



FLORIDA SCHOOL BOARDS ASSOCIATION

2021 SESSION SUMMARY COMPILATION

Session Statistics & Policy Summaries



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Revised June 30, 2021

Thank you to the Florida Education Legislative Liaisons and FSBA Advocacy team for materials used in this summary.

This document was published on June 3, 2021. Updates based on actions of Governor DeSantis will be made electronically on the FSBA website. Check back often or contact info@fsba.org with questions.



TABLE OF CONTENTS

Introduction

- 6.....Florida Leadership & Session Statistics
- 7.....Covid-19 Protocols
- 8.....Measuring Success:
Advocacy Goals for 2021
- 9.....2021 Governor's Veto List (*June 2, 2021*)

Bill Summaries

- 14.....HB 3 Home Book Delivery for Elementary Students
- 14.....HB 5 Civic Education Curriculum
- 15.....HB 35 Legal Notices
- 15.....SB 52 Post-Secondary Education
- 16.....SB 72 Civil Liability for Damages Relating to COVID-19
- 17.....SB 82 Sponsorship Identification Disclaimers
- 17.....HB 131 Educator Conduct
- 18.....SB 146 Civic Literacy Education
- 18.....HB 149 Students with Disabilities in Public Schools
- 19.....HB 157 First Aid Training in Public Schools
- 19.....HB 173 Individual Education Plan Requirements for Students with Disabilities
- 20.....HB 233 Postsecondary Education
- 21.....HB 241 Parents' Bill of Rights
- 22.....HB 259 Safety in Religious Institutions
- 23.....HB 311 Pub. Rec./Assessment Instruments
- 23.....HB 327 Pub. Rec./Disaster Response
- 23.....HB 337 Impact Fees
- 24.....SB 366 Educational Opportunities Leading to Employment
- 25.....SB 400 Public Records
- 25.....HB 419 Early Learning and Early Grade Success

Bill Summaries, continued

- 26.....HB 429 Purple Star Campuses
- 26.....HB 519 Required Health Education Instruction
- 27.....HB 529 Moments of Silence in Public Schools
- 27.....HB 545 Reproductive Health and Disease Education
- 27.....SB 590 School Safety
- 28.....HB 723 Juvenile Justice Education Programs
- 29.....HB 827 School District Funding
- 29.....SB 1028 Education
- 31.....SB 1080 Tobacco and Nicotine Products
- 32.....SB 1108 Education
- 32.....HB 1159 Education
- 33.....HB 1239 Broadband Internet Infrastructure
- 34.....HB 1349 Assistance Programs
- 35.....HB 1507 Workforce Related Programs and Services
- 36.....HB 7011 Student Literacy
- 37.....SB 7018 Employer Contributions to Fund Retiree Benefits
- 37.....HB 7033 Task Force on Closing the Achievement Gap for Boys
- 37.....HB 7045 School Choice

The electronic version of this document contains links to bill texts (House or Senate website) as well as final staff analyses (as provided).

SESSION STATS 2021

GOVERNOR

RON DESANTIS (R)

3096

Total bills filed

Senate

Wilton Simpson, President (R)

24 Republicans – 16 Democrats

275

Bills passed both
chambers

House

Chris Sprowls, Speaker (R)

78 Republicans – 42 Democrats

\$101.5 B

Total Budget*

*Prior to line item veto

COVID PROTOCOLS



ADDITIONAL SAFETY MEASURES

Masks

Required in committee
and Capitol

Senate

Satellite committee locations
available for public viewing and
testimony. No public access to
Senate Office Building.

Testing

Weekly Covid-19
testing for members
and staff.

House

Access to House Office Building
by appointment only. Limited
access to committee meetings
with pre-registration.

Events

No advocacy events
hosted in the Capitol
building.

MEASURING SUCCESS: ADVOCACY GOALS FOR 2021



1

Emergency orders and federal funding provided financial flexibility for school districts to operate during the pandemic.

2

Safe and secure learning environments were enhanced by \$20M for mental health, \$6M for the Aaron Feis Guardian Program, and several policy issues in SB 590.

3

Accountability negative effects were paused while allowing for optional flexibility for districts to document success after proposed legislation and executive action.

4

School board member salaries and terms of service retained.

5

Coordinated efforts for members to leverage key relationships to support, advocate, and provide information to legislators.

The FSBA Legislative Platform is a work product of the Legislative Subcommittee & Advocacy Committee based upon proposals from member districts.

2021 FSBA
PLATFORM



2021 Veto List – Released June 2, 2021

Use this document as you review the [Gray Robinson 2021-2022 Legislative Session Pre-K12 Education Appropriations Summary](#)

Line #	Project	Title	General Revenue	Trust Fund	Total
63	5	Florida Institute of Technology - Florida Tech - Restore Lagoon Inflow Research Project (Senate Form 1510) (HB 2197)	921,500	-	921,500
63	6	International Institute of Orthotics and Prosthetics Sustainable Expansion (Senate Form 1265) (HB 3503)	750,000	-	750,000
64 A	1	Flagler College - Hotel Ponce de Leon Preservation and Restoration (Senate Form 1260) (HB 3403)	250,000	-	250,000
72	11	Florida College to Congress Opportunity Scholarships (Senate Form 2079) (HB 2893)	250,000	-	250,000
82	3	Jack and Jill Children's Center - Economic Empowerment/Workforce Development Initiative (Senate Form	650,000	-	650,000
106	1	Blue Mission Reach Program (Senate Form 1888) (HB 3601)	250,000	-	250,000
106	2	Focus Statewide Data Collection and Student Information Solution (Senate Form 2039) (HB 3479)	2,220,000	-	2,220,000
110	12	AMI Kids Career and Job Placement Program (Senate Form 1634) (HB 3705)	1,000,000	-	1,000,000
110	13	Arts for a Complete Education (Senate Form 1032) (HB 3285)	110,952	-	110,952
110	15	City of Delray Beach Learning Loss Recovery Tutorial Program (Senate Form 1309)	80,000	-	80,000
110	16	Coding in Color (Senate Form 1206) (HB 3169)	1,000,000	-	1,000,000
110	17	Community Based Post-COVID Acceleration Initiative (Senate Form 1251)	200,000	-	200,000
110	18	DUST - Developing Urban Sophisticated Technocrats (Senate Form 1875) (HB 3103)	250,000	-	250,000
110	19	Exploration of Culture and Humanities Options (ECHO) - Orlando (Senate Form 1777) (HB 3441)	350,000	-	350,000
110	20	Feeding Tampa Bay - FRESHforce Program (Senate Form 1303)	400,000	-	400,000
110	23	Florida Novice Teacher Professional Development (Senate Form 1378) (HB 3707)	275,000	-	275,000
110	27	Learning for Life (Senate Form 2074) (HB 2603)	500,000	-	500,000
110	29	Li'l Abner Foundation Programs (Senate Form 1889)	173,292	-	173,292
110	30	Linking Educational Assets for Readiness Now (LEARN) (Senate Form 1085) (HB 2149)	200,000	-	200,000
110	32	Mentoring Tomorrow's Leaders - Broward County Public Schools (Senate Form 1331) (HB 3545)	400,000	-	400,000
110	39	St. John's Schools Classroom to Careers/Flagships (Senate Form 2053)	50,000	-	50,000
110	42	Summer Bridge Program in Hillsborough County Public Schools (Senate Form 1216) (HB 2033)	500,000	-	500,000
110	43	Tech Sassy Girlz (Senate Form 1424) (HB 3865)	100,000	-	100,000
110	46	The Florida Orchestra: Music Education for All (Senate Form 1576) (HB 3681)	600,000	-	600,000
110	48	Walton County and Ohana Institution Esports Program (Senate Form 2118) (HB 4083)	498,300	-	498,300
110	52	Youth at Risk (Senate Form 1013) (HB 4105)	275,000	-	275,000
113 A	4	Lafayette District Schools Safe and Secure Schools Electronic Access Control Key System (Senate Form 1749) (HB 3079)	400,000	-	400,000
114	1	Kids in Positive Places (Senate Form 2016) (HB 3311)	500,000	-	500,000
125	3	The Bridges Competitive Small Business Initiative (Senate Form 2095) (HB 3319)	350,000	-	350,000
129	34	Pasco-Hernando State College - Instructional and Performing Arts Center (Senate Form 1756) (HB 2683)	1,000,000	-	1,000,000
129	36	Saint Petersburg College - Midtown Campus Digital Inclusion and Enhancements (Senate Form 1419) (HB 3481)	674,484	-	674,484
129	39	State College of Florida, Manatee-Sarasota - Nursing Center of Excellence (Senate Form 1097)	250,000	-	250,000

129	40	Tallahassee Community College - Leon Works Expo and Junior Apprenticeship Program (Senate Form 1538) (HB	50,000	-	50,000
129	42	Valencia College - July in November The Story of the 1920 Ocoee Election Day Riots (Senate Form 1632)	1,000,000	-	1,000,000
45	28	Florida International University - The Washington Center Scholarships (Senate Form 1048) (HB 2217)	250,000	-	250,000
310 A	5	Centro Mater - Child Care Program (Senate Form 2002)	153,480	-	153,480
310 A	12	Florida Caregiving Youth Project Expansion (Senate Form 1232) (HB 2617)	250,000	-	250,000
310 A	22	The Lifeboat Project - Human Trafficking Victim Housing (Senate Form 1969) (HB 3959)	80,000	-	80,000
310 A	23	Twin Oaks - Waypoint Career and Technical College (Senate Form 1720) (HB 3257)	400,000	-	400,000
310 A	25	Voices for Children - Child Welfare Services (Senate Form 1262) (HB 3871)	100,000	-	100,000
345	1	Clara White Mission Daily Feeding Program (Senate Form 1501) (HB 2291)	200,000	-	200,000
345	4	Inmar Government Services - Public Assistance Mobile Technology Pilot (Senate Form 1829) (HB 3099)	250,000	-	250,000
345	6	Zebra Coalition - Youth Housing Project (Senate Form 1933) (HB 3657)	50,000	-	50,000
356 A		Grants And Aids To Local Governments And Nonstate Entities - Fixed Capital Outlay - Grants And Aids - Zebra Coalition Youth Transitional Housing Project	700,000	-	700,000
367	13	Faulk Center - Behind the Mask Mental Health Program (Senate Form 1263) (HB 3981)	75,000	-	75,000
367	22	LGBT+ Center Orlando United Assistance Center (Senate Form 1087) (HB 2181)	150,000	-	150,000
367	31	River Region - Substance Use and Mental Health Treatment for Veterans (Senate Form 1286) (HB 2285)	409,455	-	409,455
367	35	Veterans Alternative - Alternative Therapy Services (Senate Form 1761) (HB 2845)	300,000	-	300,000
391	27	City of Opa-Locka Senior Programming (Senate Form 1208)	100,000	-	100,000
444	9	Vision Quest	1,000,000	-	1,000,000
444	14	Baycare Behavioral Health Remote Patient Monitoring Program (Senate Form 1081) (HB 2225)	100,000	-	100,000
444	16	Central Florida Family Health Center - COVID -19 Infusion Center (Senate Form 1423) (HB 3861)	240,000	-	240,000
444	17	City of Gainesville Community Resource Paramedic Program Funding (Senate Form 1802) (HB 3619)	250,000	-	250,000
444	18	Common Threads - Health Nutrition Education (Senate Form 1288) (HB 3719)	200,000	-	200,000
444	23	Professional Resource Network (Senate Form 1776) (HB 2881)	75,000	-	75,000
468	3	Jordan Avi Ogman Foundation for Research & Development of TECPR2 Disease Cure (Senate Form 1788) (HB 3551)	50,000	-	50,000
500	1	Hormonal Long-Acting Reversible Contraception Program (HLARC)	2,000,000	-	2,000,000
515	2	John Hopkins All Children 's Hospital Academic Orthodontic Care for Complex Pediatric Patients in the Tampa Bay Area (Senate Form 1189) (HB 2887)	550,000	-	550,000
569 A	1	City of Sunrise Veterans and Senior Repurposing of Facility (Senate Form 1199) (HB 2583)	150,000	-	150,000
662	3	Inmate Communications Management and Consulting (Senate Form 1850) (HB 3849)	750,000	-	750,000
721	6	Project Clean Slate (Senate Form 1792)	250,000	-	250,000
1180	6	City of West Park Youth Crime Prevention (Senate Form 1866)	200,000	-	200,000
1180	16	Fresh Ministries: Fresh Path Youth Program (Senate Form 1793) (HB 4043)	250,000	-	250,000
1180	19	Oak Street Home II - Female Teen Delinquency Prevention Program (Senate Form 1335) (HB 2609)	630,000	-	630,000
1249 A	1	Automated License Plate Readers for the City of Jacksonville Beach (Senate Form 1276) (HB 2367)	150,000	-	150,000
1249 A	4	City of Pembroke Pines License Plate Reader Project (Senate Form 1225) (HB 2901)	125,000	-	125,000

