacy skills of students in kindergarten through grade 12.
- Providing high-quality, free books to students.
- Expanding and redefining the New Worlds Reading Scholarship Accounts to provide educational options for students in kindergarten through grade 5.
- Establishing the New Worlds Scholar Program, which rewards high school students who instill a love of reading and improve the literacy skills of students in kindergarten through grade 3.
- Establishing a micro-credential program which emphasizes strong core instruction and a tiered model of reading interventions for struggling readers.
- Incentives to reward prekindergarten educators who earn a micro-credential or reading endorsement and provide intensive interventions to students who struggle with reading.
- Expands the existing responsibilities of the administrator of the New Worlds Reading Initiative to include the following:
 - Providing professional development and resources to teachers that correlate with the books provided through the initiative.
 - Developing and administering the early literacy micro-credential (no more than 60 hours) that requires:
 - Teachers to demonstrate competency to diagnose literacy difficulties and determine the appropriate range of literacy interventions;
 - Using evidence-based instructional and intervention practices, including evidence-based reading strategies identified by the Just Read, Florida! Office; and
 - Effectively use progress monitoring and intervention materials.

Section 30 amends s. 1003.498, F.S., School district virtual course offerings.

- Provides that funding for school district virtual courses shall be funded through the FEFP as provided in the GAA.

Section 31 amends s. 1003.52, F.S., Educational services in Department of Juvenile Justice programs.

- Requires that eligible students enrolled in juvenile justice education programs receive equal funding as students enrolled in traditional public schools funded in the FEFP and as specified in the GAA.

Section 32 amends s. 1003.621, F.S., Academically high-performing school districts.

- Conforming changes to s. 1011.62, F.S.

Section 33 amends s. 1004.015, F.S., Florida Talent Development Council.

- Revises the information the Board of Governors and the SBOE will collect under the 10-year trend on nursing education programs. Additional data will be collected to include the outcomes



of the Linking Industry to Nursing Education (LINE) Fund under section 50; of the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund under section 51; and on the outcomes of graduates who received nursing student loan forgiveness.

Section 34 amends s. 1004.04, F.S., Public accountability and state approval for teacher preparation programs.

- Adds strategies and practices to support evidence-based content aligned to state standards and grading practices to the Uniform Core Curricula (UCC) for teacher preparation programs.
- Removes character-based classroom management from the UCC.
- Revises criteria for continued program approval for teacher preparation programs by:
 - Including passage rates on Florida Teacher Certification Examinations by candidates.
 - Adding workforce contribution to include placement of program completers in instructional positions within Florida public and private schools, with additional weight given to completers in statewide critical teacher shortage areas.
 - Removing rate of retention for employed program completers in instructional positions within Florida public and private schools.
 - Removing performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act.
- Allows continued approval of a teacher preparation program based upon a review by a nationally recognized accrediting entity.
- Provides rulemaking authority to determine program review requirements based upon the program size. This would include if a program review is necessary, if it should be aggregated and measured at the provider or institutional level, and whether a valid review could be conducted remotely.
- Requires a minimum of 60 hours of field experiences to be completed prior to the culminating field experiences for candidates entering a state-approved teacher preparation program beginning in the 2023-24 school year. The final field experience must be a minimum of 12 weeks of student teaching.

Section 35 creates s. 1004.6496, F.S., the Hamilton Center for Classical and Civic Education.

- Establishes the Hamilton Center for Classical and Civic Education at the University of Florida to support teaching and research concerning the ideas, traditions, and texts that form the foundations of western and American civilization.
- The Center must coordinate with the Florida Institute of Politics and the Adam Smith Center for the Study of Economic Freedom and assist with the curation and implementation of the “Portraits in Patriotism” program.

Section 36 amends s. 1004.85, F.S., Postsecondary educator preparation institutes.

- Implements recommendations from the teacher preparation audit impacting educator preparation institutes (EPI).



