THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

TUESDAY, JULY 29, 2025 11:30 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301
- PART II

AGENDA FOR BOARD WORKSHOP

BOARD WORKSHOP CAN BE VIEWED VIA LIVE STREAM OVER THE INTERNET ON THE DISTRICT'S WEBSITE (www.browardschools.com).

Public speakers will be permitted three minutes each to address a topic prior to Board Members' discussion on the topic. The times for items on the agenda are only estimates. The actual start times for these topics may vary up to an hour or more depending on the nature of the items and the length of the Board discussions and public comments. The meeting will also be live streamed. **Public Written Agenda Comments- Members of the public may submit public written comments by visiting the District's webpage at www.browardschools.com/publicparticipation. Public Written Agenda Comments must be submitted no later than 1:00 p.m. the day before the published date of the School Board Meeting or Workshop. Anonymous comments will not be accepted; therefore, written comments must include the person's name, city of residence, and zip code. Written agenda comments may not exceed a maximum of twenty-two hundred and fifty (2250) characters.** Pursuant to School Board Policy 1020, the public may speak a total of twelve (12) minutes during any single meeting, not including committee reports. Additionally, in the event a large group of individuals (ten (10) or more) sign-up to speak on any one agenda item, the Board Chair has the authority to adjust the time limit for each speaker to speak less than the three (3) minutes usually permitted or limit the overall time speakers will be heard on that item. **Members of the public who would like to speak prior to the start of the meeting must register to speak in-person and the Board Chair will only recognize registered participants. Persons desiring to make a presentation as a general public speaker shall register electronically, via an online portal on the School District's website at least five (5) calendar days prior to the School Board meeting by visiting www.browardschools.com/publicparticipation.**

Free guest parking is available at the southeast 3rd Avenue parking lot on all School Board meeting dates.

TOPICS

5. 1:00 P.M. - 1:45 P.M. – Office of the Chief Auditor - Chief Auditor Evaluation Feedback & Actions Steps

CAAS Feedback Matrix 2024-25.pdf

6. 1:45 P.M. - 2:15 P.M. – Rule Development- Policy 1020: School Board Meetings and Rules of Order

Presentation.pdf
Policy 1020 Redline.pdf
Fist to Five Resource.pdf

7. 2:15 P.M. - 2:45 P.M. – Office of Safe Schools Quarterly Report - Q4
ADDED EXHIBIT

Presentation.pdf

8. 2:45 P.M. - 3:45 P.M. – 2025 Legislative Session Update

2025 Regular Legislative Session Summary Presentation.pdf
2025 Regular Legislative Session Comprehensive Report.pdf

9. 3:45 P.M. - 4:45 P.M. – Redefining Our Schools - 2025-2026
ADDED EXHIBITS

Presentation.pdf
BCPS District Schools - 2025.pdf
BCPS - Charter School Survey - 2025.pdf

ADJOURNMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com. Language Interpretation/Translation Services are available for the public upon request to the Bilingual/ESOL Department by emailing ESOLRequests@browardschools.com.

Any person who decides to appeal any decision made at a meeting(s) announced by this Notice with respect to any matter considered at such meeting(s) will need a record of the proceedings and for such purpose may need that a verbatim record of the proceeding is made, which records testimony and evidence upon which the appeal is to be based.

Telephone conferencing or other telecommunications technology may be used in conducting this public meeting to permit absent Board Members to participate in discussions, to be heard by other School Board Members and the public, and to hear discussions taking place during the meeting.

Notice is hereby given that two or more Board Members of The School Board of Broward County, Florida, may be participating.

OFFICE OF THE CHIEF AUDITOR

Chief Auditor Evaluation Feedback and Actions Steps

Appraisal Period: September 10, 2024 – April 30, 2025

AREA OF CONCERN	BOARD MEMBER COMMENTS	OCA ACTION STEPS
Responsiveness to the Board – *"Needs Improvement"* (2 Board Members)	Lack of engagement and participation during Board meetings.	The Chief Auditor will take steps to increase engagement while ensuring full compliance with Yellow Book requirements for objectivity and independence.
	Input during Board meetings is often minimal and reactive.	The Chief Auditor will take steps to increase engagement and advise the Board on relevant matters, while ensuring full compliance with Yellow Book requirements for objectivity and independence.
	Communication with the Board requires improvement.	The Chief Auditor will provide updates and analysis on relevant subjects between ongoing one-on-one meetings.
Competency – *"Needs Improvement"* (2 Board Members)	Needs to enhance skills in leveraging data analytics for identifying trends, anomalies, and potential risks.	The OCA will be initiating an AI in Audits curriculum and training department-wide which will address the areas listed in the Board Member comments.
	Develop proficiency in AI and secure relevant training for the team to support the audit process.	Per the CAAS Chief Auditor objectives, the OCA will be implementing an AI in Audits curriculum, which preemptively addresses the Board Member comments.
	Identify training needs and strengthen control over the semi-annual inventory process.	A recent follow up audit scheduled for transmittal to the Board preemptively addresses this very issue. The OCA will continue to provide additional recommendations to strengthen internal controls regarding Property & Inventory, specifically monitoring staff's semi-annual inventory procedures.
Management of Audit Function – *"Needs Improvement"* (2 Board Members)	Failure to make meaningful recommendations or provide strong evidence to justify actions.	The OCA utilizes Yellow Book requirements for gathering sufficient and appropriate documentation to support its conclusions in its audits. Continuous improvement and quality control procedures are always monitored for maximum effectiveness.
	Challenges within the audit function include insufficient Al tool training and exposure for staff, alongside concerns regarding collaboration and communication.	The OCA AI in Audits curriculum and training will be available to all OCA staff and will address the concerns listed. This training will commence at the beginning of the new school year.
Audit Strategy – *"Unsatisfactory"* (1 Board Member)	Insufficient allocation of additional resources to high-risk areas identified in the Audit Plan.	The Chief Auditor will use professional judgement to appropriately apply necessary resources to cover all areas of the audit plan.
Communication –	The quality of communication from the Chief Auditor is a concern.	The Chief Auditor's quality of communication varies from Board Member to Board Member as identified in the recent Chief