1249 A	6	Port Orange License Plate Readers (Senate Form 1249) (HB 3885)	125,000	-	125,000
1430	3	Miami-Dade County Mosquito Control Adulticide Program (Senate Form 1070) (HB 2677)	51,600	-	51,600
1463 B	3	Edward L. Myrick State Farmers Market (Senate Form 1621)	300,000	-	300,000
1463 B	5	Hardee County Citrus Facility (HB 2667)	16,000	-	16,000
1463 B	9	Madison County Agricultural and Expo Center (Senate Form 1437) (HB 3003)	650,000	-	650,000
1471 A		Grants And Aids To Local Governments And Nonstate Entities - Fixed Capital Outlay - Bascom Farms	500,000	-	500,000
1490	1	Laurel Wilt Mitigation (Senate Form 1228) (HB 3119)	-	150,000	150,000
1502	1	Feeding Florida Through Aquaponics (Senate Form 1767) (HB 4045)	500,000	-	500,000
1502	5	Fresh Stop Mobile Market (Senate Form 1705)	75,000	-	75,000
1502	6	Grow It Forward Urban Farm Network Strategic Planning (Senate Form 1349) (HB 3199)	100,000	-	100,000
1502	7	St. Pete Urban Youth Farm (Senate Form 1341) (HB 3811)	370,000	-	370,000
1502	8	United Against Poverty Improvements to Expand Capacity and Outreach (Senate Form 1229) (HB 3949)	250,000	-	250,000
1605 A		Fixed Capital Outlay - Grants And Aids - Dairy Farm Pollutant Pilot Project - Okeechobee Basin	800,000	-	800,000
1607 A	21	Coconut Creek Hillsboro Water Storage Tank Rehabilitation (Senate Form 1673) (HB 2471)	100,000	-	100,000
1607 A	26	Delray Beach Owens Baker Tank Improvements (Senate Form 1598) (HB 4035)	250,000	-	250,000
1607 A	42	Groveland Drinking Water System Improvements & Quantity Demand Expansion Project (Senate Form 1369) (HB 2905)	900,000	-	900,000
1607 A	49	Homestead Automatic Flushing System (Senate Form 1148) (HB 3121)	100,000	-	100,000
1607 A	50	Homestead Water Tower Pump Station (Senate Form 1319) (HB 3123)	300,000	-	300,000
1607 A	52	Indian River County South Reverse Osmosis Plant Enhanced Recovery Project (Senate Form 1390) (HB 2647)	1,129,668	-	1,129,668
1607 A	78	Ocala - Lower Floridan Aquifer Conversion Phase III (Senate Form 1362) (HB 2307)	1,053,975	-	1,053,975
1607 A	81	Oviedo Percolation Pond Decommissioning - Phase 1 Tank Demo/Construction (Senate Form 1347) (HB 2737)	500,000	-	500,000
1607 A	105	Sarasota County Dona Bay Watershed Restoration Project Phase 3 Aquifer Recharge (Senate Form 2027) (HB 3291)	500,000	-	500,000
1607 A	123	Venice - New Water Booster Station and System Improvements Including Emergency Interconnect (Senate Form 2001) (HB 2475)	750,000	-	750,000
1607 A	125	Volusia County Water Resiliency and Water Interconnect Project (Senate Form 1935) (HB 3881)	400,000	-	400,000
1693 A	1	Chattahoochee Mountain Bike Trail (Senate Form 1432) (HB 2435)	50,000	-	50,000
1693 A	4	Gulfport Linear Breakwater Park Project (Senate Form 1472) (HB 2359)	735,000	-	735,000
1693 A	7	Pembroke Park Community Garden Solar Safety Lighting (Senate Form 1563)	50,000	-	50,000
1693 A	9	Plantation Special Needs Park (Senate Form 1659) (HB 2365)	200,000	-	200,000
1693 A	11	Winter Park Mead Gardens ADA Accessible Nature Trail Improvements (Senate Form 1628) (HB 2803)	95,000	-	95,000
1700	2	Longboat Key Assessment of Sea Level Rise and Recurring Storm Flooding (Senate Form 1376) (HB 3283)	61,913	-	61,913
1792	1	Bear Resistant Trash Can Strap Program (Senate Form 2011) (HB 4029)	200,000	-	200,000
1856 B		Grants And Aids To Local Governments And Nonstate Entities - Fixed Capital Outlay - Zoo tampa	200,000	-	200,000
1856 C		Grants And Aids To Local Governments And Nonstate Entities - Fixed Capital Outlay - Grants And Aid - Jacksonville Zoo And Gardens	200,000	-	200,000
1864	1	Innovative Transportation for Persons with Intellectual or Developmental Disabilities (Senate Form 1839) (HB 3827)	-	1,500,000	1,500,000
1915 A	2	Best Foot Forward for Pedestrian Safety - Central Florida (Senate Form 1409) (HB 2753)	-	100,000	100,000
1915 A	3	Blount Streetscape Improvements Project - Pompano Beach (Senate Form 1623) (HB 2933)	-	1,000,000	1,000,000

1915 A	6	Boynton Beach Town Square Enhanced Pedestrian Crossing (Senate Form 1990) (HB 2141)	-	75,000	75,000
1915 A	8	Central Palm Beach County Historical Infrastructure Improvement (Senate Form 1381) (HB 2723)	-	3,000,000	3,000,000
1915 A	17	Crosswalks to Classrooms - Tampa (Senate Form 2125) (HB 2495)	-	350,000	350,000
1915 A	21	Florida Gulf & Atlantic Railroad Track Rehabilitation (Senate Form 2045) (HB 2705)	-	740,000	740,000
1915 A	23	Fort Walton Beach - Stormwater Improvements on Martisa Road NW (Senate Form 1520) (HB 2997)	-	500,000	500,000
1915 A	25	Gainesville Regional Transit Eastside Transfer Station (Senate Form 1804) (HB 3309)	-	300,000	300,000
1915 A	27	Gulf County Airport Infrastructure (Senate Form 2043) (HB 3043)	-	500,000	500,000
1915 A	28	Hamilton School Entrance Signal Enhancement (Senate Form 1733)	-	200,000	200,000
1915 A	30	Jackson County Mashburn Road Pavement Completion Design (Senate Form 1515) (HB 4011)	-	197,000	197,000
1915 A	31	Jewish Transportation - Rides Rides (JTRR) - Palm Beach County (Senate Form 1019) (HB 2093)	-	150,000	150,000
1915 A	32	Lois Avenue Complete Streets Project - Tampa (Senate Form 1913) (HB 2311)	-	350,000	350,000
1915 A	38	Neighborhood Traffic Calming Plan Phase 1 - West Park (Senate Form 1784) (HB 3749)	-	300,000	300,000
1915 A	40	North Miami Beach - NE 153rd Street Roadway Improvement (Senate Form 1176) (HB 2409)	-	495,000	495,000
1915 A	48	Sewall's Point Road Phase 2 - Sewall's Point (Senate Form 1701)	-	450,000	450,000
1915 A	49	Southwest Ranches Safety Guardrail - Appaloosa Trail (Senate Form 1194) (HB 2071)	-	350,000	350,000
1915 A	54	Sunny Isles Beach Pedestrian Bridge - Collins Avenue at Government Center (Senate Form 1667) (HB 2499)	-	500,000	500,000
1915 A	55	Tampa Bay Area Regional Transit Authority (Senate Form 2127) (HB 2037)	-	1,500,000	1,500,000
1915 A	58	Transportation Disadvantaged Discounted Bus Passes (Senate Form 1468) (HB 2497)	-	994,550	994,550
1915 A	61	Village of Royal Palm Beach - La Mancha Extension (Senate Form 1332) (HB 3469)	-	450,000	450,000
2191 A	1	AmSkills Workforce Training Innovation Center - Pasco (Senate Form 1625) (HB 2685)	100,000	-	100,000
2198 A	2	Florida Goodwill Association (Senate Form 1594) (HB 3887)	250,000	-	250,000
2236 A	3	Bonita Springs - Home Elevation and Buyout Program (Senate Form 1810) (HB 2043)	300,000	-	300,000
2236 A	8	City of Clermont - New Public Services Building (Senate Form 1864) (HB 2385)	500,000	-	500,000
2236 A	9	City of Coral Springs - Public Safety/Public Works Building Hardening Project (Senate Form 1794) (HB 3943)	400,000	-	400,000
2236 A	10	City of Freeport Multipurpose Community Center (Senate Form 1534)	500,000	-	500,000
2236 A	14	Hurricane-Proof Multi-Use Emergency Facility - Lake (Senate Form 1586) (HB 2571)	1,500,000	-	1,500,000
2245 A	1	Building Economic Opportunities in West Lakes - Orlando (Senate Form 1873) (HB 3443)	60,000	-	60,000
2245 A	3	Gateway Orlando Economic Prosperity Initiative (Senate Form 2017) (HB 2855)	250,000	-	250,000
2568	1	City of Brooksville Emergency Operations Center/Council Chambers Upgrade (Senate Form 1942) (HB 2429)	50,000	-	50,000
2568	3	City of Venice Emergency Operations Equipment and Critical Response Unit (Senate Form 1105) (HB 2735)	286,676	-	286,676
2592	4	City of Brooksville Emergency Operations Center/Council Chambers Upgrade (Senate Form 1942) (HB 2429)	57,000	-	57,000
2592	5	City of Mount Dora Emergency Operations Center (Senate Form 1678) (HB 2053)	500,000	-	500,000
2592	6	Crestview Community Center Hardening (Senate Form 1529) (HB 2979)	194,000	-	194,000
2592	7	Hardening of Fort Walton Beach Recreation Center for EOC Operations (Senate Form 1525) (HB 2953)	650,000	-	650,000

2592	10	Village of Biscayne Park - EOC Generator & Recreation Center Lighting (Senate Form 1313) (HB 3747)	40,000	-	40,000
2856 B		Special Categories - Lake County Public Safety Radio Infrastructure	2,000,000	-	2,000,000
2945 A		Special Categories - Grants And Aids - Contracted Services	250,000	-	250,000
3101 A		Fixed Capital Outlay - Library Construction Grants	250,000	-	250,000
3107	4	Great Explorations Children's Museum Guest Experience Improvement - Pinellas (Senate Form 1036)	242,260	-	242,260
3112 A	3	Hardee County Cracker Trail Museum & Pioneer Village Expansion (Senate Form 1712) (HB 2249)	150,000	-	150,000
Other Sections					
B0074		Vision Quest Revert/Reappropriate			
B0150		State Housing Trust Fund Sweep	-	40,000,000	40,000,000
B0151		Triumph Gulf Coast Trust Fund Sweep	-	26,000,000	26,000,000
B0151		Highway Safety Operating Trust Fund Sweep	-	10,000,000	10,000,000
B0151		Social Services Block Grant Trust Fund Sweep	-	3,500,000	3,500,000
B0151		State Transportation Trust Fund Sweep	-	17,000,000	17,000,000
B0152	1	American Rescue Plan - Emergency Preparedness and Response Fund	1,000,000,000	-	1,000,000,000
B0152	2	American Rescue Plan - Budget Stabilization Fund	350,000,000	-	350,000,000
Grand Total			1,396,959,555	110,651,550	1,507,611,105

HB 3 Home Book Delivery for Elementary Students by Rep. Trabulsy

[Bill Text](#)

[Staff Analysis](#)

The bill sets up the New Worlds Reading Initiative, setting up a program to deliver books directly to students' homes and support engagement in reading to enable parents to develop their child's reading skills and the enjoyment of reading to improve learning outcomes for students.

The New Worlds Reading Initiative is created under the Department of Education to provide high-quality, free books directly to K-5 students who score below a level 3 on the preceding year's statewide ELA assessment, or having a substantial reading deficiency.

- Requires DOE to designate a state university with an academic innovation institution as an administrator to receive funding and implement the initiative.
- Requires DOE to publish information about the initiative and related tax credits on its website.
- Beginning September 30, 2022, DOE is required to report student participation, financial audit information, and learning gains on its website.
- Requires the administrator to develop a selection of books in consultation with Just Read, Florida! and to distribute the books, at no cost to students, either directly or through an agreement with a distribution company.
- The administrator must assist local implementation by providing marketing materials to school districts and partnering nonprofits and by developing training materials for parents of students in the initiative.
- Creates a tax credit cap amount of \$10M for the 2021-22 state fiscal year, \$30M for the 2022-23 fiscal year, and \$50M in each fiscal year thereafter.
- Requires each school district to notify parents of eligible students and provide them with the application form developed by the administrator. The district must then coordinate monthly book delivery with the administrator beginning no later than October and continuing through at least June. However, for the 2021-2022 school year only, delivery may begin no later than December 31, 2021, provided that no fewer than 9 books are delivered to each student before book deliveries begin for the 2022-2023 school year.
- Requires each school district to participate in the initiative by partnering with local nonprofit organizations, raising awareness of the initiative using marketing materials developed by the administrator, coordinating book delivery, and identifying students and notifying parents of eligibility.
- Requires districts to coordinate with each charter school it sponsors for purposes of identifying eligible students, notifying parents, coordinating book delivery, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.

The bill requires school districts to notify parents of their student's eligibility for the program when a student is exhibiting a substantial reading deficiency.

HB 3 provides credits against oil and gas production taxes, sales taxes payable by direct pay permit holders, the corporate income tax, excise taxes on certain alcoholic beverages, insurance premium tax, under the New Worlds Reading Initiative Tax Credit.

\$75 million is appropriated in Line 145 of the General Appropriations Act for the administrator designated by the Department of Education implement the program. In addition \$125 million in nonrecurring general revenue is provided for the program in the back of the bill.

Approved by Governor. Effective date: Upon becoming law.

HB 5 Civic Education Curriculum by Zika

[Bill Text](#)

[Staff Analysis](#)

Requires the high school US Government course to include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

Requires DOE to develop or approve an integrated civic education curriculum that school districts and charter schools must incorporate as part of regular school work in grades K-12. The curriculum must assist students in developing:

- An understanding of their shared rights and responsibilities as residents of the state and of the founding principles of the United States as described in s. 1003.42(2)(a)-(c).
- A sense of civic pride and desire to participate regularly with government at the local, state, and federal levels.
- An understanding of the process for effectively advocating before government bodies and officials.
- An understanding of the civic-minded expectations, developed by the State Board of Education, of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the United States Constitution.