- Adds strategies and practices to support evidence-based content aligned to state standards and grading practices as a requirement that must be addressed in an EPI program.
- Removes character-based classroom management as a requirement in an EPI program.
- Provides rulemaking authority to establish the amount of field experience necessary to serve as the teacher of record for candidates entering an EPI program beginning in the 2023-24 school year.
- Revises criteria for continued program approval for EPI programs by:
 - Including passage rates on Florida Teacher Certification Examinations by candidates.
 - Adding workforce contribution to include placement of program completers in instructional positions within Florida public and private schools, with additional weight given to completers in statewide critical teacher shortage areas.
 - Removing rate of retention for employed program completers in instructional positions within Florida public schools.
 - Removing performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act.
- Requires approved institutes to include satisfaction survey results from program completers in their annual performance evaluations.
- Removes the requirement for approved institutes to include satisfaction survey results from program candidates as part of their annual performance evaluations.
- Allows continued approval of an EPI program based upon a review by a nationally recognized accrediting entity.
- Provides rulemaking authority to determine program review requirements based upon the program size. This would include if a program review is necessary, if it should be aggregated and measured at the provider or institutional level, and whether a valid review could be conducted remotely.

Section 37 amends s. 1006.12, F.S., Safe-school officers at each public school.

- Conforming changes to s. 1011.62, F.S.

Section 38 amends s. 1006.22, F.S., Safety and health of students being transported.

- Expands the use of vehicles designed to transport fewer than 10 students to and from school sites to include all grade levels instead of only high school students participating in career education programs. The prohibition against use of these vehicles for trips between student residences and school sites remains in place.
- Clarifies that multi-function activity buses may be used for trips between school sites.

Section 39 amends s. 1006.27, F.S., Pooling of school buses and related purchases by district school boards; transportation services contracts.



- Creates the Driving Choice Grant Program to improve access to reliable and safe transportation for students participating in school choice options and to support innovative solutions that increase the efficiency of public school transportation.
- Specifies that grant proposals may include transportation resource planning and sharing among school districts and local government; contracting or developing with rideshare programs or developing carpooling strategies; improving access to transportation options for families; addressing personnel challenges; and expanding the use of transportation funds to help lower the cost of transporting students to and from school.
- Requires the FDOE to publish on its website an interim report by December 31, 2023, and a final report by December 31, 2024.
- Specifies that the final report include best practices to increase transportation options for students, including overcoming transportation barriers; and the number of students served by grant recipients, including the number of students transported to a school other than their assigned school.

Section 40 amends s. 1006.73, F.S., Florida Postsecondary Academic Library Network.

- Defines Open Educational Resources.
- Establishes an initiative to increase postsecondary student access to free Open Educational Resources (OER).
- Requires the Florida College System (FCS), State University System (SUS), and Florida Postsecondary Academic Library Network to provide specified support for certain OER.
- Requires the chancellors of the FCS and SUS to collaborate and take the lead in identifying and developing processes to coordinate and support the adaptation or development of OER.
- Establishes a statewide, searchable database of OER called the Student Open Access Resources (SOAR) Repository.
- Establishes the SOAR Grant Program to provide funding to support to FCS and SUS institutions for the development and curation of OER and for migrating existing content to the SOAR Repository, subject to appropriation.

Section 41 amends s. 1007.271, F.S., Dual enrollment programs.

- Specifies that instructional materials for use in dual enrollment courses must be made available to all participating students free of charge, rather than only to public school and home education students. This is consistent with the provisions in s. 1009.30, F.S., relating to reimbursements for instructional materials under the Dual Enrollment Scholarship Program.

Section 42 creates s. 1007.36, F.S., Inclusive Transition and Employment Management Program.

- Creates the Inclusive Transition and Employment Management (ITEM) program under the Division of Vocational Rehabilitation (VR).
- ITEM is an annual pass-through grant project that is managed by VR to assist young adults with disabilities who are between the ages of 16 and 28 with transitional skills, education, and on-the-job experience to allow them to acquire and retain permanent employment.



Section 43 amends s. 1008.33, F.S., Authority to enforce school improvement.