AREA OF CONCERN	BOARD MEMBER COMMENTS	OCA ACTION STEPS
"Needs Improvement" (2 Board Members), *"Unsatisfactory"* (1 Board Member)		Auditor evaluation. Additional measures will be taken to improve communication with all Board Members.
	Needs to improve coordination, alignment, and ensure clear, timely communication with stakeholders, including school-based and District leaders.	The Chief Auditor's evaluation objective for Action in Audits, as well as routine communication with Cabinet leaders, has and will continue to improve. For example, the joint effort with the Superintendent and CIO on addressing COVID laptops, as well as changes to P & I audit scheduling to eliminate classroom disruption during testing throughout the month of May 2025, are examples of clear and timely communication with District leaders and stakeholders.
Employee Management – *"Needs Improvement"* (2 Board Members)	Diversify professional development opportunities for the team, beyond Yellow Book requirements.	In addition to Yellow Book and GASB training, OCA staff are required to earn forty continuing professional education credits annually, of which varying areas of auditing and accounting are already covered and diversify opportunities for OCA team members.
	Demonstrates a lack of understanding regarding Performance Indicators or an inability to provide adequate documentation.	The Chief Auditor's primary role is to lead and supervise staff in testing and analyzing management's compliance with applicable rules, laws, and policies. KPI will be analyzed as to management's performance and goal achievement during audits.
	Failed to demonstrate the ability to lead the audit team, coordinate effectively with other senior District leaders, and understand how his actions impacted others.	As stated above, the joint effort with the Superintendent and CIO on addressing COVID laptops, as well as P&I audit scheduling changes to eliminate disruption during PM3 testing throughout the month of May 2025, are examples of how OCA staff and District leaders were clearly communicated with to coordinate effectively with other senior District leaders.
Professional Responsibilities – *"Needs Improvement"* (1 Board Member)	Needs to cultivate stronger professional working relationships with District staff and other stakeholders.	The Chief Auditor and the OCA constantly strive to create and strengthen stronger professional working relationships with District staff and other stakeholders. Additional emphasis will be placed on improving those relationships.
	Improve the approach to addressing audit exceptions.	The Chief Auditor and the OCA follow Yellow Book auditing standards and apply those standards appropriately under the Chief Auditor's professional judgement and will continue to do so with a focus toward continuous improvement. For example, exit conferences will be used to improve communication with auditees.
	Needs to proactively provide training on audit procedures and compliance exceptions to school leaders.	The Chief Auditor's role does not include providing training to staff/management. To do so would compromise the OCA's audit independence. However, on June 17, 2025, a Board

AREA OF CONCERN	BOARD MEMBER COMMENTS	OCA ACTION STEPS
		member brought Item B-1, directing the Superintendent to implement a training program for all appropriate staff, focusing on the requirements outlined in Chapter 8 - School Internal Funds. This was based on the Chief Auditor's recommendation to the Board Member during a one-on-one session.
Additional Comments	Work is often conducted in isolation, hindering cross-functional collaboration.	The OCA's commitment to independence and objectivity may be perceived as work conducted in isolation; however, it is a function of maintaining independence and objectivity. The Chief Auditor will endeavor to work with District staff to address this comment so long as it does not hinder independence requirements of the Yellow Book.
	Lack of initiative in providing training and support to school principals regarding audit procedures and compliance expectations.	The Chief Auditor's evaluation included an objective called Action in Audits, which was established to address all aspects of this Board Member comment.
	Requires improved attention to detail.	The Chief Auditor and the OCA are constantly cognizant of opportunities to improve attention to detail and will continue to do so.
	Failed to distribute written communication by the specified date on the document or to immediately notify the Superintendent or Board of concerns.	This comment was already addressed thoroughly during the June 10th School Board Workshop discussion of the Chief Auditor's evaluation. The agreed upon method has been established and will be enforced moving forward.

Established 1915
BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

Policy 1020

SCHOOL BOARD MEETINGS AND RULES OF ORDER

INTRODUCTION

School Board Request

At the June 10, 2025, School Board Workshop, Board Members requested that Policy 1020 be scheduled for review and potential revision, specifically regarding the use of consensus during workshops.

In accordance with this direction, the Superintendent has placed the policy on the workshop agenda for the Board's consideration.

Purpose

To orient all School Board members of the policy's current language and capture the Board's feedback for Rulemaking.

2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluations, transparency, and continuous improvement

Request of School Board

Please review the policy as presented and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: There is no financial impact for policy reviews.

Policy At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
1020 **SCHOOL BOARD MEETINGS AND RULES OF ORDER**	The members of the School Board requested for this policy to be brought forward for review through Rule Development	Clarify the role and appropriate use of a simple majority during School Board workshops.

Page	Section	Proposed Revision	Rationale
Page 2	**Article II. Types of Meetings Defined**	Revised	The policy has been revised to specify the use of a simple majority when the School Board provides direction to its direct reports during workshops. This revision will help ensure that workshop discussions remain consistent with the statutory and procedural boundaries of Board operations—reinforcing that workshops are intended for deliberation and information-sharing, not formal decision-making. Ultimately, the change will promote greater transparency, prevent the appearance of pre-determined decisions, and align workshop practices with Florida's Sunshine Law requirements.
Page 9	**Article VII. Public Participation**	Revised	



Board Discussion

&

Guidance

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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Policy 1020

SCHOOL BOARD MEETINGS AND RULES OF ORDER

STATEMENT OF PURPOSE

The School Board of Broward County (the "School Board); serves as the corporate body of the School District, conducting board meetings only within the confines of the laws of Florida, including the Florida Sunshine Law (Chapter 286) and the Administrative Procedures Act ~~public meetings and records laws~~ (Section ~~447.605~~120, Florida Statutes). As a corporate body, the School Board may transact business at official meetings of the School Board. An individual School Board member has no authority to act in an official capacity absent the delegation of authority by the School Board at an official meeting. It is the policy of the School Board that this Policy shall govern all official meetings of the School Board.

I. GENERAL RULES

A. All official actions by the School Board shall be taken only at Regular or Special meetings of the School Board and these meetings shall be open to the public.

B. The School Board shall hold not less than one (1) Regular meeting each month for the transaction of business according to a schedule arranged by the School Board.

C. School Board Workshops and Retreats shall be held publicly, in accordance with the School Board's governing laws, at a time and place open to the public.

D. Regular and Special School Board meetings shall be held at the Kathleen C. Wright Board Room, 600 Southeast Third Avenue, Fort Lauderdale, Florida., However, Regular, and Special meetings of the School Board may also be held at any appropriate public place in Broward County with proper public notice.

E. All School Board meetings shall be conducted in accordance with Robert's Rules of Order, Newly Revised, and School Board policies. If any conflict arises between Robert's Rules of Order, Newly Revised, and a School Board policy, the policy shall supersede.

F. Five (5) School Board members physically present at the meeting constitutes a quorum.

G. ~~Regular and Special meetings shall have a maximum duration of eight (8) hours and may only be extended with a simple majority vote. A School Board Workshop is limited to eight (8) hours unless a consensus is reached to extend~~. The total duration of all School Board meetings on a given day—including Regular, Special Meetings, and Workshops—shall not exceed eight (8) hours, unless extended by a simple majority of members present. While no votes are taken during Workshops, a simple majority of members present may provide direction to extend the Workshop.

H. If the School Board Chair is absent, the Vice Chair will commence the meeting or workshop. If both the Chair and Vice Chair are absent, then the Superintendent of Schools shall preside over the process for selecting a Chair Pro Tempore by a majority vote of the School Board members.

II. TYPES OF MEETINGS DEFINED

A. Regular School Board Meetings (RSBM) are official business meetings of the School Board. The purpose of which is to advance the official business of the School District. During RSBM, the School Board will dedicate its focus to the operational agenda, including committee reports.

B. Special School Board Meetings (SSBM) are emergency or special sessions of the School Board, which can be called by the District School Superintendent; or by the District School Superintendent on request of the Chair of the School Board; or by a majority of the School Board Members, provided written notice of the time and purpose of the meeting was publicized two (2) days in advance. The scheduling and agenda for these sessions shall be approved by the Chair. There are no committee reports given at these meetings and speakers may only address the agenda items.