Creates the Portraits in Patriotism Act which requires DOE to curate oral history resources to be used with the civic education curriculum and based on the personal stories of diverse individuals who demonstrate civic-minded qualities, including first-person accounts of victims of other nations' governing philosophies who can compare those philosophies with those of the United States.

Requires DOE to approve integrated civic education curricula submitted by school districts and charter schools that meet these requirements.

Approved by the Governor. Effective date: July 1, 2021

HB 35 Legal Notices by Judiciary Committee and Reps. Fine, Fischer, and others

[Bill Text](#)

[Staff Analysis](#)

The bill provides an option for governmental agencies required by law to publish certain legal notices to publish those notices on a newspaper's website in lieu of a paper-based publication. An agency wishing to exercise this option may only do so upon the agency finding, pursuant to a publicly noticed hearing, that such an Internet-based publication is in the public interest and that residents have sufficient access to the Internet to review any legal notices published in this format. This determination must be made by a majority vote of the governing body.

If a governmental agency exercises the option to publish legal notices on a newspaper website, the agency must provide an additional notice at least once per week in a print edition newspaper of general circulation. This notice must contain a statement that legal notices pertaining to the agency do not all appear in the print edition of the local newspaper and that a full listing may be accessed on the statewide legal notice website located at the website managed by the Florida Press Association.

The bill expands the types of publications that qualify to publish legal notices. Currently, a newspaper must, among other requirements, be "for sale to the general public" and be qualified to be admitted and entered as a periodical matter the local post office. By removing these two requirements, the bill will allow for legal notices to be published in some smaller publications that are free to the public.

The bill requires the Florida Press Association to ensure that minority populations throughout the state have equitable access to legal notices that are posted on the statewide website. Additionally, the association must publish a quarterly report with the following information:

- A list of all newspapers that placed notices on the statewide legal notices website;
- The number of unique visitors to the statewide legal notices website;
- The number of legal notices published in print;
- The number of legal notices published by Internet-only publication; and
- The statutory criteria that qualified each newspaper to publish legal notices and advertisements.

Approved by Governor. Effective date: July 1, 2022

SB 52 Post-Secondary Education by Rodrigues, R., Baxley, Appropriations Committee

[Bill Text](#)

The bill clarifies that a student currently in the Department of Children and Families (DCF), under a court guardianship, or adopted from DCF qualify for specified postsecondary fee exemptions.

The bill creates the Dual Enrollment Scholarship program (under the Department of Education) to support postsecondary institutions providing dual enrollment. Beginning in the fall of 2021, the program will reimburse eligible postsecondary institutions for fall and

spring tuition and instructional materials for dual enrollment taken by private school or home school secondary students. Starting in the summer term of 2022, reimbursements will be provided to institutions for courses taken by public school, private school, or homeschool secondary students during the summer term.

The bill specifies reimbursement rates for Florida College System (FCS) institutions, state universities, and independent postsecondary institutions, as well as reimbursements for instructional materials costs.

The bill renames the collegiate high school program as the early college program and defines the program to mean a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The bill requires early college programs to prioritize courses applicable as general education core courses for an associate degree or a baccalaureate degree.

The bill authorizes charter schools to contract directly with the local Florida College System institution or another authorized institution to establish an early college program.

The bill authorizes boards of trustees to implement bonus programs based on employee work performance or recruitment and retention. Each board must submit a plan with specified criteria to the Board of Governors (BOG) for approval prior to implementation.

The bill authorizes a public or private college or university with an approved teacher preparation program to develop a professional development system that includes a master plan for in-service activities. This bill removes the specification that Florida Postsecondary Comprehensive Transition Program grant funds must be used for start-up and enhancement and removes the institutional cap on annual grant awards.

Approved by Governor. Effective date: July 1, 2021

SB 72 Civil Liability for Damages Relating to COVID-19 by Brandes, Perry, Baxley, Hutson, Rules Committee

[Bill Text](#)

Summary provided by the Florida Senate bill summary:

The bill creates civil liability protections for individuals, businesses, educational institutions, governmental entities, and other organizations against COVID-19-related claims. The bill provides lesser liability protections to health care providers, who are defined in the bill, and provides procedures for civil actions against them.

Liability Protections for COVID-19-Related Claims

For a claim against a person, business, or other entity, but generally not a health care provider, the bill establishes preliminary requirements that a plaintiff must complete before the case may proceed. A court must determine whether:

- The complaint was pled with particularity.
- The complaint is supported by a physician's affidavit attesting to the physician's belief, within a reasonable degree of medical certainty, that the defendant caused, through acts of omissions, the plaintiff's damages, injury, or death. If the plaintiff did not meet these requirements, the court must dismiss the action, but the plaintiff may correct the deficiencies and refile the claim.
- The defendant made a good faith effort to substantially comply with authoritative or controlling health standards when the actions accrued.

If the court determines that the defendant made the requisite good faith effort, the defendant is immune from civil liability. However, if the court determines that the defendant did not make the requisite good faith effort, the lawsuit may proceed.

If the defendant is not immune, the plaintiff must meet the heightened standard of proving that the defendant's acts or omissions were grossly negligent by the clear and convincing evidence standard.

Liability Protections for Health Care Providers

The liability protections for COVID-19-related claims against a health care provider mainly relate to claims:

- Arising from the diagnosis or treatment of a person for COVID-19;
- The provision of a novel or experimental COVID-19 treatment;
- The transmission of COVID-19; and
- The delay or cancellation of a surgery or medical procedure.

To prevail in a claim against a health care provider, the plaintiff must plead the claim with particularity and generally must prove by the greater weight of the evidence that the health care provider was grossly negligent or engaged in intentional misconduct.

A COVID-19-related lawsuit against any type of defendant must be brought within 1 year after a cause of action accrues unless the cause of action occurred before the effective date of the bill. However, if a cause accrues before the effective date of the bill, the plaintiff has 1 year from the effective date of the act to bring the claim.

While the bill takes effect upon becoming a law, it applies retroactively. However, the bill does not apply in a civil action against a particular named defendant to a suit filed before the bill's effective date.

Approved by Governor. Effective date: March 29, 2021

SB 82 Sponsorship Identification Disclaimers by Baxley, Hutson

[Bill Text](#)

The bill creates a comprehensive sponsorship disclaimer policy for most text message political advertisements, independent expenditures, and electioneering communications. Text messages must carry a sponsorship disclaimer, or a URL address or hyperlink to a website containing the disclaimer.

The bill specifically exempts texts sent by individuals not being paid and without the assistance of mass distribution, or that require the recipient to sign-up or opt-in to receive it.

The bill requires those individuals and groups subject to texting disclaimer requirements to register and maintain an in-state registered agent for legal process.

The bill condenses and reorganizes all text message and telephone disclaimer requirements into one easily identifiable statutory section.

Approved by Governor. Effective date: October 1, 2021

HB 131 Educator Conduct by Duggan, Buchanan, others

[Bill Text](#)

[Staff Analysis](#)

Requires school districts and the Department of Education (DOE) to conduct full and complete investigations of sexual misconduct by school employees.

- Mandates that school districts execute an affidavit of separation and specify when the separation is due to sexual misconduct with a student.
- Requires the DOE to include such individuals on the disqualification (DQ) list maintained by the department that consists of individuals who are prohibited from future employment by public schools, charter schools, and private schools participating in state scholarship programs.
- Provides that an individual may be removed from the DQ list when:
 - a completed criminal investigation results in no conviction or finding of guilt and the employer determines that the individual did not commit the disqualifying conduct
 - the individual was added in error, or
 - the employer who requests that the individual be removed submits documentation to support the request.
- Limits, to 1 year, an investigation and subsequent discipline, conducted by a school district after receiving a "legally sufficient complaint" of misconduct.

- Mandates that the Commissioner make a determination of probable cause on that complaint within 90 days of receipt.
- Requires parental notification when an employee is arrested for offenses that involve abuse of a child or drug offenses.
 - The notification must include the employee's name and the specific charges for which he or she was arrested.

Approved by Governor. Effective date: July 1, 2021

SB 146 Civic Literacy Education by Brandes

[Bill Text](#)

Summary provided by Senate Bill Summary document

This bill requires the Commissioner of Education to develop minimum criteria for a civic literacy practicum that helps students evaluate the roles, rights, and responsibilities of United States citizens and identify effective methods of active participation in society, government, and the political system. The bill authorizes the practicum to be incorporated into a school's curriculum for a high school United States Government course, beginning in the 2022-2023 school year.

The bill requires the practicum to provide students with an opportunity to be civically engaged through:

- Participation in an unpaid internship at a government agency or organization, including their specified core functions in relation to the agency or organization.
- A series of simulations or observations of government operations, including their specified core functions in relation to the government.
- Learning about the United States naturalization process, including a United States citizenship naturalization oath ceremony.

The bill specifies that the practicum must include a research paper including specified components. The bill further allows hours outside of class that devotes to a qualifying unpaid civic engagement activity to count toward the community service requirement for the Florida Bright Futures Scholarship Program.

The bill encourages school districts to include civic literacy practicum activities and hours toward requirements for academic awards, especially awards including community service.

The bill creates the Citizen Scholar Program within the University of South Florida (USF), to be headquartered at the Center for Civic Engagement at USF St. Petersburg. The bill authorizes, subject to appropriation, USF St. Petersburg to contract with the YMCA to provide students participating in the YMCA Youth and Government program the opportunity to be designated Citizen Scholars and earn undergraduate credit. The bill requires the Citizen Scholar Program to:

- Combine academic instruction with the implementation of concepts learned in the classroom into the local community to improve civic literacy.
- Provide students with opportunities to deepen their knowledge of American democracy and improve civil discourse. The bill authorizes high school students completing the program to receive up to 6 undergraduate credit hours and be known as Citizen Scholars.

~~Effective date: July 1, 2021 — Presented to Governor on 6/14~~

HB 149 Students with Disabilities in Public Schools by DuBose, others

[Bill Text](#)

[Staff Analysis](#)

Seclusion on Students with Disabilities

- Prohibits school personnel from placing a student in seclusion
- This does not include timeout used as a behavior management technique intended to calm a student

Restraint on Students with Disabilities

- Only authorized school personnel may restrain a student. They may only do so when there is an imminent risk of serious injury to students, school personnel or others.
- Restraint may be used only after all positive behavior interventions and supports (PBIS) have been exhausted.
- Restraint may not be used for student discipline or to correct student noncompliance.
- All restraint must stop as soon as the threat posed by the dangerous behavior is over.

Training

- Requires each school district provide training to all school personnel authorized to use PBIS adopted by the school district. The training must be provided annually and include cardiopulmonary resuscitation.
- Each school district must publish the procedures for training in the district's policies and procedures manual.

Reporting

A restraint incident report must include the date the person using restraint on a student was last trained on PBIS use, the date the crisis intervention plan was reviewed and whether changes were recommended at that review.

Crisis Intervention Plan

- Requires schools to develop CIPs for students who are restrained more than one time during a semester.
- The CIP must be developed by a team composed of the student's parent or guardian, school personnel, and physical and behavioral health professionals.
- The CIP must include specific PBIS to use in response to dangerous behaviors that create a threat of imminent risk of serious injury, known physical and behavioral health concerns that limit the use of restraint on the student and a timetable for review and update of the CIP.
- The school must provide a copy of the CIP to the student's parent.

Video Cameras in Public Schools Pilot Program

Creates a 3-year Video Cameras in Public School Classrooms Pilot Program in Broward County Public Schools beginning with the 2021-2022 school year.

- Requires the Broward County Public Schools to provide a video camera to any public school with a self-contained classroom for the remainder of the school year upon the written request of a parent of a student in the classroom.

Approved by Governor. Effective date: July 1, 2021

HB 157 First Aid Training in Public Schools by Secondary Education & Career Development

Subcommittee, Hawkins, Busatta Cabrerra, others

[Bill Text](#)

[Final Bill Analysis \(5/14/2021\)](#)

An act relating to first aid training in public schools. The bill amends 1003.453, F.S. encouraging school districts to provide basic first aid and CPR training for all students in grades 6, 8, and requiring instruction in grades 9, and 11. The CPR instruction must be based on a one-hour, nationally recognized program using the most up to date evidence-based emergency CPR care guidelines.

Approved by Governor. Effective date: July 1, 2021

HB 173 Individual Education Plan Requirements for Students with Disabilities

[Bill Text](#)

[Staff Analysis](#)

Summary provided by the Florida Senate bill summary

The bill modifies communication and timeline provisions to facilitate quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities. Specifically, the bill requires:

- An Individual Education Plan (IEP) team to start the transition process during the student's seventh grade year or when the student attains the age of 12, whichever occurs first.
- An IEP team to have an operational plan in place that is implemented on the first day of the student's first year in high school or when he or she attains the age of 14, whichever occurs first.
- School districts to provide to a student with a disability and his or her parent the following information on:
 - The school district's high school-level transition services, career and technical education, and collegiate programs available to such students, and how to access such programs.
 - School-based transition programs and programs and services available through Florida's Center for Student's with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services.
- A statement of the student's intent to pursue a standard high school diploma must document discussion of the process of deferment of a standard high school diploma and a signed statement of the student's intention to defer the high school diploma, if applicable.
- The Florida Department of Education (FDOE) to conduct a review, in conjunction with the Project 10: Transition Education Network, of existing transition services and programs to establish uniform best practices for such programs to deliver appropriate employment, pre-employment, and independent living skills education to enrolled students. The FDOE must establish and publish on its website uniform best practices by July 1, 2022.