- Modifies language to align with current practice, as states submit an Elementary and Secondary Education Act plan rather than a flexibility waiver. Codifies current practice of initiating school improvement supports upon earning an initial grade of “D.”
- Expands and clarifies Turnaround Plan options to the following:
 - District-managed turnaround plan;
 - Reassignment;
 - Closure; or
 - Contract with an outside entity.
- Provides school districts flexibility in selecting services under an external operator Turnaround Plan by allowing selection of one or a combination of the following:
 - An external operator.
 - District-managed charter school.
 - High-performing charter school network.
 - A contractual agreement that allows for a charter school network or any of its affiliated subsidiaries, or an educational entity to provide individualized consultancy services tailored to address the identified needs of one or more schools under this section.

Section 44 amends s. 1008.34, F.S., School grading system; school report cards; district grade.

- Beginning with 2023-24 school grades, and annually thereafter, if 75% of schools within a particular school type (elementary, middle, high, or combination) earn an “A” or “B,” the State Board of Education must adjust the school grades scale upward so the minimum required points in each school grading category is to the next highest percentage ending in a 5 or 0, whichever is closest to the current percentage. This process is suspended for a school type once the following scale is achieved:
 - 90-100% of the points for an “A”
 - 80-89% of the points for a “B”
 - 70-79% of the points for a “C”
 - 60-69% of the points for a “D”
 - 0-59% of the points for an “F”

Section 45 Data collection regarding time spent on assessments

- Requires the FDOE to collect from districts, by grade, for students in prekindergarten through grade 5, the range and median number of minutes per school year, along with the percentage of net instructional time, spent on district-required and state-required assessments and coordinated screening and progress monitoring.
- Beginning January 1, 2023, through January 1, 2025, the FDOE must annually report this data to the Governor and Legislature and make recommendations for minimizing duplicative testing and progress monitoring.

Section 46 amends s. 1009.26, F.S., Fee waivers.



- Beginning in the 2022-2023 academic year, students will be eligible to receive the tuition and fee waiver in two additional programs of strategic emphasis, specifically in the critical workforce gap analysis category, for a total of 10, as adopted by the Board of Governors.

Section 47 amends s. 1009.30, F.S., Dual Enrollment Scholarship Program.

- Modifies the timeline for reporting dual enrollment students and for reimbursements to specify that a postsecondary institution must report students within 30 days after the end of regular registration, and reimbursements to institutions must be distributed from the DOE no later than 30 days after the end of the term.

Section 48 amends s. 1009.89, F.S., The William L. Boyd, IV, Effective Access to Student Education grants.

- Requires each institution eligible to receive funds under the Effective Access to Student Education (EASE) Grant Program to post prominently on its website, by October 1 of each year, its performance on the metrics specified in law.

Section 49 amends s. 1009.895, F.S., Open Door Grant Program.

- Modifies the Open Door Grant (ODG) Program to allow school districts with eligible integrated education and training programs to participate in the ODG program, allowing all institutions to cover certain student costs, and removing the requirement for students to submit a completed Free Application for Federal Student Aid (FAFSA) yearly.

Section 50 creates s. 1009.896, F.S., Linking Industry to Nursing Education (LINE) Fund.

- Establishes the Linking Industry to Nursing Education (LINE) Fund to address critical workforce need by incentivizing collaboration between nursing education programs and health care partners.
- Clarifies terms, including “health care partner,” “student,” and “institution,” which can include school district career centers.
- Provides that the LINE Fund shall be administered by the Board of Governors for state universities and by the FDOE for all other institutions.
- Provides that, for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-to-dollar match to the participating institution.
- Provides that the LINE Fund may be used for student scholarships, recruitment of faculty, equipment, and simulation centers to advance high-quality nursing education programs. Funds may not be used for building construction.
- Provides that institutions must submit a proposal to the Board of Governors or FDOE, as appropriate, to participate. The proposal must identify a health care partner whose contributions will be matched by the fund.
- Provides that proposals will be evaluated based on whether funds committed by the health care partner will contribute to an eligible purpose; how the institution plans to use the funds;



how the health care partner will onboard and retain graduates; and how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands.