C. School Board Workshops (SBWs) are forums for discussion and information sharing on operational, policy, and student-centered topics. No official action is taken during SBWs. However, if a simple majority of members present agree, School Board members may make requests of their direct reports without bringing an item to a formal meeting. If a request involves significant use of District resources—such as time, staff effort, or financial impact—it must be presented for formal approval at a Regular School Board Meeting. The Chair shall solicit input on future workshop topics, and if a majority concurs, those items will be scheduled. Agendas for the next two workshops will be reviewed at the conclusion of each session for collaborative planning. ~~School Board Workshops (SBW) are explorations of matters concerning the business of the School District. Workshops are for the sole purposes of communicating information and engaging in general discussion on operational and policy topics. A majority of the Workshop agenda will focus on students, progressive monitoring, and learning-centered topics. The School Board will take no official action in a workshop. The chair will seek input from fellow School Board members regarding future agenda items. If~~

~~consensus is gained, then the topic shall be scheduled for a future workshop. At the conclusion of each workshop, the agenda topics for the next two scheduled workshops will be presented to the Board Members, this would allow for collaborative input on the topics to be addressed in those sessions~~.

D. Closed Door Sessions are sessions of the School Board that are generally scheduled as needed or requested by staff and are closed due the exempt status of the subject matter, pursuant to the Sunshine Law. School Board members will be notified no later than 48 hours prior to the session. These general types of Sunshine Law-exempt meetings include collective bargaining discussions between the Superintendent and the School Board (Section 447.605, Florida Statutes); cybersecurity information meetings (Section 119.0725, Florida Statutes); security or fire safety system plan meetings; competitive solicitation negotiations with a vendor; oral presentations by a vendor during a competitive solicitation, vendor answers to questions during a competitive solicitation; and discussions of negotiation strategies for a competitive solicitation. Public officers or employees are prohibited from disclosing any information not available to members of the general public and gained by reason of the officer's or employee's official duties. Any such disclosure may subject the officer or employee to penalties pursuant to Sections 112.313 (8), 112.317, and 839.26, Florida Statutes

Attorney Client Session is a meeting, regarding pending litigation, requested pursuant to Section 286.011 of the Florida Statutes, by legal counsel employed or retained by the School Board. Public officers or employees are prohibited from disclosing information related to an Attorney Client Session that is not available to members of the general public and gained by reason of the officer's or employee's official duties. Any such disclosure may subject the officer or employee to penalties pursuant to Sections 112.313 (8), 112.317, and 839.26, Florida Statutes.

III. AGENDAS

A. School Board meeting agendas shall be publicly released at least seven (7) days in advance of each RSBM. The agenda for a SSBM conducted under authority of Section 1001.372(1) of the Florida Statutes shall be publicly released not less than forty- eight (48) hours preceding the meeting.

B. School Board agendas shall be prepared with an itemized list to be considered in order of presentation. After the distribution of the agenda, no changes, deletions, or additions shall be made except for good cause as permitted by Section 120.525(2), Florida Statutes. Good cause is determined by the Board Chair and stated on the record.

C. RSBM agendas will be divided into two sections: the Consent items and the Open items. The Chair shall move on the "Consent" items which permits all consent items to be moved and voted upon together except for those consent items that are pulled as set forth herein, starting with non-instructional

appointments and leaves. All items with a financial impact, policies, resolutions, proclamation, all items for reduction of retainage, and for receipt of audits shall be placed as Open items. Consent items will be noted by a single letter, and Open items will be noted by double letters. Open items will be organized together.

D. A roll call upon a matter may be made at any time during a RSBM or SSBM upon request of any School Board member. The call of the roll shall be made alphabetically by the Supervisor of Official School Board Records or the Supervisor's designee. At the request of a School Board member, the Chair shall rotate alphabetically the order of the roll call vote.

E. School Board Reports shall be part of the RSBM agenda and may be made at the request of School Board members.

F. After receipt of a meeting or workshop agenda, School Board members shall review all agenda items and submit any inquiries to the ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer for follow-up by first business day of the following week. Board members shall identify the agenda item number for each inquiry and forward all requests to the BCPSBoardMemberRequest mailbox. To assist the Board with meeting preparation, the ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer shall poll the Board of any agenda item they wish to address in advance of the meeting. Board members will be asked to identify any agenda items they would like to pull for discussion and forward their requests to the same electronic mailbox for processing no later than 10 a.m. the day prior to the meeting. All completed follow-up responses and the complete list of pulled agenda items will be sent to the Board as one complete packet within 24 hours of the meeting. While staff will make every attempt to respond fully and accurately in advance to requests received after the deadlines mentioned in this section; these answers may be provided to the Board during the School Board meeting. Completed responses will also be attached to the appropriate agenda item and published online for public view.

G. To reduce workshop-type discussions and expedite the conducting of business at Regular/Special School Board Meetings and Public Hearings, School Board members shall take full advantage of the BCPSBoardMemberRequest mailbox and schedule direct meetings with the Superintendent and appropriate Executive Leaders to ensure that their inquiries and comments are shared in advance of the meetings.

IV. SUBMISSION OF MEETING AGENDA ITEMS BY SCHOOL BOARD MEMBERS

A. The Superintendent shall establish the agenda for School Board meetings.

B. A School Board member may add agenda items for action according to the

provisions set forth in the sections below. However, the agenda item cannot recommend actions, duties or responsibilities reserved solely for the Superintendent.

C. Items submitted by Board members may include:

1. Electing School Board Officers (§ Section 1001.371, Florida Statutes);
2. Setting boundaries of any School Board member residence area (Section, 1001.36 (2), Florida Statutes);
3. Proposing single-member representation for each member residence area covering the entire district before the voters (Section 1001.362 (3)(a), Florida Statutes);
4. Setting School Board member compensation and being reimbursed for official travel expenses (Sections 1001.395 and 1001.39, Florida Statutes);
5. Making alternate employment selections under the strict provisions of (Section 1012.22 (1)(a)3, Florida Statutes);
6. Selecting, evaluating, and directing the School Board's direct reports and positions that are established by statute or School Board rules for those reporting directly to the School Board, such as an appointed Superintendent, Chief Auditor, and General Counsel (Sections 1001.50 and 112.313, Florida Statutes);
7. Establishing and disestablishing advisory committees to the School Board Sections 1001.371 and 1001.43(10), Florida Statutes).;
8. Initiating the rulemaking process by bringing forth agenda items for the establishment of School Board policy (Chapter 120 and Section 1001.43, Florida Statutes.); and
9. Proposing budgetary items regarding the School District's annual budget (Section 1001.42(12)(b), Florida Statutes
10. Any other matters related to statutory responsibility of Florida school board members.

D. For the purposes of proper notice and public access to the agenda, School Board members will adhere to the Superintendent's Planning Calendar when adding items to the agenda. School Board items are to be set as Board items on the agenda by collaboration with the Superintendent or designee for placement on the agenda. Items submitted by the School Board member will be addressed during a RSBM or SSBM.

E. For School Board agenda items addressed in subsection "B and C" above, these items, inclusive of attachments, should be brought at least seven (7) days in advance for the purposes of proper notice and public access to the agenda item. Prior to adding the item to the agenda, all B/BB items must go through the legal counsel for review and consultation.

F. Individual School Board members may also request that items related to any School Board business be presented for discussion during formalized Board Reports, Workshops or School Board Meetings.

G. Individual School Board members may propose a rule by contacting the ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer and following the procedure pursuant to School Board Policy 1000(1)(A).

H. Co-sponsoring of agenda items- After reviewing the agenda items, the School Board member will send a notification by email to the ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer and copy Official School Board Records, indicating their sponsorship for the respective agenda item(s) within five (5) business days of receiving the agenda delivery.