Approved by the Governor. Effective date: July 1, 2021

HB 0233 Postsecondary Education by Roach, Education & Employment Committee and Post-Secondary Education & Lifelong Learning Subcommittee

[Bill Text](#)

[Staff Analysis](#)

Summary provided by the Florida Senate bill summary

The bill adds requirements designed to protect the expression of diverse viewpoints at Florida College System (FCS) institutions and state universities. The bill:

- Requires each FCS institution and state university to annually assess the intellectual freedom and viewpoint diversity at that institution using a survey adopted by the State Board of Education (SBE) or the Board of Governors of the State University System (BOG), as applicable. The SBE and the BOG must publish the results by September 1, 2022, and each September 1 thereafter.
- Prohibits the SBE and the BOG, and FCS institutions and state universities, from shielding students, faculty, or staff from protected free speech.
- Includes in the definition of protected expressive activities faculty research, lectures, writings, and commentary, whether published or unpublished. The bill clarifies that expressive activities do not include defamatory speech.
- Authorizes a student to record video or audio of class lectures for personal educational use, in connection with a complaint to the public institution of higher education where the recording was made, or as evidence in, or in preparation for, a criminal or civil proceeding.
- Modifies the cause of action for violations of student expressive rights to authorize a cause of action for persons injured by violations of specified rights to free speech activities, and adds a cause of action for violations related to the recording and publication of classroom lectures.

The bill requires that state university student government associations provide elected or appointed officers a direct appeal to a senior university administrator of any discipline, suspension, or removal from office. In addition, the bill requires all FCS institutions and state universities to adopt student codes of conduct that meet a set of minimum due process protections for students and student organizations.

Approved by the Governor. Effective date: July 1, 2021

[Bill Text](#)

[Staff Analysis](#)

The bill creates Chapter 1014, F.S., "Parents' Bill of Rights." The list includes inalienable parental rights with respect to minor children in the areas of education, healthcare, criminal justice, and beyond. It also clarifies that these rights cannot be denied or limited by the state. The bill defines "parent" as a person who has legal custody of a minor child as a natural or adoptive parent or legal guardian.

Below are changes to *education* based on this new law (*taken directly from staff analysis*):

The bill enumerates the following rights of a parent:

- The right to direct the education and care of his or her minor child.
- The right to direct the upbringing and the moral or religious training of the minor child.
- The right, pursuant to s. 1002.20(2)(b) and (6), F.S., to apply to enroll his or her child in a public school or, as an alternative to public education, a private school, religious school, a home education program, or other available options, as authorized by law.
- The right, pursuant to s. 1002.20(13), F.S., to access and review all school records relating to the minor child.
- The right to make health care decisions for his or her minor child, unless otherwise prohibited by law.
- The right to access and review all medical records of the minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.
- The right to consent in writing before a biometric scan of the minor child is made, shared, or stored.
- The right to consent in writing before any record of his or her minor child's blood or deoxyribonucleic acid (DNA) is created, stored, or shared, except as required by general law or authorized pursuant to a court order.
- The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child. Exceptions to consent for recording include:
 - Made during or as part of a court proceeding.
 - Made as part of a forensic interview in a criminal or Department of Children and Families investigation.
 - Used solely for the following purposes:
 - A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
 - A purpose related to a legitimate academic or extracurricular activity;
 - A purpose related to regular classroom instructions;
 - Security or surveillance of buildings or grounds; or
 - A photo identification card.

The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child. The bill provides an exception to this notification right for incidents that have first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

Additionally, the bill authorizes disciplinary action against an employee of the state, any of its political subdivisions, or any other governmental entity for coercing or attempting to encourage or coerce a minor child to withhold information from his or her parent.

The bill requires a school district to adopt a policy that governs the plans and procedures by which the school district shall promote parental involvement and provide notification to parents of specific parental rights. Policy development and notification is required for:

- A plan, pursuant to s. 1002.23, F.S., for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance, and discipline.
- A procedure, pursuant to s. 1002.20(19)(b), F.S., for a parent to learn about his or her child's course of study, including the source of any supplemental education materials.
- Procedures for a parent to object to instructional materials, pursuant to s. 1006.28(2)(a)2., F.S. Such objections may be based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful.

- Procedures, pursuant to s. 1002.20(3)(d), F.S., for a parent to withdraw his or her student from any portion of the school district's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education or instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality if the parent provides a written objection to his or her child's participation. Such procedures must provide for a parent to be notified in advance of such course content so that he or she may withdraw his or her student from those portions of the course.
- Procedures, pursuant to s. 1006.195(1)(a), F.S., for a parent to learn about the nature and purpose of clubs and activities offered at his or her child's school, including those that are extracurricular or part of the school curriculum.

The bill requires school districts to develop procedures for parents to learn about specific parental rights and responsibilities. They are:

- Pursuant to s. 1002.20(3)(d), F.S., the right to opt his or her minor child out of any portion of the school district's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality.
- A plan to disseminate information, pursuant to s. 1002.20(6), F.S., about school choice options, including open enrollment.
- In accordance with s. 1002.20(3)(b), F.S., the right of a parent to exempt his or her student from immunizations.
- In accordance with s. 1008.22, F.S., the right of a parent to review statewide, standardized assessment results.
- In accordance with s. 1003.57, F.S., the right of a parent to enroll his or her student in gifted or special education programs.
- In accordance with s. 1006.28(2)(a)1., F.S., the right of a parent to inspect school district instructional materials.
- In accordance with s. 1008.25, F.S., the right of a parent to access to information relating to the school district's policies for promotion or retention, including high school graduation requirements.
- In accordance with s. 1002.20(14), F.S., the right of a parent to receive a school report card and be informed of his or her child's attendance requirements.
- In accordance with s. 1002.23, F.S., the right of a parent to access information relating to the state public education system, state standards, report card requirements, attendance requirements, and instructional materials requirements.
- In accordance with s. 1002.23(4), F.S., the right of a parent to participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education.
- In accordance with s. 1002.222(1)(a), F.S., the right of a parent to opt out of any district-level data collection relating to his or her minor child not required by law.

The bill provides the definition of "instructional materials," pursuant to s. 1006.29(2), F.S., and provides examples of those materials.

The bill authorizes school districts to post parental rights information on their websites or to transmit the information electronically. If a parent requests any information governed in the Parents' Bill of Rights, the district must provide the requested information within 10 days. The bill creates a process by which a parent may appeal to the school board should a district deny a request for information.

Approved by the Governor. Effective Date: July 1, 2021

HB 259 **Safety in Religious Institutions by Judiciary, Education and Employment, Williamson, Byrd,**
others

[Bill Text](#)

[Staff Analysis](#)

The bill allows for a person with a concealed weapons permit or firearm license to carry a concealed weapon or firearm on the

property of a religious institution, even if it is located on a property that is also used as a school. The bill also states that it “does not limit the private property rights of a church, synagogue, or other religious institution to exercise control over property that the church, synagogue, or other religious institution owns, rents, leases, borrows, or lawfully uses,” meaning that the religious institution can continue to regulate and prohibit firearms on their own property.

Approved by the Governor. Effective date: upon becoming law

HB 311 Public Records/Assessment Instruments by Post-secondary Education & Lifelong Learning, Silvers

[Bill Text](#)

[Final Bill Analysis](#)

Pub. Rec./Assessment Instruments; Expands examination & assessment instruments which are confidential & exempt from public record requirements; provides provisions governing access, maintenance, & destruction of certain instruments & related materials shall be prescribed by rules of State Board of Education and regulations of Board of Governors; provides for future legislative review & repeal; provides legislative findings; provides statement of public necessity.

Approved by Governor. Effective Date: July 1, 2021

HB 327 Public Records/Disaster Response by Rommel, Leek, others

[Bill Text](#)

[Staff Analysis](#)

CS/CS/HB 327 exempts from public inspection and copying requirements the address and telephone number of a person who takes refuge at a public emergency shelter during a storm or catastrophic event.

The bill provides that the exemption created under the bill is subject to the Open Government Sunset Review Act in accordance with s. 119.15, F.S., and will be repealed on October 2, 2026, unless reviewed and saved from repeal by the Legislature.

As the bill itself states, the bill is necessary to limit the amount of privacy a person must forfeit by choosing to enter a shelter, and to protect a person from those who might seek to exploit their vulnerability following a catastrophic event.

Approved by Governor. Effective Date: May 7, 2021

HB 337 Impact Fees by Diciegle

[Bill Text](#)

[Staff Analysis](#)

The bill provides a new definition of “infrastructure” as a fixed capital expenditure or fixed capital outlay, excluding the cost of repairs or maintenance, associated with the construction, reconstruction, or improvement of public facilities that have a life expectancy of at least five years; related land acquisition, land improvement, design, engineering, and permitting costs; and other related construction costs required to bring the public facility into service.

- The term also includes a fire department vehicle, an emergency medical service vehicle, a sheriff’s office vehicle, a police department vehicle, a school bus, and the equipment necessary to outfit the vehicle for its official use.
- For independent special fire control districts, the term includes “new facilities” as stated in the independent special fire control district statute.
- Also defines “public facilities” as major capital improvements, including transportation, sanitary sewer, solid waste, drainage, potable water, educational, parks, and recreational facilities, and expressly includes emergency medical, fire, and law enforcement facilities.
- Changes sentence form on requirements for local governments and special districts who adopt, collect and administer impact fees.

Impact Fee Credits

- Adds special districts to the impact fee credit requirement, on a dollar-for-dollar basis at fair market value, any contribution related to the improvement of public facilities or infrastructure towards impacts on the same type of public facilities for which the contribution was made.
- All credits against impact fee collections must be made regardless of any provision in a local government or special district charter, comprehensive plan policy, ordinance, resolution, or development order or permit.
- The bill deletes the provision providing that the requirement to provide the holder of impact fee credits full benefit of the intensity and density prepaid by the credit operate prospectively.
- Additionally, the requirement for full assignability and transferability of impact fee credits is made applicable to all impact fee credits regardless of if they were created before or after the effective date of the bill.

Limits on impact fee increases imposed by a local government, school district, or special district.

- An increase to a current impact fee rate of not more than 25 percent of the current rate must be implemented in two equal annual increments beginning with the date on which the increased fee is adopted.
- If the increased rate is between 25 and 50 percent of the current rate, the increase must be implemented in four equal installments.
- No impact fee increase may exceed 50 percent of the current impact fee rate.
- An impact fee may not be increased more than once every four years.

The bill does provides an exception to the above by:

- Establishing the need for the increase pursuant to the rational nexus test.
- Must use a study expressly demonstrating the extraordinary circumstances requiring the need to exceed the phase-in limitations
 - The study must be completed no earlier than 12 months before the adoption of the increase.
- Must hold at least two publicly noticed workshops on the extraordinary circumstances justifying the increase and;
- Must approve the increase by not less than a two-thirds majority vote of the governing body.

These limitations on impact fee increases operate retroactively to January 1, 2021.

- Annual Financial Report to include a signed affidavit by the CFO attesting that all impact fees were collected and expended in compliance with the statute, complied with the spending period in the local ordinance or resolution and that the funds were expended only for the uses allowed under the statute: acquiring, constructing, or improving the specific infrastructure needs.

Approved by Governor on 6/4/21. Effective date: upon becoming law

SB 366 Educational Opportunities Leading to Employment

[Bill Text](#)

Summary provided by the Florida Senate bill summary

The bill enhances work-based learning opportunities for students. The bill provides:

- That a student 18 years of age or younger who is in a paid work-based learning opportunity must be covered by the workers' compensation insurance of his or her employer.
- That a student 18 years of age or younger who is providing unpaid services under a work based learning opportunity provided by a school district or Florida College System (FCS) institution is considered to be employed by the school district or FCS institution.
- Authority for the Department of Education (DOE) to reimburse employers, including school districts and FCS institutions, for the proportionate cost of workers' compensation insurance premiums for students in work-based learning opportunities in accordance with DOE rules, and appropriates \$2 million to the DOE for this purpose. The bill requires the development of pathways to college credit programs. Specifically, the bill
- Requires the State Board of Education to develop, by January 31, 2022, alternative methods for assessing communication and computation skills. FCS institutions and dual enrollment programs may use a common placement test or the developed alternative methods for admissions and program eligibility.

- Requires a representative committee of public postsecondary institutions to identify three mathematics pathways aligned to programs, meta-majors, and careers. The bill authorizes an institution to participate in the Florida Postsecondary Student Assistance Grant (FSAG) Postsecondary program if the institution is an aviation maintenance school in Florida, is certified by the Federal Aviation Administration, and is licensed by the Commission for Independent Education. The bill renames the Florida Ready to Work Certification Program as the Florida Ready to Work Credential Program (Credential Program) and revises the purpose of the program to enhance the employability skills of Floridians and to better prepare them for successful employment. Specifically, the bill removes the award of scaled level credentials and requires:
- The Department of Economic Opportunity (DEO) and the DOE to conduct a comprehensive identification of employability skills currently in demand by employers.
- An employability credential to be awarded to a Credential Program participant who successfully passes assessments which measure the employability skills identified by DEO and DOE.

Approved by the Governor. Effective date: July 1, 2021

SB 400 Public Records by Rodrigues, R., Governmental Oversight and Accountability

[Bill Text](#)

The bill amends s. 119.07, F.S., to prohibit an agency that receives a public record request from responding to the request by filing an action for declaratory relief against the requester to determine whether that record meets the definition of a public record or if it is confidential or exempt.