- Requires each institution with an approved proposal to notify the Board of Governors or FDOE, as appropriate, upon receipt of funds from the health care partner.
- Requires each institution awarded grant funds to annually, by February 1, submit a report to the Board of Governors or FDOE, as appropriate, regarding the use of its funds, including the number of additional nursing education students enrolled; if scholarships were awarded, the number of students who received them and the amounts; and the outcomes of students as reported by the Florida Talent Development Council.
- Requires the Board of Governors and FDOE to establish rules to administer the fund, including dates for submission and review of proposals.

Section 51 creates s. 1009.897, F.S., Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund.

- Establishes the PIPELINE Fund that will reward postsecondary institutions that meet performance and excellence metrics at nursing education programs at participating institutions.
- Defines "institution" to include school districts and charter technical career centers that offer a licensed practical nurse program, FCS institutions, and state universities.
- Provides that, subject to appropriation, each institution shall receive an allocation based on the performance of its nursing education program(s) according to the number of program completers and passage rate on the National Council of State Boards of Nursing License Examination.
- Requires the Board of Governors and State Board of Education to adopt rules to administer this funding program.

Section 52 amends s. 1010.20, F.S., Cost accounting and reporting for school districts.

- Increases the district program expenditure requirements for juvenile justice programs from 90 to 95 percent.

Section 53 amends s.1011.48, F.S., Establishment of educational research centers for child development.

- Specifies that each center is authorized to charge fees for the care and services it provides, subject to the fees authorized by s. 1009.24(14), F.S.

Section 54 amends s. 1011.62, F.S., Funds for operations of schools.

- Allows certain computers and devices to be purchased with instructional materials categorical funds, if approved by resolution of the school board.
- Increases the threshold to receive the Sparsity Supplement from fewer than 24,000 FTE students to fewer than 30,000 FTE students.
- Eliminates the Florida Digital Classrooms Allocation.



- Eliminates the Funding Compression and Hold Harmless Allocation; however, section 6 of House Bill 5003 (enrolled) reinstates this language for the 2022-23 fiscal year.
- Provides schools flexibility in using funds from the evidence-based reading instruction allocation. This includes:
 - Removing the specific requirement for the 300 lowest-performing schools to use the allocation to provide an additional hour of intensive reading instruction. Provides flexibility for all schools to provide additional time per day in intensive reading instruction.
 - Clarifying that reading coaches must be certified or endorsed in reading.
 - Providing flexibility for professional development options by authorizing school boards to use funds from the allocation to help instructional personnel and certified prekindergarten teachers funded in the FEFP earn a certification, a credential, an endorsement, or advanced degree in scientifically researched and evidence-based reading instruction.
 - Authorizing teachers or other district personnel who possess an early literacy micro-credential to teach summer camps for students in kindergarten through grade 5. The act does not modify the requirement that a retained grade 3 student in a summer reading camp be provided instruction by a teacher who is certified or endorsed in reading.
 - Removing requirement that scientifically researched and evidence-based supplemental instructional materials purchased with allocation funds must be identified by the Just Read, Florida! Office.
 - Authorizing allocation funds to be used for incentives for instructional personnel and certified prekindergarten teachers funded in the FEFP who possess a reading certification or endorsement or a literacy micro-credential and provide educational support to improve student literacy.
 - Authorizing allocation funds to be used to provide tutoring in reading.
 - Authorizing intensive reading interventions to be provided by instructional personnel who possess a literacy micro-credential. The act removes the requirement for the FDOE to prescribe the format for and approve district comprehensive reading plans.
 - Requiring school districts to submit a comprehensive reading plan, approved by the applicable district school board, charter school governing board, or lab school board of trustees, in consultation with the State Regional Literacy Director, for the specific use of the evidence-based reading instruction allocation.
 - Maintaining requirement of a root-cause analysis of student performance data of K-12 comprehensive reading plan intervention.
 - Providing that instructional personnel who possess a literacy micro-credential and are delivering intensive reading interventions must be supervised by an individual who is certified or endorsed in reading.
 - Specifying that “supervision” means the ability to communicate by way of telecommunication with or physical presence of the certified or endorsed personnel for consultation and direction of the actions of the personnel with the micro-credential.