1. The ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer will make the appropriate notations on the respective agenda item(s) and deliver a revised agenda to the School Board within seven (7) days of the scheduled meeting/workshop. The District website will be updated simultaneously with the revised agenda to inform the public of the co-sponsorships.

V. RULES GOVERNING DEBATE

A. If an agenda item has been acted upon by the School Board during a meeting, at that same meeting, new information or a changed situation makes it appear that a different result might reflect the true will of the assembly, a motion for reconsideration of the agenda item may only be made by a School Board member who voted on the prevailing side when the School Board originally acted upon the agenda item. Although this motion must be seconded, the seconding can be done by any Board member regardless of how he/she originally voted on the motion to be reconsidered. Reconsideration of an agenda item acted upon at an adjourned or past meeting may be brought to the Board as a new agenda item for reconsideration.

B. A School Board member having obtained the floor while debating a motion at a School Board Meeting or Public Hearing can speak no longer than an initial five (5) minutes and three (3) minutes for rebuttal per motion. For School Board Workshops, a School Board member having obtained the floor while debating an agenda item can speak no longer than an initial ten (10) minutes and three (3) minutes for each additional round of discussion. The ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer shall oversee the timing of the discussion and inform the Chair when a School Board member's allotted time has expired. The understanding of the agenda item is essential, thus the response time from staff of all questions posed by a Board member shall not be deducted from the Board member's debate time. School Board members shall not speak again until the other School Board members have had the opportunity to be heard. The ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications

Officer shall oversee the timing of the discussion and inform the Chair when a School Board member's allotted time has expired.

C. A School Board member reading a report is not considered debating, but the member is bound by the time limitations when speaking in support or against the motion.

D. A School Board member cannot yield any unexpired portion of their time to another member. No member can speak more than twice on any agenda item on the same day. Contingent upon the sum of business before the Board or subject matter of the agenda item, the number of speaking rounds may be extended at the discretion of the Chair or majority of the School Board. If the agenda item is discussed again on another day, all School Board members have a right to debate again. Merely asking a question or making a secondary motion is not considered debate.

E. Each debatable motion is a separate question with respect to a School Board member's right to speak. Thus, the member can speak for five (5 minutes) on the main motion and any subsequent motion based on the same agenda item.

F. All matters not covered by School Board Policies, Florida Statutes, or other governing documents, shall be governed by the current edition of Robert's Rules of Order, Newly Revised.

VI. SCHOOL BOARD'S ROLE IN PERSONNEL NOMINATIONS

A. The School Board may reject employment nominations of the Superintendent only for good cause, pursuant to Section 1012.229(1)(a)(2), Florida Statutes.

B. In the event a School Board Member rejects a Superintendent's nomination, the name of the individual and specific facts that would constitute good cause must be clearly expressed during the School Board meeting and made part of the record.

VII. PUBLIC PARTICIPATION

A. The public may participate during School Board meetings and workshops, as follows:

1. A single speaker may not exceed twelve (12) minutes in total per meeting or workshop, not including their general-public speaking comment. If any motion is introduced, the speaker is allowed one (1) additional minute to speak on that motion. Time spent delivering committee reports does not count towards the 12-minute total.

2. General Rules Governing Public Speaking at Regular School Board Meetings

a) There shall be a maximum of ten (10) speakers, or a total of 30 minutes reserved on each RSBM agenda for public speakers. This time shall be known as the General Public Speakers section. This section of the agenda may be split between A.M and P.M. sessions and shall provide an opportunity for any member of the public to reserve time to address the School Board regarding matters of relevance to public education. Members of the public who would like to speak prior to the start of the meeting must register to speak in-person and the Board Chair will only recognize registered participants. Speakers should not engage in discussion regarding issues that are currently in litigation or a quasi-judicial action. Persons desiring to make a presentation as a general public speaker shall register electronically, via an online portal on the School District's website at least five (5) calendar days prior to the School Board meeting. Access to the platform is incorporated herein by reference as part of this Policy and can be found at: browardschools.com/publicparticipation. This will enable the School District to place the public speaker on the School Board agenda to conduct an administrative review of the topic in advance of the meeting. Those persons not registered at least five (5) calendar days in advance of the meeting, but who wish to address the School Board on topics pertaining to the School District, shall contact Official School Board Records to be placed on a waiting list to be heard if time permits during the thirty (30) minute -time period reserved for public speakers; or at the discretion of the Chair, to be heard at the end of the School Board meeting. School Board members will not engage in dialogue with the public speakers. No action shall be taken on a speaker's topic unless otherwise included on the meeting's agenda.

b) During the General Public Speakers segment of a meeting, a member of the public who has registered to speak shall be allowed, and not to exceed, a total of three (3) minutes (or the time remaining pursuant to subsection VII(A)(1) of this policy) to speak on non-agenda items that pertain to the general business or operations of the School Board or School District.

3. General Rules Governing Committee Reports

a) Committee representatives may present committee reports at the first School Board Workshop (SBW) of each month, during the time designated by the School Board Chair. Presenting committee reports during SBW will significantly enhance collaboration and foster open dialogue by providing a flexible

platform for shared insights, encouraging diverse perspectives, and facilitating constructive discussions. Committee report agenda items at SBW shall comprise of a verbal (or written) presentation of the committee reports, a collaborative exchange of ideas, a joint discussion that promotes collective problem-solving and innovation among participants, and a means for the members of the School Board to provide guidance, through a simple majority ~~consensus~~, to their direct reports. In the event the committee representative is not available to give a report at the designated time, they may ask the Chair to allow a designated committee member to read the ~~repot~~report into the record.

b) All verbal committee reports shall represent an account of the committee's respective meeting minutes and should include the specifications referenced in **Attachment A,** which is included at the end of this policy and incorporated herein by reference. The committee's verbal report shall be limited to five (5) minutes unless extended at the Chair's discretion. Committees may give reports via media technology.

c) The representative shall refrain from making any personal observations or comments during this time. Any such personal remarks shall only be made by the speaker during the opportunity for general public comments.

d) The written reports of the committee should be typed to include the specifications referenced in **ATTACHMENT B**, which is included at the end of this policy, and incorporated herein by reference.

e) Three (3) business days prior to the scheduled SBW, each advisory committee shall electronically submit their written committee reports if they will not be present at the School Board workshop and associated formal recommendations to the ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Communications Officer electronically, by attaching and emailing the following email: ADVISORY.COMMIITEECORRESPONDENT@BROWARDSCHOOLS.COM.

f) Written committee reports will be shared with the School Board three (3) business day prior to the scheduled SBW and published for public view.

g) Advisory committee groups are intended to provide recommendations from a community perspective on pre-specified areas as directed by their founding policy or directed by resolution to the Superintendent of Schools and the School Board. Committees will ensure that the business of the committee, the recommendations, and the committee reports are in direct connection with the scope of review as established by policy or resolution.