Approved by the Governor. Effective date: July 1, 2021 – *presented to Governor on 6/28*

HB 419 Early Learning and Early Grade Success

[Bill Text](#)

[Staff Analysis](#)

Summary provided by the Florida Senate bill summary

The bill (Chapter 2021-10, L.O.F.) modifies the administration of the Voluntary Prekindergarten Education (VPK) Program and the school readiness program and reorganizes the regulatory structure of the Office of Early Learning to consolidate authority and oversight within the State Board of Education (SBE). The bill places early learning coalitions (ELCs) under the authority of the SBE and the Commissioner of Education. The bill also transfers the Gold Seal Quality Care program to the Department of Education (DOE) from the Department of Children and Families, adds standards for accrediting entities, and requires procedures to verify compliance.

The bill repeals the current kindergarten readiness rate and associated assessment and expands accountability and assessment requirements for VPK providers. The bill requires a coordinated screening and progress monitoring program (CSPM) to be administered at the beginning, middle, and end of every school year for students in VPK through grade 3 to provide information on students' progress in mastering the appropriate grade-level standards to parents, teachers, and school and program administrators. VPK students who demonstrate a substantial reading deficiency must be referred to the school district for intervention. The bill creates the Council for Early Grade Success within the DOE to oversee the CSPM and requires the new screenings and assessments to be administered by qualified individuals.

The bill also requires:

- Beginning in the 2022-2023 program year, a program assessment composite score for each VPK provider based on the results of a program assessment that measures the quality of teacher-child interactions, including emotional and behavioral support, engaged support for learning, classroom organization, and instructional support for children ages 3 to 5 years, in each VPK classroom. If a VPK provider fails to meet a minimum composite score adopted by the DOE, the provider may not participate in the VPK Program.
- A performance metric that provides a score to each VPK provider based on the results of the CSPM, including learning gains, and the program assessment, beginning in the 2022- 2023 program year.
- The assignment of a performance designation for VPK providers beginning with the 2023-2024 program year. The designations must provide for a differential payment to VPK providers based on program performance.

The bill requires the DOE to adopt procedures for merging or terminating ELCs, and must adopt performance standards and outcome measures that include implementation of a customer service survey. Survey results may require ELCs to implement a correction plan.

The bill modifies the market rate schedule paid to school readiness providers to require a market rate schedule based on the prevailing market rate. The bill also authorizes early learning coalitions to adopt an alternative payment schedule that has been approved by the federal Administration for Children and Families.

Approved by Governor. Effective date: July 1, 2021.

HB 0429 Purple Star Campuses by Learned, Maney, others, Education & Employment Committee

[Bill Text](#)

[Staff Analysis](#)

Summary provided by the Florida Senate bill summary

The bill establishes the Purple Star Campus program to support military-connected children. Specifically the bill:

- Defines a military student as a student enrolled in a school district, charter school, or a school or institution participating in a Florida educational choice scholarship program, who is a dependent of an active-duty or former member of the United States military that is the Army, Navy, Air Force, Marine Corps, or Coast Guard, a reserve component of any of these branches of the military, or the Florida National Guard.
- Requires the Department of Education (DOE) to establish the Purple Star Campus program that requires a participating school to at a minimum:
 - o Designate a staff member as a military liaison.
 - o Maintain a webpage on a school's website which includes resources for military students and families.
 - o Maintain a student-led transition program that assists military students in transitioning into the school.
 - o Offer professional development training opportunities for staff members on issues relating to military students.
 - o Reserve at least five percent of controlled open enrollment seats for military connected students.
- Authorizes the DOE to establish additional criteria to identify schools committed to supporting military families such as:
 - o Hosting an annual military recognition event;
 - o Partnering with a school liaison officer from a military installation;
 - o Supporting projects that connect the school with the military community; and
 - o Providing outreach for military parents and their children.
- Authorizes a school to partner with a school district to procure digital, professional development, or other assistance necessary to implement the criteria of the Purple Star Campus program. The bill also requires the State Board of Education to adopt rules to implement the Purple Star Campus program.

Approved by Governor. Effective date: July 1, 2021.

HB 519 Required Health Education Instruction by Yarborough

[Bill Text](#)

[Staff Analysis](#)

This bill:

- Requires the general health education curriculum for K-12 public schools be age and developmentally appropriate and that it include information on the prevention of child sexual abuse, exploitation, and human trafficking.
- Requires the health education curriculum for students in grades 6-12, rather than for all students, include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
- Revises a statutory cross-reference relating to the teen dating violence and abuse component of the health education curriculum to conform to changes made in the first section of the bill.

Approved by Governor. Effective date: July 1, 2021

HB 529 Moments of Silence in Public Schools by Fine

[Bill Text](#)

[Staff Analysis](#)

The bill:

- Requires principals to require teachers to set aside time for a moment of silence
- Prohibits teachers from making suggestions to the nature of any reflection during the moment of silence
- Deletes the provision authorizing district school boards to provide brief period of silent prayer or meditation
- Requires certain teachers to encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of the time.

Approved by Governor. Effective date: July 1, 2021

HB 545 Reproductive Health and Disease Education by Chaney, Yarborough

[Bill Text](#)

[Staff Analysis](#)

Requires school districts to notify parents of public-school students of their right to exempt their child from the teaching of reproductive health or any disease, including HIV/AIDS, through the submission of a written request.

- Each school district must post information about how to request the exemption on the homepage of the school district's website.
- The district homepage must also include a link for a student's parent to access and view the instructional materials used in reproductive health and disease curriculum.

Requires district school boards to annually approve all instructional materials used to teach reproductive health or any disease, including HIV/AIDS, in an open, noticed public meeting.

- Mandates that school districts provide a process for the public review of and comment on the adoption of such instructional materials.

Approved by Governor. Effective date: July 1, 2021

SB 590 School Safety by Harrell, Appropriations

[Bill Text](#)

[Staff Analysis](#)

Revising parent, guardian, or caregiver notification requirements that must be met before an involuntary examination of a minor; requiring a principal or his or her designee, who successfully notifies any known emergency contact, to share only the information necessary to alert such contact that the parent or caregiver must be contacted; requiring codes of student conduct to include provisions relating to civil citation or similar prearrest diversion programs for specified purposes; revising training requirements for school safety officers, etc.

SB 590 requires public schools, including charter schools, to make a reasonable attempt to notify the parents of a minor student before the student is removed from school, school transportation, or a school sponsored activity for an involuntary mental health examination. "A reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact using available methods of communication (such as: telephone calls, text messages, emails, voice mail, etc.) with the student's authorized parent, guardian, or other known emergency contact. The communication attempts and its outcome must be document. A school principal or designee may delay notification if they believe it is necessary to avoid jeopardizing the health and safety of the student.

SB 590 requires timely notice to parents of specified unlawful acts and significant emergency situations on school grounds, school transportation, or school-sponsored activities such as;

- Weapons possession or use, hostage and active assailant situations. -Murder, homicide, or manslaughter. -Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel. -Natural emergencies, including hurricanes, tornadoes, and severe weather.
- Exposure as a result of a manmade emergency.

School districts will also be required to add the following to their codes of student conduct:

- Criteria for recommending to law enforcement that a student who commits a criminal offense be allowed to participate in a civil citation or similar pre-arrest diversion program as an alternative to expulsion or arrest.
- Criteria for assigning a student who commits a petty act of misconduct to a school-based intervention program. If a student's assignment is based on a non-criminal offense, the student's participation in a school-based intervention program may not be entered into the Department of Juvenile Justice Information System Prevention Web.

District school board policies will be allowed to provide accommodations for drills conducted by exceptional education centers. District school boards will be required to establish emergency response and emergency preparedness policies and procedures that include, but are not limited to, identifying the individuals responsible for contacting the primary emergency response agency and the emergency response agency that is responsible for notifying the school district for each type of emergency. Requires School Boards to adopt a policy requiring Superintendents to annually report to the department the number of involuntary examinations initiated at a school, on school transportation, and school sponsored activity. The bill also revises training requirements for school safety officers by requiring that all school safety officers undergo crisis intervention training.

Beginning with the 2021-2022 school year, any student identification card issued by a public school to students in grades 6 through 12 must include the telephone numbers for national or statewide crisis and suicide prevention hotlines and text lines.

In addition, the bill will require schools to contact a health care practitioner capable of initiating a Baker Act in person or via telehealth prior to initiating an involuntary examination.

Approved by the Governor. Effective date: July 1, 2021

HB 723 Juvenile Justice Education Programs by Education and Employment Committee; and Rep. Massullo and others

[Bill Text](#)
[Staff Analysis](#)

The bill modifies how juvenile justice education programs are operated and funded. These modifications include how instructional time is defined and how funds are allocated between school districts and educational providers.

Section 1. Updates the definition of “juvenile justice education programs or schools” to permit the calculation of the mandatory period of operation for nonresidential programs to be expressed in hours. If hours are selected, by a nonresidential program, as the means of calculating the period of operation, then the calculation of hours must conform to State Board of Education (SBE) rules and the SBE must review the calculation each year. The bill also permits hours, with similar SBE review requirements, to be used to calculate the optional decrease in instructional days for nonresidential programs.

Section 2. Requires that the SBE rule governing funding of the juvenile justice education programs provide that at least 95 percent (rather than current 90%) of the Florida Education Finance Program funds generated by students in those programs be spent on instructional costs. Additionally, the bill clarifies that Department of Juvenile Justice education programs are entitled to 100 percent of formula-based categorical funds generate by students in the programs.

Section 3. Provides additional requirements for contracts between district school boards and juvenile justice education programs. Specifically, the bill requires:

- All contracts to be in writing between district school boards desiring to contract directly with juvenile justice education programs to provide academic instruction.

- New or renewal contracts to be executed and negotiated within 40 days after the district school board provides the proposal, unless both parties agree to an extension.
- The Department of Education shall provide mediation services for any disputes relating to this section.
- District school boards to satisfy invoices issued by the juvenile justice education program within 15 working days after receipt.
 - If a district school board does not timely issue a warrant for payment, it must pay to the juvenile justice education program interest at a rate of one percent per month, calculated daily, on the unpaid balance until such time as a warrant is issued for the invoice and accrued interest amount.
 - District school boards may not delay payment to a juvenile justice education program of any portion of funds owed pending the district's receipt of local funds.

Approved by Governor. Effective date: July 1, 2021

HB 827 School District Funding by Rep. Hawkins and others

[Bill Text](#)

[Staff Analysis](#)

The bill provides additional requirements for school districts' allocation of the AICE bonus funds to school programs and expands these school programs to include those administered by the University of Cambridge Local Examinations Syndicate. The bill also provides a specified bonus for classroom teachers who teach pre-AICE courses.

Section 1. Expands the requirement that each school district allocate at least 80 percent of funds received from the Advanced International Certificate of Education (AICE) bonus FTE funding to the school program that generated the funds, to also include school programs administered by the University of Cambridge Local Examinations Syndicate that prepare prospective students to enroll in AICE courses.

Requires these funds to be expended solely for the payment of costs associated with:

- The application and registration process;
- Program fees and site licenses;
- Training, professional development, salaries, benefits, and bonuses for instructional personnel and program coordinators;
- Examination and diploma fees;
- Membership fees;
- Supplemental books;
- Instructional supplies, materials, and equipment; and
- Other activities that identify prospective AICE students or prepare prospective students to enroll in AICE courses.

Specifies that the school district is required to distribute specified bonuses to each classroom teacher who provided AICE or International General Certificate of Secondary Education (pre-AICE) instruction. Changes the designation from half-credit AICE courses for the \$25 and \$250 bonus awards for specified students who receive a score of E or higher on the pre-AICE examination because the University of Cambridge Local Examinations Syndicate no longer offers half course credits.

Approved by Governor. Effective date: July 1, 2021

SB 1028 Education by Hutson

[Bill Text](#)

The bill:

- Authorizes members of a school board's special committees and advisory committees to meet either in person or using telephonic or video conferencing.
- Removes limit of (1) lab school for universities to serve military families at branch campuses

- Changes definition of Persistently Low Performing Schools to only include years in which school grades were issued for determining grades below “C”.
- Requires Districts to provide water safety information to parents of newly enrolled students and students over 18 annually beginning 22-23 SY. Defines water safety info as age-appropriate info about being around water and reducing risk of injury or drowning.
- Allows high performing school districts to offer two days of virtual instruction per school year. A plan must be submitted to and approved by FDOE.
- Provides for school district career centers to be reimbursed at the in-state tuition rate under the Dual Enrollment Scholarship program.
- Makes changes to PSAG awards.
- Contains student retention authorization language also included in HB 1159 which:
 - Allows Parents to Retain Their Grade K-5 Students Even if Academic Record Supports Promotion for 21-22 SY only
 - Requires request for retention must be in writing to principal.
 - Requires disclosure to parent that retention could impact their students’ ability to play high school sports due to age,
 - Allows agreement to customized plan for student in lieu of retention,
 - Parent controls final decision.
 - Districts must report #'s to DOE by 6/30/22.
- Creates the Fairness in Women’s Sports Act.
 - Requires high school or college/university teams to be designated a male, female, or coed.
 - Allows females to play on teams designated as male.
 - Prohibits males from playing on teams designated as female.
 - Establishes sex on student’s official birth certificate nearest to time of birth to be their sex for purposes of sports teams.
 - Allows schools to be sued if student is deprived of athletic opportunity, is directly or indirectly harmed by violation of Act, or is subject to adverse action for reporting a violation.