Section 55 amends s. 1011.68, F.S., Funds for student transportation.

- Expands the use of Student Transportation categorical funds to support parents or carpools, as defined by rules of the State Board of Education.

Section 56 amends s. 1011.71, F.S., District school tax.

- Conforming changes to s. 1011.62, F.S.

Section 57 amends s. 1012.22, F.S., Public school personnel; powers and duties of the district school board.

- Requires that any compensation for longevity of service awarded to instructional personnel who are not on a performance pay salary schedule must be used in the calculation of salary adjustments for highly effective or effective teachers.

Section 58 amends s. 1012.315, F.S., Screening standards.

- Expands the screening standards to disqualify a person from employment in any position that requires direct contact with students in a district school system, charter school, or private school that participates in a state scholarship program if the person is ineligible for an exemption under s. 435.07(4)(c), F.S.

Section 59 amends s. 1012.32, F.S., Qualifications of personnel, effective January 1, 2023.

- Removes the requirement that school districts collect the fingerprints for employees of charter schools and alternative schools located within the district.
- Revises the requirement that employees of Schools of Hope have their fingerprints collected by an authorized law enforcement agency, the School of Hope or school district to undergo a background screening as required under s. 1012.465, F.S., or s. 1012.56, F.S.
- Revises the background screening procedures to require school districts, labs schools, charter schools, Schools of Hope, and alternative schools under contract with a district school system to conduct background screenings through the Agency for Healthcare Administration (AHCA) Clearinghouse.
- Replaces “shall” with “may” not be employed when considering a person who is found ineligible for employment under s. 1012.315, F.S.
- Removes the financial obligations for fingerprint results between charter schools and school districts.
- Removes the Florida Department of Law Enforcement’s responsibility for retaining fingerprint results and requires that the fingerprint results be retained in the Care Provider Background Screening Clearinghouse.

Section 60

- Applies changes made to s. 1012.315, F.S., to individuals who are screened after January 1, 2024.



Section 61 amends s. 1012.34, F.S., Personnel evaluation procedures and criteria.

- Clarifies that teacher performance evaluations are not subject to collective bargaining.

Section 62 amends s. 1012.465, F.S., Background screening requirements for certain noninstructional school district employees and contractors.

- Removes the current re-screening requirements (the new re-screening schedule is located in Section 2).
- Updates terminology to be consistent throughout the bill of “level 2” to “screening.”

Section 63 amends s. 1012.467, F.S., Noninstructional contractors who are permitted access to school grounds when students are present; background screening requirements.

- Requires the retention of fingerprints for specified non-instructional contractors.
- Removes the fees charged by the school district for collection of fingerprints and submission to the Florida Department of Law Enforcement.
- Provides for a repeal of the Florida Share School Results System on July 31, 2026.

Section 64 amends s. 1012.56, F.S., Educator certification requirements.

- Prohibits the issuance of an educator certificate or employment in a position responsible for the safety and well-being of children until the person’s background screening is complete and the results have been submitted to the FDOE or employer.

Section 65

- Specifies changes made to ss. 1012.32 and 1012.56, F.S., must be implemented by January 1, 2024, or by a later date determined by AHCA.

Section 66 amends s. 1012.584, F.S., Continuing education and inservice training for youth mental health awareness and assistance.

- Conforming changes to s. 1011.62, F.S.

Section 67 creates s. 1003.4204, F.S., Safer, Smarter Schools Program.

- Creates the Safer, Smarter Schools Program as authorized by and consistent with funding appropriated in the GAA.
- Provides that the program will implement the revised Health Education standards established pursuant to s. 1003.42(2), F.S., and must provide an effective and comprehensive personal safety curriculum that helps students attain the protective principles to remain safe from abuse and exploitation.

Section 68 amends s. 1013.40, F.S., Planning and construction of Florida College System institution facilities; property acquisition.