4. Public Agenda Comments on Items at Regular or Special School Board Meetings, Public Hearings or School Board Workshops:

a) An electronic portal shall be developed at https://www.browardschools.com/publicparticipation for the public to register to provide in-person comments to any of the agenda items. Registration for in-person comments on any agenda item may be submitted no later than 1:00 p.m. the day before the published date of the School Board Meeting or Workshop. Members of the public must access the portal to register to speak. Anonymous or guest profiles are not an option. The speaker's name, city, and email must be included in the profile to register to speak. Any person who failed to pre-register by 1:00 p.m. the day before, may present public comments by appearing at the meeting location and completing the Comment Request Card before the scheduled time of the School Board Meeting. Once a motion to place the consent agenda on the floor is made by the School Board, the submission of any additional comment cards will be closed by the Board Chair. As to comment cards for the open agenda, the motion to place an individual item from the open agenda on the floor will mark the end of the submission period for any further comment cards related all open items on the agenda.

b) A member of the public shall be allotted up to three (3) minutes to speak on any agenda item at any RSBM, SSBM, Public Hearings or School Board Workshop. Public comments may also be received on motions and amendments relating to agenda items for a time up to one (1) minute. A speaker's total time to speak shall not exceed the total time pursuant to subsection VII(A)(1) of this policy in a single meeting.

c) Designated Spokesperson for Several Speakers – When a large number of individuals have signed up to speak according to this policy at a regular or special Board meeting or at a Wworkshop, the Board encourages groups or factions with a shared position on a proposition or item to designate a spokesperson. This approach facilitates a comprehensive and organized presentation of the groups' or faction's position on the issue while minimizing repetitive comments. Any one speaker or spokesperson for a group shall be permitted to speak no more than five (5) minutes on any one agenda item, nor more than a total of ten (10) minutes during the Board meeting, including speaking time during the public hearing. Additional comments may be submitted in writing.

d) Comments by the public on an agenda item must pertain to the specifics of the topic. Speakers on agenda items may not use

their time to speak on issues that are tangential or only slightly connected to the agenda item.

e) The Chair may interrupt, notify, and warn a speaker at such time that the speakers' comments: (1) have gone beyond the subject matter of the agenda item; (2) addressing matters that are unrelated to the business of the School Board; (3) are obscene, personally directed, or abusive; or (4) that otherwise violate this policy. Defamatory remarks or personal insults against individuals are not permitted. Speakers are asked to demonstrate proper decorum and model the District's eight-character traits: cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, and tolerance. Speakers shall refrain from obscene or vulgar conduct, slanderous remarks, or statements that tend to incite violence or the breach of the peace. Persons in the audience may also be notified and warned that their conduct violates this policy.

B. Written Agenda Comments:

1. In lieu of presenting in-person comments, members of the public may provide written agenda comments to any of the agenda items. An electronic portal shall be developed on the district website at https://www.browardschools.com/publicparticipation to assist the public in providing such written agenda comments. Public Written Agenda Comments must be submitted no later than 1:00 p.m. the day before the published date of the School Board meeting or ~~w~~Workshop. Anonymous comments or guest profiles will not be accepted. The submitting person's name, city of residence, and email fields must be provided and made available for public inspection. Written agenda comments should be a maximum of 2250.
2. If an item is added to the agenda within twenty-four (24) hours of the published time of the School Board meeting, Workshop, or Public Hearing, the public must submit any written agenda comments on such added agenda item no later than two (2) hours prior to the start of the meeting or workshop.
3. All submitted written agenda public comments will be distributed to all School Board members and shall be attached to the meeting and workshop minutes.
4. Public written comments shall be limited to one comment, per person, per agenda item.
5. Members of the public are encouraged to use the School District's good character traits when submitting comments. If any inappropriate language is expressed, the submitters account will be notated with a warning and will be disabled for one (1) month. If these offenses occur a second time, the system will disable the person's account permanently.

C. If ten (10) or more public speakers register to speak on any single agenda item or speaking session, the Chair has the discretion to separate that agenda item or speaking session and reduce each individual speaker's allotted time limit or set a maximum collective speaking time that will be made available for all public speakers upon the agenda item. This discretion does not include the ability to remove the names of speakers from the list and each speaker shall be afforded the opportunity to present comments. Following each public speaker's allotted time, the podium and microphone will be reset for the next public speaker.

D. No public comments will be permitted when the School Board is participating in a Board Training or when the School Board is acting in its quasi-judicial function during bid protests, employee discipline proceedings, or other administrative proceeding being conducted pursuant to Chapters 120 and 447, Florida Statutes.

E. Public speakers shall not engage in political campaigning during their public speaking time, including making statements regarding any candidacy. Public speakers shall not wear any buttons, caps, shirts, or items of clothing that could constitute political activity.

F. Public speakers shall not engage in solicitation or discussion on pending litigation, or any pending administrative proceedings being conducted pursuant to Chapter 120, Florida Statutes. Any lobbying must comply with the rules set forth in School Board Policy 1100B and the Purchasing Policy.

G. Public speakers shall identify themselves by stating their name, city of residence, and if they are a lobbyist. If they fail to do so, the Chair shall request that the speaker states these items for the record.

H. Speakers' remarks should be directed to the Chair or the School Board as whole, and not to individual School Board members. Any speaker violating this prohibition may be ruled out of order by the Chair and be directed to yield the podium. School Board members will not engage in dialogue with speakers.

I. Public speakers may not refuse to yield the podium when the Chair has advised that their time has expired.

VIII. DECORUM

A. In advance of receiving comments from public speakers, the Chair shall read, the rules for expected decorum which are as follows:

1. The audience may not make any verbal outburst or engage in other disruptive behavior during a meeting.

2. Heckling, shouting, or making comments from the audience shall not be permitted.
3. No signs or placards shall be allowed in the School Board meeting.
4. Personal accusatory, slanderous, or defamatory comments, made against individual Board members, the Superintendent, or District staff are prohibited as unrelated to Board business.
5. To maintain order and ensure that each meeting is accessible and appropriate for its intended audience, including students in grades K-12, speakers and audience members may not use any form of profanity, engage in disorderly behavior, or make abusive comments or threats. Comments that are pornographic in nature or otherwise depict or describe sexual conduct are also prohibited. For purposes of this policy:
    a. abusive comments include, but are not limited to, those that a reasonable person would determine: (i) are intended to cause intimidation, humiliation, or distress; (ii) would result in substantial physical harm or substantial psychological harm as a result of intimidation, humiliation, or distress; or (iii) exploit someone's known physical or psychological disability; and
    b. b. threats include, but are not limited to, comments meant to frighten or intimidate one or more specified persons into believing they will be harmed by the speaker or someone acting at the speaker's behest

6. Persons exiting the School Board meeting shall do so quietly and in an orderly fashion without disrupting the function of the meeting.

B. The Chair may turn off the microphone or recess the meeting if any person persists in interfering with the expeditious or orderly process of leaving the meeting or fails to conform their remarks to the requirements of this policy after being duly warned that said behavior would result in removal. Alternatively, after a warning, the Chair may direct any law enforcement official or sergeant-at-arms to remove the speaker or audience member from the meeting room and restricted access from further appearance before the School Board for the balance of the meeting. (Section 1001.372(3), Florida Statutes.

C. Any conversations including on cell phones are not permitted while in the room where the School Board meeting is being conducted. Such personal conversations within the meeting room are only permitted during meeting breaks or periods of recess called by the Chair. Cellular telephones or other portable electronic devices must be set to silent mode to avoid disruption of the meeting. All individuals must quietly exit the meeting room to answer incoming phone calls.

IX. PUBLIC RECORDS REQUEST

A. Any member of the public who desires to review or inspect public records that are maintained by the School District shall be permitted to do so within a reasonable time period and under reasonable conditions, and under the supervision of the custodian of the public record or their designee pursuant to the requirements of Section 119.07, Florida Statutes, subject to any applicable exemptions including those contained in Section 119.071, Florida Statutes, and any other applicable state and federal laws. Although a request is not required to be in writing, it is recommended that all public records requests be sent to recordrequests@browardschools.com to ensure the request is logged in, acknowledged, expressly conveyed, and responded to in an appropriate manner.