Changes Specific to Charter Schools

- Allows Virtual Charter School to serve part-time students
- Allows state universities to sponsor charter schools and serve students from multiple districts upon approval from FDOE.
- Allows state colleges to sponsor charter schools and
 - serve students in any county in its service area upon approval from FDOE.
 - offer postsecondary courses leading to industry certifications to eligible charter students,
 - prohibits existing charter school from being sponsored by a state college until their current charter expires.
- Allows state universities and colleges to:
 - deny a charter school application for any reason
 - have boards of trustees serve as LEA for federal funding purposes
 - Prohibits students grades from SUS or college-sponsored schools from being included in a school district’s grade, and
 - provides for operational funding based on FEFP funding per student in district located and capital outlay funding to be in GAA.
- Modifies deadlines for sponsors to report application data to FDOE.
- Voids as unenforceable any interlocal agreements which prohibits or limits the creation of charter schools (unless allowed by other statutory authority).
- Requires FDOE to develop a sponsor accountability framework and outlines minimum standards.
- Removes application deadlines and allows approved charter schools to open at any time.
- Allows a prevailing party to file DOAH action to recover attorney fees and other costs incurred during an application denial appeal or in any injunction, appeal or proceeding related immediate termination of charter school.
- Prohibits a school district from collecting more than 1% admin fee from all charter schools in district if they have failed to implement a DCA decision until they have executed a charter contract required by DCA affirmation. During this time, they must file monthly reports with an unnamed entity. Full admin fees may be collected upon executing contract. Charters can have attorney and other costs reimbursed when attempting to challenge any violation by a school district.

- Modifies racial/ethnic balances charters are required to maintain to those of nearby schools instead of other schools in district and changes the same for charter closure appeals.
- Allows for immediate appeal of charter contract disputes to DOAH by a charter school if either party does not want to mediate through FDOE.
- Allows for charter school curriculum changes to be automatically approved unless district and FDOE notify in writing changes do meet state standards.
- Modifies immediate closure standard to include demonstration that immediate danger is likely to continue, and immediate termination is necessary. Allows sponsor to seek court injunction in local circuit to prohibit continued operation of a charter school if continued operation of the school would materially threaten the health, safety, or welfare of the students.
- Allows enrollment preference for VPK students from provider with written agreement with charter school and for affiliates of developer. Clarifies preference is only for VPK students from previous school year.
- Modifies admin fee paid by ESE centers to 2% for up to 250 students.
- Revises definition of high performing charter school to include those receiving funding through the National Charter Growth fund and have no grade below “C” for the previous 3 graded years.
- Modifies definition of “capacity” for high performing charter school expansion and allows for two replication applications at a time.
- Authorizes career and professional academies to be offered by charter schools.
- Allows charter ESE center to replicate itself under high performing charter statute if receiving two consecutive “maintaining” SIRs.

Changes to Schools of Hope

- Allows nonprofit entity operating more than one School of Hope to:
 - be designated by FDOE as an LEA
 - report FTE directly to department
 - Provide school district with quarterly financials reflecting schools in district and annual audit reflecting schools they operate statewide
 - use assets for any school of hope in district
 - file fingerprints with school taken by anyone authorized to take fingerprints for personnel and governing board members.
- FDOE to provide districts with list of surplus facilities by January 1 annually. Districts have 30 days to provide evidence of errors and department shall publish by April 1.
- Authorized to receive charter capital outlay funds.

Approved by Governor. Effective date: July 1, 2021, except as otherwise expressed in bill.

SB 1080 Tobacco and Nicotine Products by Hutson, Health Policy, Regulated Industries

[Bill Text](#)

The bill revises the regulation of the retail sale of tobacco products and nicotine products.

- Increases the minimum age to lawfully purchase and possess tobacco products and nicotine products from 18 years of age to 21 years of age. However, the bill keeps the exemption in current law for underage persons in the military and persons acting in the scope of lawful employment.
- Creates a new part of the statute to regulate the sale of, and create a separate licensing structure for, the retail sale of “nicotine dispensing devices” and nicotine products. Under the bill, nicotine products and “nicotine dispensing devices” are not classified as tobacco products.
- Regulates tobacco products under the statutes which consists of the current-law provisions.
- Regulates nicotine products under the statute which includes the requirements in current law for the sale of nicotine products, including applicable penalties for the illegal possession or sale, and provides additional provisions for the regulation of nicotine product sales that are the same as currently apply to the regulation of tobacco product sales.

- Requires retail dealers of nicotine products to have a permit issued by the Division of Alcoholic Beverages and Tobacco but does not require a fee for the permit. However, the holder of a retail tobacco products dealer permit may sell nicotine products without an additional permit.
- Requires applicants for a retail tobacco products dealer permit and a retail nicotine products dealer permit to be at least 21 years of age.
- Preempts to the state the establishment of a minimum age for purchasing or possessing tobacco or nicotine products as well as regulation of the marketing, sale, or delivery of tobacco or nicotine products.
- Prohibits smoking and vaping by any person under 21 years of age on or near school property. (Current law applies the prohibition to persons under 18 years of age).
- Requires age verification before a sale or delivery of tobacco products and nicotine products to persons who appear to be under 30 years of age.

Approved by Governor. Effective date: October 1, 2021

SB 1108 Education by Diaz

[Bill Text](#)

The bill revises several areas of education law, primarily relating to graduation requirements and statewide standardized assessments.

Specifically, the bill:

- Requires every school district, alternative school, and the Department of Juvenile Justice to offer either the SAT or ACT to every student in the 11th grade free of charge, subject to an appropriation for that purpose.
- Amends the civic literacy requirement for post-secondary education to include both an assessment and a course, as opposed to one or the other.
- Creates a process to allow students in high school to earn the civic literacy requirement before enrolling in a public college or university in this state.
- Requires the statewide, standardized math and English learning assessments in grades 3 through 6 to be paper based.
- Deletes obsolete language relating to prior statewide standardized assessments and updates the assessment publication requirement in anticipation of the implementation of new state standards.
- Authorizes the Department of Education (DOE) to hold certain intellectual property rights, including the right to patent, copyright, and trademark. This authority will allow the DOE to protect certain materials, such as state authored assessments, from being sold or distributed without authorization.
- Creates the Innovative Blended Learning and Real-Time Student Assessment Pilot Program, which involves the combination of in-person and remote students in the same classroom environment.
- Requires the character development curriculum for public school students in the 11th and 12th grades to include instructions on voting using the uniform primary and general election ballot.
- Allows certain students participating in the English for Speakers of Other Languages Program to demonstrate grade-level expectations on formative assessments in lieu of passing the grade 10 English Language Arts assessment.

Approved by the Governor. Effective date is July 1, 2021

HB 1159 Education by Busatta Cabrerra, others

[Bill Text](#)

[Staff Analysis](#)

For the 2021-2022 school year only, the bill allows parents to request their K-5 student be retained, even if academic record supports promotion. The request for retention must be submitted to the principal in writing. A disclosure must be given to parents about how the choice to retain may impact a student's ability to play high school sports due to age requirements.

The bill allows for a customized plan for the student in lieu of retention, but the final decision falls to the parent. School districts must report retention numbers to the Department of Education by June 30, 2022.

The bill requires the Commissioner of Education to report learning growth data (VAM) to school districts by July 31, annually. It also adds new requirements for approval of teacher preparation programs related to curriculum for identifying students needing mental health assistance and for using technology with distance learning. The bill requires mastery of general knowledge to be demonstrated prior to graduation. Allows In addition, demonstration of mastery on the General Knowledge test can be achieved by obtaining a master's degree or higher from an education prep program that DOE has identified as being a quality program.

The bill allows for EPIs to provide instruction and professional development for part-time and full-time non degreed teachers of career programs.

The bill modifies the Cecil Golden Professional Development Program by defining "education leader" and changing references throughout, as well as by expanding entities included in the collaborative network and goals.

Approved by the Governor. Effective date: July 1, 2021

HB 1239 Broadband Internet Infrastructure by Commerce Committee; Ways and Means Committee; and Rep. Tomkow and others

[Bill Text](#)

[Staff Analysis](#)

The bill, which may be cited as the "Florida Broadband Deployment Act of 2021," revises the Office of Broadband's (office) strategic plan related to goals and strategies for increasing and improving broadband availability and access; creates the Broadband Opportunity Program to award grants; provides an appropriation to the Department of Economic Opportunity (DEO) for geographic information system mapping of broadband internet service; and establishes a promotional period for one dollar pole attachments of broadband facilities to municipal electric utility poles.

As to the office and its strategic plan, the bill revises the duties of the office to include improving the availability of, access to, and use of broadband. The bill requires the strategic plan to incorporate applicable federal broadband activities and identify available federal funding. The strategic plan must be submitted to the Governor, the Senate President, and the Speaker of the House by June 30, 2022, and updated biennially. Local technology planning teams are required by the bill to work with rural communities in order to help communities understand current broadband availability, locate unserved and underserved businesses and residents, identify assets relevant to deployment, build partnerships with providers, and identify opportunities. It requires the teams to be proactive in fiscally constrained counties to apply for federal grants.

The terms "broadband Internet service," "deployed," "sustainable adoption," "underserved," and "unserved," are provided for in this section of the bill.

A non-recurring sum of \$1,500,000 for Fiscal Year 2021-2022 is appropriated from the General Revenue Fund to the DEO, to develop geographic information system maps of broadband Internet service availability though the state. The bill specifies the content required to be included in the maps and that they must be developed by June 30, 2022.

The bill creates the Broadband Opportunity Program, housed in the office, to award grants, subject to appropriation, to applicants who seek to install or deploy infrastructure that expands broadband service to unserved areas. The bill specifies the types of entities eligible for such grants, provides application requirements and evaluation criteria, and requires the office to enter into an agreement with each grant recipient that specifies performance conditions, including potential sanctions. The bill establishes a process by which an existing broadband provider may challenge a grant application on the grounds that the provider already offers or plans to offer service in the area at issue. The bill limits grant awards to 50 percent of the total cost of a project, but no more than five million dollars per grant, and prohibits grant awards for projects that receive other federal funding. The bill requires the office to prepare an annual report summarizing the activity under this program.

The bill creates s. 288.9963, F.S., relating to attachment of broadband facilities to municipal electric utility poles, which requires municipal electric utilities to provide broadband providers access for attachments to utility poles at a promotional rate of one dollar per attachment per pole, from July 1, 2021, to July 1, 2024. The bill provides terms for these discounted attachments and specifies each party's responsibility for costs associated with replacement poles necessary to make attachments. The bill requires these attachments to be made following the higher of the safety standards in the National Electrical Safety Code or the standards set by the utility. The promotional rate is available after application and can be lost if unserved or underserved customers are not provided with broadband Internet access within twelve months of the attachments being made and the provider may be required to pay the

prevailing rate for the attachments that failed to make broadband available to the intended customers. The bill prohibits municipal electric utilities from raising their current pole attachment rates for broadband providers between July 1, 2021, and July 31, 2022.

The bill also provides procedures for wireline attachments and allows for a one dollar promotional rate until July 1, 2024. Such attachments must comply with safety and reliability standards, however, wireline attachments that complied with safety and reliability standards when installed, do not need to be modified to comply with new requirements unless necessary for safety reasons as determined by municipal electric utilities.

The bill also provides for procedures and costs for replacement of utility poles by the municipal electric utilities where necessary to comply with applicable engineering and safety standards. If the replacement is necessary to correct an existing violation, to bring the pole into compliance, or because the pole is at the end of its useful life, the replacement cost may not be charged to the broadband provider.

Definitions for the terms “broadband provider,” “broadband service,” “safety and reliability standards,” “underserved,” “unserved,” “wireline attachment,” are provided for in this section.

Approved by Governor. Effective Date: July 1, 2021

HB 1349 Assistance Programs by Aloupis, others

Section 1. Deletes definitions “Earned Income” and “Unearned Income”

- This means that the statute will no longer specify how family income is calculated for purposes of eligibility for the School Readiness program, giving OEL more flexibility in establishing eligibility criteria.

Section 2. The bill requires that parents who have an intensive services account or an individual training account be given priority for participation in the School Readiness program equal to parents receiving TCA benefits.

Section 3. The bill requires the OEL to coordinate with the University of Florida Anita Zucker Center for Excellence (Center) to conduct an analysis of recipients of:

- Medicaid;
- The temporary cash assistance program;
- The School Readiness program;
- The Supplemental Nutrition Assistance Program; and
- The Housing Choice Voucher Program.

The analysis must include:

- Review of eligibility, including criteria for eligibility;
- Frequency of eligibility determinations;
- Number of families receiving multiple program services out of the total number of eligible families; and
- The process used to establish and document eligibility and disbursement policies.

The bill requires the Center, through its analysis, to develop participant profiles based on the number of families receiving multiple program services that include family composition and the most frequent program services or combination of services families are accessing in each county or geographic area.

The bill also requires each agency responsible for the administration of the specified assistance programs to enter into a data sharing agreement with the OEL and the Center by September 1, 2021. These agencies must submit a program services data file containing specified information to the Center by November 1, 2021, subject to any federal requirements, and submit a supplemental data file to the Center containing specified information by November 1, 2022.

The bill requires the DCF to assist the Center with receiving DCF administered programs’ information that must be analyzed, including providing the Center assistance with seeking any required approvals or waivers from applicable federal agencies.

The bill requires the Center to provide a report of its analysis to the OEL by May 31, 2022, and 2023. Within 30 days of receiving the report, the OEL is required to submit it to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

The above section expires on June 30, 2023, unless reenacted by the Legislature.