- Amends requirements for FCS dormitories for institutions that meet certain criteria; increases the number of dormitory beds allowed from 300 to 340 beds; increases the maximum building



height from 45 feet to 60 feet; and provides authority for an additional 25 beds for employees, educators, and first responders.

GENERAL IMPLEMENTATION TIMELINE

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| UPON BECOMING A LAW | Sections 25-26, 45, 57, and 61 become effective. |
| JULY 1, 2022 | Other sections of the act become effective, unless noted below. |
| OCTOBER 1, 2022 | Section 4 becomes effective. |
| JANUARY 1, 2023 | Sections 1-2, 16, 58-59, and 62-64 become effective. |
| MONTHLY | (Section 17) Approved VIP providers must submit a concise financial statement summary sheet to the FDOE. |
| ANNUALLY | (Section 17) Approved VIP providers must submit an accountability report that contains demographic information and student achievement performance data, linking baseline student data to the provider performance projections identified in the contract. |
| ANNUALLY, OCTOBER 1 | (Section 48) Each eligible institution participating in the William L. Boyd, IV, Effective Access to Student Education grant, is required to post prominently on its website the institution’s performance in the prescribed performance metrics. |
| ANNUALLY, BEGINNING JANUARY 1, 2023, UNTIL JANUARY 1, 2025 | (Section 45) The FDOE shall submit a report to the Governor and Legislature summarizing data regarding district and state-required assessments, screening, and progress monitoring, including recommendations to minimize duplication of assessment and monitoring. |
| ANNUALLY, FEBRUARY 1 | (Section 50) Institutions awarded LINE funds will submit a report to the Board of Governors or FDOE, as appropriate, regarding the use of its funds, including the number of additional nursing education students enrolled; if scholarships were awarded, the number of students who received them and the amounts; and the outcomes of students as reported by the Florida Talent Development Council. |
| 2023-24 FISCAL YEAR | (Section 40) Grant funds provided to the Florida Postsecondary Academic Library Network host entity must be awarded to FCS institutions and state universities. |
| DECEMBER 31, 2023 | (Section 39) The FDOE is required to publish on its website an interim report regarding the Driving Choice Grant Program. |
| JANUARY 1, 2024 | (Section 65) Changes made to ss. 1012.32 and 1012.56, F.S., must be implemented unless a later date is determined by AHCA. |



LEGISLATIVE REVIEW

FLORIDA DEPARTMENT OF EDUCATION

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| | (Section 60) Changes made to s. 1012.315, F.S., apply to individuals screened. |
| BEGINNING WITH 2023-24 SCHOOL GRADES, AND ANNUALLY THEREAFTER | (Section 44) The State Board of Education must adjust the school grades scale upward if 75% of schools within a particular school type (elementary, middle, high, or combination) earn an “A” or “B,” until the specified scale is achieved. |
| DECEMBER 31, 2024 | (Section 39) The FDOE is required to publish on its website a final report regarding the Driving Choice Grant Program. |
| JULY 31, 2026 | (Section 63) The Florida Share School Results System is repealed. |



HOUSE BILL 5003 – IMPLEMENTING THE GENERAL APPROPRIATIONS ACT (GAA)

(CH. 2022-157, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Representative Trumbull, Appropriations Committee |
| CO-SPONSOR(S) | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Amends sections (ss.) 1013.62(1), 1011.62(15), 1001.26(1), 1002.45(2), and 1008.36, Florida Statutes (F.S.) |

SUMMARY

Provides implementing and administering provisions that apply to HB 5001, the General Appropriations Act (GAA), for the 2022-23 fiscal year.