B. Any member of the public who desires to obtain a copy of a public record will be provided with an estimate of the cost of locating and copying the document. Payment for the expense shall be provided by the requesting party prior to receiving the requested documents.

X. USE OF COMMUNICATIONS MEDIA TECHNOLOGY

A. If a quorum of ~~the~~ School Board members is physically present at the location of a RSBM, SSBM, or School Board Workshop ~~exists~~, an individual School Board member may attend and participate remotely via ~~such meetings through~~ the use of communications media technology. The member participating remotely ~~and~~ must verbally announce each of their comments and votes for the record.

B. School Board members are not permitted to attend Closed Door Meetings or Attorney Client Sessions through the use of communications media technology.

XI. ADA ACCOMMODATIONS FOR MEETINGS

A. The School Board complies with the Americans with Disabilities Act of 1990 (ADA) in the conduct of its meetings and workshops. Any person requiring an accommodation to attend a School Board Meeting or Workshop should contact Equal Educational Opportunities / ADA Compliance, 600 SE Third Avenue, Fort Lauderdale, Florida 33301; Phone: 754-321-2150; Fax: 754-321-2714; TTL: 754-321-2158.

Policy Custodian: ~~Office of Communications and Legislative Affairs~~ Chief of Staff and Legislative Affairs Officer

Previous Policy Number: 1100A

Policy Status: Active

Authority Chapters 112, 120 and 447, Florida Statutes; Sections § 119.07, 286.011, 447.605, 839.26; 1001.36, 1001.371, 1001.372, 1001.395, 1001.42, 1001.43, 1001.50; 1012.22, Florida Statutes

History: Policy Adopted: 8/15/74 **Policy Amended:** 1/6/77; 5/1/80; 2/18/82; 1/24/85; 3/14/89; 5/17/94; 4/7/98, 5/19/98, 10/16/01; 8/20/02; 2/3/04; 8/3/04; 4/12/05; 8/2/05; 9/27/05; 05/03/11; 12/04/12, 7/23/19; 8/20/19, 4/20/2021, 5/29/2024, 2/19/2025

Fist to Five

Glossary of Meeting Terms

What is Fist to Five?

The Fist to Five is a technique for quickly getting feedback or gauging consensus during a meeting. The leader makes a statement, then asks everyone to show their level of agreement with the statement by holding up a number of fingers, from 5 for wild enthusiasm (Jazz hands!) down to a clenched fist for vehement opposition.



One way to define the Fist to Five scale. Make sure to clarify what 0 to 5 mean for your group.

Learn More

- Tuesday's Master Facilitation Tip: Get to "Yes" Using 5-Finger Consensus ~ by Michael Wilkinson (https://www.leadstrat.com/blog/5-finger-consensus/)
- Techniques: 9 Ways to Check for Agreement (https://www.youtube.com/watch?v=1_DLtpuxSUk)

Related Templates

- How to Lead an Effective Decision-Making Meeting (/templates/how-lead-effective-decision-making-meeting)
- How to Create a Group Decision-Making Matrix (/templates/how-create-group-decision-making-matrix)

Related Glossary Terms

Consensus (Decision Making) (/glossary/consensus-decision-making), Gradients of Agreement (/glossary/gradients-agreement), Plus-Delta (/glossary/plus-delta)

« previous term (/glossary/fishbone-diagrams)

next term » (/glossary/flip-chart)

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LINKEDIN (HTTPS://WWW.LINKEDIN.COM/SHAREARTICLE?MINI=TRUE&URL=HTTPS%3A%2F%2FWWW.LUCIDMEETINGS.COM%2FGLOSSARY%2FFIST-FIVE&TITLE=FIST%20TO%20FIVE)

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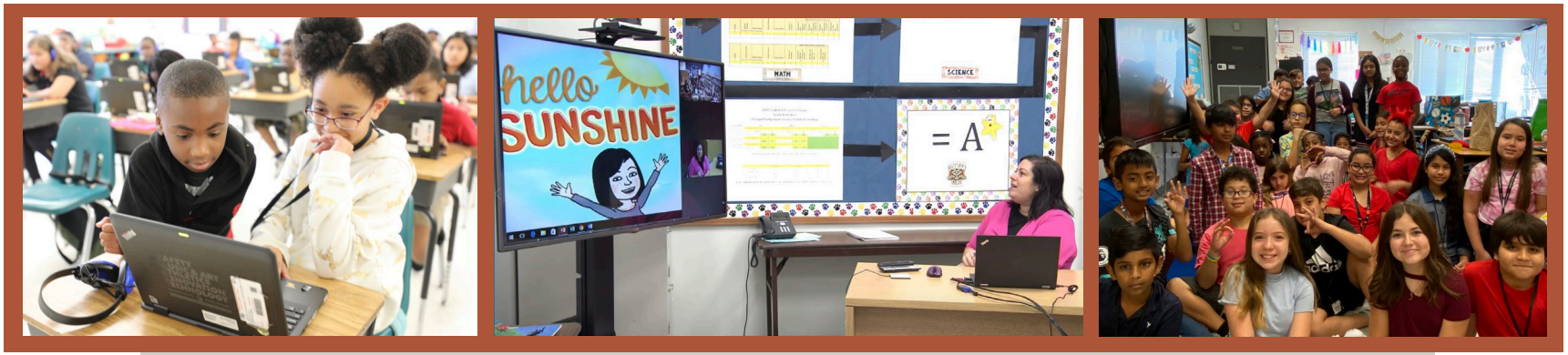
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Safety, Security and Emergency Preparedness

Office of Safe Schools Quarterly Report – Q4

July 29, 2025

Established 1915
BROWARD
County Public Schools

Purpose

1001.212 Office of Safe Schools. – (13)(c)Provide quarterly reports to each district school superintendent and school safety specialist identifying the number and percentage of schools, including charter schools, inspected or reinspected during that quarter and the number and percentage of inspected schools that had no school safety requirement deficiencies.

The school safety specialist shall present each quarterly report to the district school board in a public meeting.

OSS Quarterly Report 2024-25 (4 of 4)

District	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
Broward	27	9.25 %	10	37.04 %

Traditional Public Schools

TRADITIONAL SCHOOLS

District	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
Broward	22	9.95%	10	45.45%

Average percentage of compliance by total number of items assessed, across all site visits:

Quarter 1: 95 % Compliance
Quarter 2: 93 % Compliance
Quarter 3: 95 % Compliance
Quarter 4: **96 %** Compliance

Q1 & Q2: 94 % Compliance
Q1 – Q3: 94 % Compliance
Q1 – Q4: 95 % Compliance

Charter Public Schools

CHARTER SCHOOLS

District	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
Broward	5	5.49%	0	0 %

Average percentage of compliance by total number of items assessed across all assessments:

Quarter 1: 88 % Compliance
Quarter 2: 90 % Compliance
Quarter 3: 83 % Compliance
Quarter 4: **92 %** Compliance

Q1 & Q2: 89 % Compliance
Q1 – Q3: 88 **%** Compliance
Q1 – Q4: 88 % Compliance

Areas of Focus

Percentage of Compliant schools decreased from 3rd quarter report

- Lower number of site visits (almost half)
- Schools were cited for items, which occurred earlier in the year, that could not be corrected to avoid a deficiency
- No school was evaluated in more than a single quarter

1st Quarter: 22.22% Compliant
2nd Quarter: 39.13% Compliant
3rd Quarter: 46.75% Compliant
4th Quarter : 37.04% Compliant

Areas for Continued Improvement:

- Documentation
- Doors/Gates
- Designated Individuals Missed their Training Deadline (but were trained)

Actions taken to address areas of improvement:

- Training deadline updated for district in advance of the state deadline.
- Escalation of deficiencies to school principal supervisors and above.
- Reorganization of Area Security Managers to increase compliance monitoring.