The analysis on the bill provided the following statement on how Federal laws could be problematic when collecting this data:

“Federal laws related to the use or disclosure of information on applicants and beneficiaries of SNAP, TANF, and Medicaid, may limit or prevent the implementation of the bill’s requirement for the DCF to share program data, since disclosing such information to the Center for research and analysis is not directly connected to administering these programs and does not meet any federal exception. Federal limitations regarding the accessibility of individual federal income tax information may also prove to be problematic for determining the number of families receiving services and using the Earned Income Tax Credit.”

Approved by Governor. Effective date: July 1, 2021

HB 1507 Workforce Related Programs and Services by Melo, Yarborough, others

HB 1507 is the state’s attempt to clean up, coordinate and align industry certifications with in-demand jobs and certifications that lead to employment. Appears much of the language is either in rule and/or in an existing way of work for many school districts. This formalizes it in Florida Statutes. There is a lot of coordination required between DEO, DOE, and CareerSource.

For the 2021-2022 program year, the Department of Economic Opportunity and the Department of Education shall establish the minimum criteria a training provider must achieve for completion, earnings, and employment rates of eligible participants. The minimum program criteria may not exceed the threshold at which more than 20% percent of all eligible training providers in the state would fall below.

- CareerSource state board appoints a Credentials Review Committee to identify credentials for approval by the CareerSource state board and inclusion on the Master Credentials List
- Committee membership must include Chancellor of the Division of Public Schools, Chancellor of the Division of Career and Adult Education, Chancellor of the Florida College System, Chancellor of the State University System, Director of the Office of Reimagining Education and Career Help, four members from local workforce development boards (with equal representation from urban and rural regions), two members from nonpublic postsecondary institutions, two members from industry associations, two members from Florida-based businesses, two members from the Department of Economic Opportunity and one member from the Department of Agriculture and Consumer Services
- All information pertaining to the Committee must be made available on all relevant state agency websites
- The Committee will:
 - a. determine value for credentials and degree programs (must meet the labor market demand as identified by the Labor Market Estimating Conference)
 - b. establish a process for prioritizing credentials and degree programs based on state or regional shortages
 - c. develop a returned-value funding formula. When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education.

Defines Work-based learning. Formalizes and captures all the work-based learning we do. Right now, we are not capturing it or reporting it to the state.

Annual review of how well the K-12 and postsecondary offerings align with the credentials or degree programs on the Master Credentials Lists. The annual review shall utilize data captured through the Workforce Development Information System and provide an automated data collection process. Findings from the annual review will be used to phase out offerings that are not aligned with the framework of quality, do not meet labor market demand, do not meet institutional performance or are unwarranted program duplications.

Creates the Strategic Efforts to Achieve Self-Sufficiency (SEAS). SEAS creates three key strategies: the workforce opportunity portal, the Open Door Grant Program and the Money-Back Guarantee Program.

- The workforce opportunity portal, created in the Office of Reimagining Education and Career Help (REACH Office), provides the public with access to available federal, state, and local services and workforce related program data across various programs.
- Open Door Grant Program creates a supply of credentialed workers for high-demand occupations, expands the affordability of workforce training and credentialing, and increases short-term, high-demand CTE credentialing and certificate programs. Grants

are provided to school district's postsecondary technical centers to cover up to two-thirds of the cost of short-term high-demand programs for eligible students upon successful completion and award of a credential of value. This is a continuation of the Rapid Credentialing Grant Opportunity from the CARES Act.

- The Money-Back Guarantee Program requires each school district, beginning in the 2022-2023 academic year, to refund the cost of tuition to students who are not able to find a job within six months of successful completion of select workforce related programs.

Requires public postsecondary student career service centers to utilize state career planning resources to prepare students for employment upon completion of their academic work.

Require the State Board of Education to establish criteria for the review and approval of new workforce education programs. Prohibits certain funding to a school district or FCS institution until new workforce education programs are reviewed and approved.

The Credentials Review Committee will develop a returned-value funding formula to allocate performance funds for Florida Colleges and District Workforce Education.

- Creates the Money-back Guarantee Program requiring each school district and FCS institution, beginning in the 2022-2023 academic year, to refund the cost of tuition to students who are not able to find a job within 6 months of successful completion of select workforce related programs.
- Requires each institution to offer a money-back guarantee on at least three programs that prepare individuals to enter in-demand, middle-level to high-level wage occupations, or at least 50% of workforce education programs if the institution offers six or fewer programs.
- Requires the money-back guarantee program to be offered for all workforce education program which are established to meet a critical local economic need and are not aligned to statewide needs identified by the Labor Market Estimating Conference.
- Requires each institution to establish student eligibility criteria for the program, including student attendance, career service attendance, participation in internships or work-study, job search documentation and development of a student career plan.
- Institutions are required to notify the SBE of the money-back guarantee programs it offers by July 1, 2022, and information on the offered programs are required to be made available on each school district's and FCS institution's website, on the DOE's website, and on the Employ Florida website.

Approved by the Governor. The bill provides an effective date of July 1, 2021.

HB 7011 Student Literacy by Aloupis, others, Early Learning Education & Education Subcommittee

[Bill Text](#)

[Staff Analysis](#)

Requires, beginning with the 2022 – 2023 school year, the implementation of a Voluntary Prekindergarten through 8th grade Progress Monitoring System.

Stipulates that the system be designed to provide teachers with sufficient, high quality data to identify students with substantial deficiencies in reading and monitor the effectiveness of interventions through continuous data collection.

Creates the Reading Achievement Initiative for Scholastic Excellence (RAISE) Program, a system of statewide literacy supports provided through 20 regional literacy expert support teams.

- Stipulates that the teams must support schools identified as requiring assistance based on data from the progress monitoring system and results from statewide, standardized English Language Arts assessments.
- Mandates that supports include the provision of evidence-based professional development and implementation of data-informed instruction using high-quality instructional materials as well as effective interventions through each school's multi-tiered system of supports, and school improvement plans and school district reading plans.

Enhances teacher and administrator training, by requiring that the reading endorsement credential be updated, and creates a new pathway to earn the reading endorsement.

Requires participants in specific teacher preparation programs to complete the reading endorsement competencies prior to graduation.

Mandates that the Just Read, Florida! Office to identify, as part of the instructional materials adoption process, instructional materials that implement evidence-based practices and are accompanied by appropriate professional development. This will not impact the current ELA adoption.

Requires school districts to keep parents of struggling readers informed of their students' progress and the effectiveness of interventions, provide them materials explaining the exceptional student education process, and notify parents of students who are evaluated for exceptional education services or who require accommodations of school choice options.

Mandates that the Office of Early Learning and early learning coalitions provide guidance and planning to assist with the transition from prekindergarten to kindergarten.

Approved by Governor. Effective date: July 1, 2021.

SB 7018 Employer Contributions to Fund Retiree Benefits

[Bill Text](#)

The bill establishes the contribution rates paid by employers participating in the Florida Retirement System (FRS) beginning July 1, 2021. These rates are intended to fund the full normal cost and the amortization of the unfunded actuarial liability of the FRS. With these modifications to employer contribution rates, the FRS Trust Fund will receive roughly \$373.5 million more in revenue on an annual basis beginning July 1, 2021. The public employers that will incur these additional costs are state agencies, state universities and colleges, school districts, counties, municipalities, and other governmental entities that participate in the FRS.

The bill will have a fiscal impact on state funds appropriated by the Legislature for employee salaries and benefits. The bill will increase the amounts, in the aggregate, employers participating in the FRS must pay for retiree benefits.

Approved by Governor. Effective date: July 1, 2021

HB 7033 Task Force on Closing the Achievement Gap for Boys by Early Learning & Elementary Education Subcommittee, Koster, others

[Bill Text](#)

[Staff Analysis](#)

An act relating to the Task Force and Closing the Achievement Gap for Boys within the Department of Education. The bill creates the task force to explore evidence-based solutions and to provide recommendations on professional development, instructional materials, classroom activities (early learning through K12) and other supports to the Department, Governor, and Legislature to help educate and prepare young men for success in school and life. The task force chair will be determined by the commissioner and appointees including parents, school psychologist, elementary and PreK teachers, and others will be made by July 1, 2021.

The task force expires June 30, 2022.

Approved by the Governor. Effective date: upon becoming law.

HB 7045 School Choice by Education & Employment Committee and Rep. Fine

[Bill Text](#)

[Staff Analysis](#)

The legislation expands school choice to allow a family of four earning less than \$100,000 to receive full funding of K-12 education costs at a school of their choice under an expansion of the Family Empowerment Scholarship Program. Eligibility is expanded to students who are not enrolled in a public school, students of parents serving in the military, and students who are in foster care or adopted. The bill specifies that the FES will serve both low-income students and students with unique abilities. The two categories each have their own eligibility standards, enrollment caps, priority funding lists, scholarship amounts, and authorized spending uses.

The FES will be funded through the Florida Education Finance Program (FEFP) to ensure scholarship stability. The scholarship award is increased from 95% in current law to 100% of the funding a student is assigned through the FEFP based on the grade level and school district. HB 7045 transfers the McKay Scholarship Program for Students with Disabilities and the Gardiner Scholarship Program into

the Family Empowerment Scholarship (FES). The FES funds for students with unique abilities will operate as an Education Savings Account (ESA), with the allowable expenses under current law.

Section 1. Changes the Auditor General audit requirement from annually to at least once every three years for operational audits of eligible nonprofit scholarship funding organizations receiving eligible contributions.

Section 2. Repeals the Gardiner Scholarship Program section 1002.385, F.S.

Section 3. Eliminates the current funding calculation requirements for McKay Scholarship students and requires that eligible students be calculated in accordance with s. 1002.394(12)(b). This section is repealed July 1, 2022.

Section 4. Creates Family Empowerment Scholarship Program Provider definitions for “approved providers,” “Curriculum,” “Department,” “Disability,” “Eligible nonprofit scholarship-funding organization,” “Eligible postsecondary educational institution,” “Eligible private school,” “IEP,” “Inactive,” “Job Coach,” and “Program”.

Establishes revised Family Empowerment Scholarship Program eligibility including:

- Removes the eligibility requirement that a student must be enrolled in a public school the prior year;
- changes the student’s household income level from 300 to 375 percent of the federal poverty level;
- provides an automatic accelerated threshold following any fiscal year in which more than 5 percent of the scholarships are available;
- includes siblings residing in the same household; and
- includes a student that is a dependent child of a member of the United States Armed Forces.

Priority must be given to a student whose household income level does not exceed 185 percent of the federal poverty level or who is in foster care or out-of-home care.

Creates requirements for a student with a disability to participate in this scholarship program if the student:

- Is a Florida resident;
- Is 3 or 4 years if age on or before September 1 of the year in which the student applies for program participation, or is eligible to enroll in kindergarten- 12 grade in public school in Florida;
- Has a disability as defined in subsection 2; and
- Is the subject of an IEP in accordance with the State Board of Education or applicable with the rules of another state or has received a diagnosis of a disability from a physician, psychologist or a physician who holds an active license issued by another state or territory of the U.S., the District of Columbia or the Commonwealth of Puerto Rico;

Requires that an approved student who does not receive a scholarship must be placed on the wait list in the order in which the student is approved. An eligible student that does not receive a scholarship within the fiscal year must be retained on the wait list for the subsequent year.

Establishes authorized uses of program funds awarded to a student and includes the following eligible fund uses:

- Tuition and fees at an eligible private school; or
- Transportation to a Florida public school in which a student is enrolled and that is different from the school to which the student was assigned or to a lab school if the student is determined eligible;

Creates eligible uses of program funds awarded to a student with a disability for the following purposes:

1. Instructional materials, including digital devices, digital periphery devices, and assistive technology devices that allow a student to access instruction or instructional content and training on the use of and maintenance agreements for these devices.
2. Curriculum as defined in subsection (2).
3. Specialized services by approved providers or by a hospital in this state which are selected by the parent. These specialized services may include, but are not limited to:
 - Applied behavior analysis services

- Services provided by speech-language pathologists
 - Occupational therapy services
 - Services provided by physical therapists
 - Services provided by listening and spoken language specialists and an appropriate acoustical environment for a child who has a hearing impairment, including deafness, and who has received an implant or assistive hearing device.
4. Tuition or fees associated with full-time or part-time enrollment in a home education program, an eligible private school, an eligible postsecondary educational institution or a program offered by the postsecondary educational institution, a private tutoring program authorized, a virtual program offered by a department-approved private online provider, the Florida Virtual School as a private paying student, or an approved online course.
 5. Fees for nationally standardized, norm-referenced achievement tests, Advanced Placement Examinations, industry certification examinations, assessments related to postsecondary education, or other assessments.
 6. Contributions to the Stanley G. Tate Florida Prepaid College Program or the Florida College Savings Program for the benefit of the eligible student.
 7. Contracted services provided by a public school or school district, including classes. A student who receives services under a contract under this paragraph is not considered enrolled in a public school for eligibility purposes.
 8. Tuition and fees for part-time tutoring services provided by a person who holds a valid Florida educator's certificate, a person who holds an adjunct teaching certificate, a person who has a bachelor's degree or a graduate degree in the subject area in which instruction is given, a person who has demonstrated a mastery of subject area knowledge, or a person certified by a nationally or internationally recognized research-based training program as approved by the department. As used in this paragraph, the term "part-time tutoring services" does not qualify as regular school attendance as defined in s. 1003.01(13)(e).
 9. Fees for specialized summer education programs.
 10. Fees for specialized after-school education programs.
 11. Transition services provided by job coaches.
 12. Fees for an annual evaluation of educational progress by a state-certified teacher, if this option is chosen for a home education student.
 13. Tuition and fees associated with programs offered by approved Voluntary Prekindergarten Education Program providers and approved school readiness providers.
 14. Fees for services provided at a center that is a member of the Professional Association of Therapeutic Horsemanship International.
 15. Fees for services provided by a therapist who is certified by the Certification Board for Music Therapists or credentialed by the Art Therapy Credentials Board, Inc.