HIGHLIGHTS

- Incorporates the Florida Education Finance Program (FEFP) work papers by reference to display calculations used by the Legislature in making appropriations for the FEFP.
- Authorizes the use of instructional materials funds for electronic devices, technology equipment and infrastructure, and requires districts to pay for instructional materials for dual enrollment students. A report to the Legislature summarizing purchases is required by March 1, 2023.
- Specifies that charter school fixed capital outlay funds for the 2022-23 fiscal year are as appropriated in the GAA and not revenue resulting from discretionary millage.
- Maintains the Funding Compression and Hold Harmless Allocation in the FEFP.
- Specifies that the Public Broadcast Program System is carried forward for the 2022-23 fiscal year and current language is set to expire July 1, 2023, after which language that was in existence on June 30, 2018, will be used.
- Expands, from one to two years, the number of years for which conditional approval of a virtual instruction program provider is valid. Specifies that the Virtual Instruction Program changes are for the 2022-23 fiscal year and current language is set to expire July 1, 2023, after which language that was in existence on June 30, 2022, will be used.
- Revises the Florida School Recognition Program to recognize the efforts of outstanding faculty and staff of traditional public schools and charter schools who overcame pandemic-related learning disruptions to maintain highly productive schools.



Amendments made for the 2022-23 fiscal year will expire on July 1, 2023, and revert to language used as of June 30, 2022.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The act becomes effective. |
| MARCH 1, 2023 | Specific appropriation 86 requires the department to provide a report to the Legislature that details district expenditures for instructional material funds to demonstrate compliance with the amount made available for specified purchases. |



SENATE BILL 7006 – OGSR/CAMPUS EMERGENCY RESPONSE

(CH. 2022-133, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Education |
| EFFECTIVE DATE(S) | October 1, 2022 |
| STATUTE(S) | Amends section (s.) 1004.0962, Florida Statutes (F. S.) |

SUMMARY

SB 7006 saves from repeal the public records exemption related to public postsecondary institutions’ campus emergency responses and any campus emergency response held by a public postsecondary educational institution, a state or local law enforcement agency, a county or municipal emergency management agency, the Executive Office of the Governor, the Department of Education, the Board of Governors, or the Division of Emergency Management. It also narrows the exemption by redefining “campus emergency response.”

HIGHLIGHTS

- Maintains the public records exemption relating to any portion of a campus emergency response held by specified entities, as well as the portion of a public meeting which would reveal information related to a campus emergency response.
- Clarifies the type of information that is considered confidential by narrowing the exemption for the records related to:
 - “Staffing,” which was revised to mean the identification of staff involved in emergency preparedness, response, and recovery activities; and
 - The identification of students, faculty, and staff, which was revised to mean only the affected or at-risk students, faculty, and staff before, during, or after an emergency.
- Establishes a repeal date of October 2, 2024, unless the exemption is reviewed and saved from repeal.

GENERAL IMPLEMENTATION TIMELINE

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| OCTOBER 1, 2022 | The act becomes effective. |
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SENATE BILL 7034 – CHILD WELFARE

(CH. 2022-68, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Children, Family, and Elder Affairs; Appropriations |
| CO-SPONSORS | N/A |
| EFFECTIVE DATE(S) | July 1, 2022 |
| STATUTE(S) | Section (ss.) 39.5085, 393.065, 409.145, 409.1451, 1009.25, Florida Statutes (F.S.) |

SUMMARY

The legislation makes several changes to current law relating to the duties and responsibilities of the Department of Children and Families (DCF) in the Relative Caregiver Program, the care of children, and the Road-to-Independence Program that are targeted at benefiting the lives of foster youth in Florida. Specifically, the bill creates tuition and fee exemptions for similarly situated students who are or have been in out-of-home care and reunited students.

HIGHLIGHTS

- Expands the scope of potential students eligible for a tuition and fee exemption at a workforce education program, a Florida College System institution or a state university, to include a student who was the subject of a shelter proceeding, a dependency proceeding, or a termination of parental rights proceeding, and who:
 - Is, or was at the time of reaching 18 years of age, in out-of-home care, rather than in the custody of DCF as is provided for in current law;
 - Was adopted from DCF after May 5, 1997;
 - Is, or was at the time he or she reached 18 years of age, in the custody of a relative or nonrelative pursuant to s. 39.5085, F.S., or s. 39.6225, F.S.;
 - After reaching 14 years of age, spent at least 18 months in out-of-home care and was then reunited with his or her parents who were the subject of the dependency proceeding before reaching 18 years of age, including a student who was reunited under s. 39.8155, F.S. (reinstatement of parental rights). A student is only eligible for this tuition waiver if, in addition to the above-described factors, the student is also Pell Grant-eligible; or