All deficiencies were addressed in the FSSAT database within the three-day required timeframe.

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

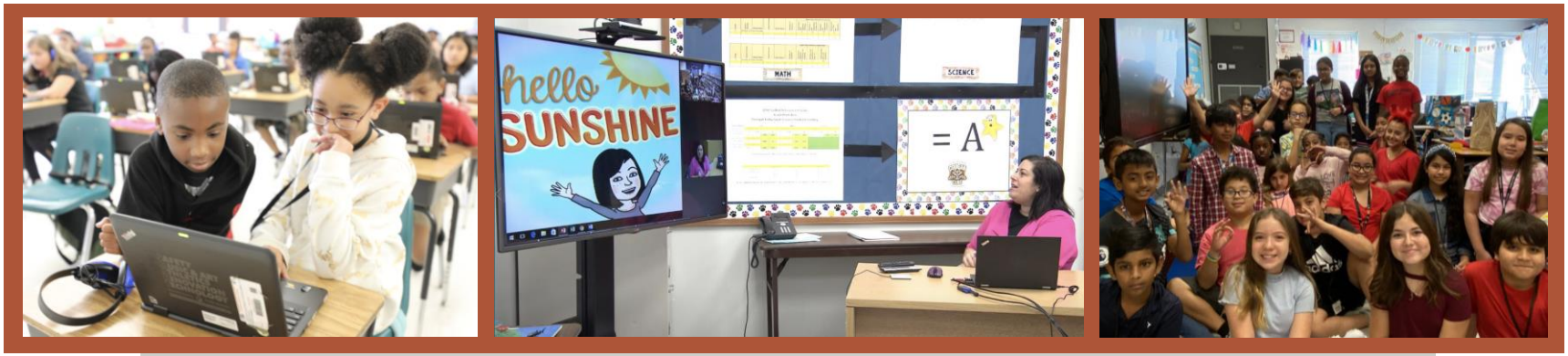
Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com



Communications and Legislative Affairs

July 29, 2025

2025 Regular Legislative Session Summary Report

Key Legislative Changes Affecting Education and District Operations

Established 1915
BROWARD
County Public Schools

Introduction

RATIONALE

Legislative actions directly influence district operations, funding allocations, educational programs, staffing requirements, student services, and compliance responsibilities. By presenting a summary report, the School Board can assess the implications of newly enacted laws, guide policy adjustments, and support the Superintendent in aligning district priorities with state requirements.

PURPOSE

Provide the School Board with an update on the outcomes of the 2025 Regular Legislative Session is essential to ensure informed governance, strategic planning, and timely implementation of new state mandates.

STRATEGIC PLAN - GOALS and GUARDRAILS

- District Operations, Accountability
- Safety
- Academics, School Support, and Wellness Supports

REQUEST TO THE SCHOOL BOARD

Review the bills presented and provide any appropriate guidance to the Superintendent, as needed.

FINANCIAL IMPACT

Final budget implications to be presented during a subsequent budget public hearings



2025 Regular Legislative Session Summary Report

Key Legislative Changes Affecting Education and District Operations

The 2025 Regular Legislative Session Summary Report presentation offers a detailed overview of the most significant legislative developments affecting the District, with a particular focus on education policy, funding, operations, and compliance. It summarizes over 30 enrolled bills that have direct or indirect implications for school sites, staff certification, student health and safety, curriculum standards, and district-level operations. Key areas addressed include adjustments to school start times, enhanced safety protocols, mental health service evaluations, instructional material updates, and changes to teacher preparation pathways.

The presentation also highlights budget negotiations and the status of the state's final appropriations bill, providing context for potential fiscal impacts and planning requirements. Legislative actions such as the implementation of the CERT Program, expanded student health services, and updated rules for charter schools and student athletics are also explored in depth. Additionally, it includes directives for compliance, strategic alignment with the District's goals, and guidance needed from the Department of Education.

Overall, the report equips the School Board and District leadership with the information necessary to begin implementing legislative changes effectively while identifying areas that require further clarification or planning.

External Government and Legislative Consultants

GRAYROBINSON
ATTORNEYS | ADVISORS | CONSULTANTS

Approved by the Board in December 2024, GrayRobinson is a premier law and consulting firm recognized as one of the most influential in Florida. Our multidisciplinary team of nearly 300 attorneys, advisors, and consultants brings deep experience and insight to every client engagement. With 16 offices across Florida and Washington, D.C., The firm serves a diverse range of clients—businesses, government entities, and individuals—by resolving complex legal issues, anticipating industry changes, and driving strategic momentum.

Their mission is to leverage our legal, lobbying, and regulatory expertise to help clients define and achieve their goals, while remaining deeply committed to serving our communities. We are proud to uphold a longstanding tradition of building relationships based on respect, loyalty, and integrity.

THE SOUTHERN GROUP

Approved by the Board in December 2024, The Southern Group is a pioneering influence firm that redefined the lobbying landscape in Florida and beyond. Founded 25 years ago, they were the first to introduce a new model of advocacy—bringing together top talent from business, government, and politics, and building a statewide network that gives our clients unmatched access to local and state decision makers.

Over the past two decades, the firm built and retained a seasoned team of experts who develop winning strategies, open doors to power, and connect clients with the right people at the right time. Many of them have served in the very institutions they now help their clients navigate. As the lines between government, business, and public interest continue to blur, they remain at the forefront—adapting to emerging trends and delivering strategic influence that goes beyond traditional lobbying. While advocacy remains their foundation, the firm's approach evolves with the moment, ensuring they stay smart, agile, and deeply connected in an ever-changing landscape.

SB 2510 - Prekindergarten Through Grade 12 Education

(*The budget is under Executive review and final action*)

Funding	Description	2024-2025 SY	2025-2026 SY	*Diff. +/-*
Full-time Equivalent (FTE)	*Standardized funding unit that represents one full-time student*	282,394	284,222	+2,228
Family Empowerment Scholarship Full-Time Equivalent (FES FTE)	*Portion of full-time student funding allocated to students in the Family Empowerment Scholarship Program*	40,477	48,822	+8,345
Base Student Allocation (BSA)	*Dollar amount assigned to each student in Florida's Education Finance Program (FEFP)*	$5,330.98	$5,372.60	+$41.62
Total Funding	*Total Funding*	$2,521,605,124	$2,578,537,900	+56,932,776
Total FES Cost	*Total amount of public education funding that is used to support students participating in FES*	-$353,358,100	-$424,895,862	+71,537,762
Per Student Funding	*amount of money the state allocates for each student enrolled in public education (primarily calculated through the FEFP)*	$8,929.40	$9,059.53	+$130.53
Comparable Wage Factor (CWF)	*Adjustment for regional differences in the cost of labor*	1.0259	1.0249	-.001

BCPS Line Items (*subject to Governor's veto*)

Broward Schools McArthur High School Aquaponics Greenhouse	$100,000
Broward County Public Schools Adults with Disabilities	$800,000

Florida Retirement System (FRS) Rates

	Description	2024-2025 SY	2025-2026 SY	*Diff. +/-*
Regular Class	*Standard retirement membership category*	6.73%	7.10%	+.37%
Elected Officials	*Individuals holding public elected offices*	11.79%	12.39%	+.60%
Deferred Retirement Option Program (DROP)	*Eligible members who have "retired" without leaving their job for up to 60 months, while their retirement benefits are held in a tax-deferred account earning interest*	8.49%	9.37%	+.88%

Unfunded Actuarial Liability (UAL) represents the portion of the Florida Retirement System (FRS) Pension Plan's obligations that exceeds its current assets.