Establishes the Terms of Scholarship by requiring a scholarship to stay in force until:

- The parent does not renew program eligibility;
- The organization determines that the student is not eligible for program renewal;
- The Commissioner of Education suspends or revokes program participation or use of funds;
- The student's parent has forfeited participation in the program for failure to comply with requirements;
- The student enrolls in a public school; or
- The student graduates from high school or attains 22 years of age, whichever occurs first.

Permits reimbursements for program expenditures to continue until the account balance is expended or the account is closed.

Requires that a student's scholarship account must be closed and any remaining funds, including but not limited to the Florida College Prepaid Program or earnings from or contributions made to the Florida College Savings Program must revert to the state after:

- Denial or revocation of program eligibility by the Commissioner for fraud or abuse;

- If the student has not been enrolled on in an eligible postsecondary institution or a program offered by the institution for 3 consecutive years; or
- Two consecutive years in which the account has been inactive.

Scholarship Prohibitions. Establishes that 3- or 4-year-old children who receive services funded through the FEFP are considered public school students and are not eligible for a Family Empowerment Scholarship. Current law did not specifically include 3- and 4-year-old students rather the law spoke to enrollment in a public school. Additionally, a student may be deemed ineligible if there is not regular and direct contact with the private school teachers unless the student is enrolled in a private school's transition-to-work program or a home education program.

School District Obligations. Revises the timeframe for a school district to notify all students receiving free or reduced price meals to apply to the department for a Family Empowerment Scholarship from July 15 to April 1st to January. Establishes the following additional school district requirements:

- The parent of a student with a disability who does not have an IEP in or who seeks a reevaluation of an existing IEP may request an IEP meeting and evaluation from the school district in order to obtain or revise a matrix of services. The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent's request. The school district shall conduct a meeting and develop an IEP and a matrix of services within 30 days after receipt of the parent's request in accordance with State Board of Education rules. The district must accept the diagnosis and consider the service plan of the licensed professional providing the diagnosis. The school district must complete a matrix that assigns the student to one of the levels of service as they existed before the 2000-2001 school year.
- The school district must provide the student's parent and the department with the student's matrix level within 10 calendar days after its completion.
- The department shall notify the parent and the organization of the amount of the funds awarded within 10 days after receiving the school district's notification of the student's matrix level.
- A school district may change a matrix of services only if the change is a result of an IEP reevaluation or to correct a technical, typographical, or calculation error.
- Within 10 days after an IEP meeting is held, a school district shall notify the parent of a student of all options available pursuant to this section and offer that student's parent an opportunity to enroll the student in another public school in the school district.
- The parent is not required to accept the offer of enrolling the student in another public school in lieu of requesting a scholarship. However, if the parent chooses the public school option, the student may continue attending the public school chosen by the parent until the student graduates from high school.
- The parent may choose another public school in the school district and the school district shall provide transportation to the public school selected by the parent.
- The parent may choose, as an alternative, to enroll the student in and transport the student to a public school in an adjacent school district that has available space and has a program with the services agreed to in the student's IEP already in place, and that school district shall accept the student and report the student for purposes of the school district's funding pursuant to the Florida Education Finance Program.

Additional school district requirements include reporting all students who are receiving a Florida Empowerment Scholarship separate from other students reported for purposes of the FEFP.

The legislation clearly states that a school district shall be held harmless for students who are receiving a scholarship under this program from the weighted enrollment ceiling for group 2 programs during the first school year in which the students are reported.

Department of Education Obligations were expanded to include the following:

- Notify each school district of a parent's participation in the scholarship program.
- Deny or terminate program participation upon a parent's failure to comply with requirements.
- Notify the parent and the organization when a scholarship account is closed and program funds revert to the state.
- Notify an eligible nonprofit scholarship-funding organization of any of the organization's or other organization's identified students who are receiving scholarships under this chapter.

- Maintain on its website a list of approved providers as required by s. 1002.66, eligible postsecondary educational institutions, eligible private schools, and eligible organizations and may identify or provide links to lists of other approved providers.
- Require each organization to verify eligible expenditures before the distribution of funds for any expenditures. Review of expenditures made for services specified in may be completed after the purchase is made.
- Investigate any written complaint of a violation of this section by a parent, a student, a private school, a public school, a school district, an organization, a provider, or another appropriate party in accordance with the process established under s. 1002.421.
- Require quarterly reports by an organization, which must include, at a minimum, the number of students participating in the program; the demographics of program participants; the disability category of program participants; the matrix level of services, if known; the program award amount per student; the total expenditures; the types of providers of services to students; and any other information deemed necessary by the department.
- Notify eligible nonprofit scholarship funding organizations that scholarships may not be awarded in a school district in which the award will exceed 99 percent of the school district's share of state funding through the Florida Education Finance Program as calculated by the department.
- At the direction of the Commissioner of Education, the department may:
 - Suspend or revoke program participation or use of program funds by the student or participation or eligibility of an organization, eligible postsecondary educational institution, approved provider, or other party for a violation of this section.
 - Determine the length of, and conditions for lifting, a suspension or revocation.
 - Recover unexpended program funds or withhold payment of an equal amount of program funds to recover program funds that were not authorized for use.

In determining whether to suspend or revoke participation or lift a suspension or revocation, the department may consider factors that include, but are not limited to, acts or omissions that led to a previous suspension or revocation of participation in a state or federal program or an education scholarship program; failure to reimburse the organization for funds improperly received or retained; failure to reimburse government funds improperly received or retained; imposition of a prior criminal sanction related to the person or entity or its officers or employees; imposition of a civil fine or administrative fine, license revocation or suspension, or program eligibility suspension, termination, or revocation related to a person's or entity's management or operation; or other types of criminal proceedings in which the person or entity or its officers or employees were found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any offense involving fraud, deceit, dishonesty, or moral turpitude.

Parent and Student Responsibilities for Program participation were expanded to include the following:

A parent who applies for program participation is exercising his or her parental option to determine the appropriate placement or the services that best meet the needs of his or her child and must:

1. Apply to an eligible nonprofit scholarship-funding organization to participate in the program by a date set by the organization. The request must be communicated directly to the organization in a manner that creates a written or electronic record of the request and the date of receipt of the request.
2. Sign an agreement with the organization and annually submit a sworn compliance statement to the organization to satisfy or maintain program eligibility, including eligibility to receive and spend program payments by:
 - a) Affirming that the student is enrolled in a program that meets regular school attendance requirements.
 - b) Affirming that the program funds are used only for authorized purposes serving the student's educational needs; that any prepaid college plan or college savings plan funds contributed will not be transferred to another beneficiary while the plan contains funds contributed; and that they will not receive a payment, refund, or rebate of any funds provided under this section.
 - c) Affirming that the parent is responsible for all eligible expenses in excess of the amount of the scholarship and for the education of his or her student by, as applicable:
 - i. Requiring the student to take an assessment in accordance with paragraph (9)(c);
 - ii. Providing an annual evaluation; or

- iii. Requiring the child to take any pre assessments and post assessments selected by the provider if the child is 4 years of age and is enrolled in a program provided by an eligible Voluntary Prekindergarten Education Program provider. A participating provider shall report a student's scores to the parent.
- d) Affirming that the student remains in good standing with the provider or school if those options are selected by the parent.
- e) Enrolling his or her child in a program from a Voluntary Prekindergarten Education Program provider, a school readiness provider, or an eligible private school if either option is selected by the parent.
- f) Renewing participation in the program each year.
- g) Procuring the services necessary to educate the student.

A participant who fails to comply with this subsection forfeits the scholarship.

Eligible Nonprofit Scholarship Funding Organization requirements were revised to include receiving applications, determining student eligibility, notifying parents with program requirements, and providing the Department of Education with information on the student to help the Department determine student funding. The administrative fee that an organization can assess was raised from 1 percent to 2.5 percent.

An eligible nonprofit scholarship-funding organization awarding scholarships to eligible students must:

1. Receive applications, determine student eligibility, and notify parents in accordance with the requirements of this section. When an application is approved, the organization must provide the department with information on the student to enable the department to determine student funding.
2. Establish a date by which a parent must confirm initial or continuing participation in the program.
3. Review applications and award scholarships using the following priorities:
 - a. For the 2021-2022 school year, a student who received a Gardiner Scholarship in the 2020-2021 school year and meets the eligibility requirements.
 - b. Renewing students from the previous school year.
 - c. Students retained on the previous school year's wait list.
 - d. An eligible student who meets the criteria for an initial award pursuant.

An approved student who does not receive a scholarship must be placed on the wait list in the order in which his or her application is approved. A student who does not receive a scholarship within the fiscal year shall be retained on the wait list for the subsequent fiscal year.

4. Establish and maintain separate accounts for each eligible student. For each account, the organization must maintain a record of accrued interest that is retained in the student's account and available only for authorized program expenditures.
5. Verify qualifying educational expenditures.
6. Return any remaining program funds to the department.
7. Notify the parent about the availability of, and the requirements associated with requesting, an initial IEP or IEP reevaluation every 3 years for each student participating in the program.
8. Notify the department of any violation.
9. Document each scholarship student's eligibility for a fiscal year before granting a scholarship for that fiscal year. A student is ineligible for a scholarship if the student's account has been inactive for 2 consecutive fiscal years.

Scholarship Funding and Payment requirements were amended to include a list of student exclusions from a student being included in the maximum number of students in the program. Permission was also provided for the scholarship amount to include any costs to provide a digital device, including internet access, if necessary, to the student.

Students on the direct certification list or below 185% of the federal poverty level also have the option for up to \$705 in transportation costs to a public school other than the one assigned to the student and lab schools that do not provide transportation.

The organization must verify that a student is not prohibited from receiving a scholarship once a scholarship application has been approved. Upon submitting the Department with verification and documentation the Department shall transfer from state funds the

calculated amounts for the organization to make quarterly disbursements. An organization shall ensure that the parent to who the warrant is made has restrictively endorsed the warrant to the private school or that the parent has approved a funds transfer before any scholarship funds are deposited.

The participation cap is modified to 20,000 students, with several exemptions to the cap, and maintains the annual growth rate of 1% of the total public school exceptional student population, not including gifted students. Under these provisions approximately 4,000 more scholarships will be available for students with unique abilities in the coming school year. The cap excludes students who are in foster care, adopted, or are dependents of members of the U.S. Armed Forces, received specialized services in VPK and are eligible for kindergarten, attended public school the year prior, or received a McKay Scholarship in the 2021-2022 school year.

Increases funding for students with unique abilities in Levels IV and V, and students in Levels I, II, and III will receive a scholarship equal to the average amount for these service levels. Existing Gardiner and McKay Scholarship students will receive the calculated amount under current law or the new law, whichever is greater, for the remainder of their time in the program.

Current scholarship eligibility requirements for students with unique abilities are retained, and include students turning three or four years old before September 1 and K-12 students with a diagnosis of a defined disability, or an Individual Education Plan. The scholarship remains in effect until the student graduates or turns 22.

A student's scholarship may not be reduced for debit card or electronic payment fees. Moneys received do not constitute taxable income to the qualified student of the parent of the qualified student.

Creates a Transition-to-Work Program component - A student with a disability who is determined eligible who is at least 17 years, but not older than 22 years of age and who has not received a high school diploma or certificate of completion is eligible for enrollment in his or her private school's transition-to-work program.

A transition- to-work program shall consist of academic instruction, work skills training, and a volunteer or paid work experience.

To offer a transition-to-work program, a participating private school must:

1. Develop a transition-to-work program plan, which must include a written description of the academic instruction and work skills training students will receive and the goals for students in the program.
2. Submit the transition-to-work program plan to the Office of Independent Education and Parental Choice.
3. Develop a personalized transition-to-work program plan for each student enrolled in the program. The student's parent, the student, and the school principal must sign the personalized plan. The personalized plan must be submitted to the Office of Independent Education and Parental Choice upon request by the office.
4. Provide a release of liability form that must be signed by the student's parent, the student, and a representative of the business offering the volunteer or paid work experience.
5. Assign a case manager or job coach to visit the student's job site on a weekly basis to observe the student and, if necessary, provide support and guidance to the student.
6. Provide to the parent and student a quarterly report that documents and explains the student's progress and performance in the program.
7. Maintain accurate attendance and performance records for the student.

A student enrolled in a transition-to-work program must, at a minimum:

1. Receive 15 instructional hours at the private school's physical facility, which must include academic instruction and work skills training.
2. Participate in 10 hours of work at the student's volunteer or paid work experience.

To participate in a transition-to-work program, a business must:

1. Maintain an accurate record of the student's performance and hours worked and provide the information to the private school.

2. Comply with all state and federal child labor laws.

Section 5. Florida Tax Credit Scholarship – revises the student eligibility requirement by increasing the student’s household income level to not exceed 375 over the current 260 percent of the federal poverty level and adds or an adjusted maximum percent of the federal poverty level. Changes the eligible administrative expenses from eligible contributions may not exceed 3 percent of the total amount of all scholarships awarded to funded.

Approved by the Governor. Effective date: July 1, 2021, unless otherwise expressly provided.