- Was placed in a permanent guardianship, regardless of whether the caregiver participates or participated in the Relative Caregiver Program under s. 39.5085, F.S., and remains in such guardianship until either the student reaches 18 years of age or, if before reaching 18 years of age, enrolls in an eligible institution.
- Reenacts s. 409.1451, F.S., and specifies the amount of financial assistance for young adults who enroll in postsecondary education as part of The Road to Independence Program.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | The law goes into effect. |
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SENATE BILL 7044 – POSTSECONDARY EDUCATION

(CH. 2022-70, LAWS OF FLORIDA)

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| BILL SPONSOR(S) | Education |
| CO-SPONOR(S) | Senators Diaz and Rodrigues |
| EFFECTIVE DATE(S) | July 1, 2022, except as expressly provided otherwise |
| STATUTE(S) | Amends ss. 1001.706, 1004.085, 1007.24, 1009.23, 1009.24, Florida Statutes (F.S.) Creates s. 1008.47, F.S. |

SUMMARY

Modifies requirements related to postsecondary education in the powers and duties of the Board of Governors (BOG), postsecondary textbook and instructional materials affordability and transparency, the Statewide Course Numbering System (SCNS), institutional accreditation, and student fees for Florida College System (FCS) and State University System (SUS) institutions.

HIGHLIGHTS

- Modifies the authority of the BOG under s. 1001.706, F.S., to allow for the adoption of a uniform regulation requiring each tenured SUS faculty member to undergo a post-tenure review every five years.
- Modifies s. 1004.085, F.S., regarding the requirement for FCS and SUS institutions to post the list of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections. The bill includes transparency for textbook and instructional materials affordability by setting requirements for the lists of recommended textbooks and instructional materials and by requiring additional syllabi information if the course is a general education course.
- Amends s. 1007.24, F.S., regarding the SCNS to require: the Florida Department of Education (DOE) to electronically maintain and regularly update the SCNS; FCS and SUS institutions to include certain information during the registration process; participating postsecondary institutions to accept transfer credits as general education requirements prior to accepting as elective credit; and the DOE to update its rules regarding the collection of course information for SCNS.



- By September 1, 2022, the DOE and the BOG for FCS and SUS institutions, respectively, will identify a list of USDOE recognized accrediting agencies best suited to serve as an accreditor for public postsecondary institutions. In the year following reaffirmation or fifth-year review by its current accrediting agency, each postsecondary institution will seek and obtain accreditation from a new accreditor from the approved list from the DOE or BOG, as applicable.
- Provides a cause of action for a postsecondary educational institution facing retaliatory action by an accrediting entity.
- Modifies ss. 1009.23 and 1009.24, F.S., dealing with student fees at FCS and SUS institutions to require tuition and fee changes to be prominently and transparently posted on the institution’s website and emailed to students at least 28 days prior to a vote at a Board of Trustees meeting. The notice must provide an explanation of how the tuition and fees are expended and the necessity of the proposed increase. Any proposal or action to raise, impose or authorize any fee, except for tuition, must be approved by a supermajority vote of the members of the board of trustees for the institution or the State Board of Education (SBOE), depending on what is required by law.
- Requires the Florida Division of Law Revision to prepare a reviser’s bill that would replace specific statutory language that refers to specific accreditor(s) with a general term to cover all United States Department of Education (USDOE) approved accreditors.

GENERAL IMPLEMENTATION TIMELINE

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| JULY 1, 2022 | Except as otherwise expressly provided in section 4, which shall take effect upon this act becoming a law, this act shall take effect. |
| SEPTEMBER 1, 2022 | The BOG and SBE will have identified the accrediting agencies or associations best suited to serve as an accreditor to their applicable public postsecondary institutions in the SUS and FCS. |
| DECEMBER 31, 2032 | s. 1008.47, F.S., dealing with postsecondary education institution accreditation will expire. |