Regular Class	*Rates vary by membership class and are updated annually*	4.84%	4.87%	+.03%
Elected Officials		44.23%	40.72%	-3.51%
Deferred Retirement Option Program (DROP)		10.64%	10.65%	.01%

Chief Financial Officer will provide a greater overview

Estimated Total Statewide Contribution Public Schools = $76.7m
Funds per student based on estimate: = $27.50 (FES FTE removed)

Schools of Hope
1002.333 F.S.

A charter school operated by a hope operator which serves students from one or more persistently low-performing schools; is in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and is a Title I eligible school.

These schools are designated to support charter schools established to serve students in areas with persistently low-performing traditional public schools. Recent legislative changes have expanded the criteria for designating a school as persistently low-performing, potentially increasing the number of schools eligible for this designation and, consequently, the number of Schools of Hope

- Expands the definition of a persistently low performing school to include lowest 10% in 2 of the last 3 EOY PM's in 3rd grade ELA **or** 4th grade math.
- Allowable locations outside of opportunity zone or school zone if no underused, vacant, or surplus property available within zone.
- Allows a school of hope to co-locate in an underused, vacant, or surplus public-school facility and requires the school district to provide facility-related services. Allows school of hope to use of underused, vacant, or surplus property is at no cost.
- Provides for continuation of schools of hope funding after 5 years based on performance metrics set by the State Board of Education (SBE).
- Requires reporting of schools of hope enrollment and performance data, including re-enrollment data and performance comparisons to similar Title I schools.
- Requires DOE to make recommendations, no later than July 1, 2028, on a Title I performance incentive program to reward Title I schools that have demonstrated excellence in student achievement and learning gains.

2025 Regular Legislative Session

Legislation Relative to BCPS School Sites and Operations

As of June 30, all bills have been approved through gubernatorial action.

The District is also awaiting further guidance from the Florida Department of Education.

Senate Bill 268 — Public Records/ Congressional Members and Public Officers

Subject: School Board members

Expands public records exemptions by protecting partial home addresses, telephone numbers, and certain personal information of current public officers, and their families.

Note from the Superintendent: *This bill does not have a direct operational impact on the school district, as its provisions pertain solely to School Board members and the disclosure of their personal records.*

House Bill 259 — Special Observances

Subject: Declaration and Observances

This bill designates August 21 as Fentanyl Awareness and Education Day in Florida, promoting public understanding of fentanyl risks and encouraging schools, local governments, and agencies to host awareness and prevention events.

Note from the Superintendent: *A resolution recognizing August 21 as Fentanyl Awareness and Education Day will be drafted and approved the Board at the July 2025 meeting to prepare for implementation in the upcoming school year. Legislation will lead the drafting, with support from District staff in developing awareness and prevention materials to support compliance of the bill.*

Senate Bill 356 — Holocaust Remembrance Day

Subject: Declaration and Observances

Establishes January 27 as "Holocaust Remembrance Day," encouraging observance in public schools and state facilities, with optional instruction on the Holocaust, anti-Semitism, and Jewish contributions to humanity.

Note from the Superintendent: *The District currently has a Resolution recognizing International Holocaust Remembrance Day on January 27. We will update any language within it as necessary to ensure alignment with the new legislation.*

House Bill 447 — Disability History and Awareness Instruction

Subject: Declaration and Observances

The bill requires K–3 to include lessons on bullying and physical disabilities, mandates autism instruction for grades 4–6, hearing impairments for grades 7–9, and various learning and intellectual disabilities for grades 10–12.

Note from the Superintendent*: The impact of this bill on the district is fiscally minimal; however, the ESE Department will develop and provide instructional materials to be used across K-12 grade bands during the first two weeks of October.*

House Bill 549 — Gulf of America

Subject: Declaration and Observances

The bill requires all state agencies to replace references to "Gulf of Mexico" with "Gulf of America." Starting July 1, 2025, public and charter schools must use materials that adopt the "Gulf of America" terminology.

Note from the Superintendent*: This bill will not have a financial impact on the district. We will ensure that lessons, instructional materials, and resources purchased or created after the legislation's start date accurately reflect the Gulf of America designation.*

House Bill 1237 — Human Trafficking Awareness

Subject: Declaration and Observances

The bill mandates human trafficking awareness training for Florida public and charter school staff. By December 1, 2025, the Department of Education will provide free training covering victim identification and reporting. All affected staff must complete and acknowledge the training.

Note from the Superintendent*: Staff from the Department of School Culture and Student Support will ensure all required personnel complete the training provided by the Florida Department of Education and will coordinate with the Professional Learning team to document formal acknowledgment through our professional learning management system.*

House Bill 279 — False Reporting

Subject: Safety, Security, and Emergency Preparedness

The legislation targets individuals who knowingly make false or malicious emergency calls, like fake threats of violence, that cause serious harm, panic, or disruption. If such false reports result in severe injury, permanent harm, or death, the responsible parties face enhanced criminal penalties, mandatory restitution, and prosecution costs.

Note from the Superintendent: *This bill may impact the Student Code of Conduct, but no changes are needed from a discipline standpoint, as the district already enforces the strictest penalties for false threats. Principals will notify students and parents of the increased consequences within the first 10 days of school.*

Senate Bill 1374 — School District Reporting Requirement

Subject: Safety, Security, and Emergency Preparedness

The bill requires quick removal of arrested instructional staff, expands law enforcement notification to schools, mandates staff self-report arrests within 48 hours, allows volunteer background checks, and ensures confidentiality of sealed records.

Note from the Superintendent: *The bill has minimal impact, as the district already follows these practices. We will review potential rulemaking requirements for School Board Policies 2404 – Disqualifying Offenses and 2405 – Employee Self-Reporting of Arrests, Charges, and Criminal Proceedings in response to this legislation.*

Senate Bill 1546 — Background Screening of Athletic Coaches

Subject: Safety, Security, and Emergency Preparedness

The bill extends the deadline for completing Level 2 background screenings of athletic coaches to July 1, 2026.

Note from the Superintendent: *The bill has minimal impact, as the district already follows the conditions outlined in the bill .*

Senate Bill 1470 — School Safety

Subject: Safety, Security, and Emergency Preparedness

This bill expands the school guardian program to include childcare facilities, which must cover training and security costs, and allows partnerships with law enforcement. It authorizes sheriffs to certify guards, requires annual weapons checks, and strengthens reporting. School safety requirements are updated to cover times before and after school, define gate access zones, permit temporary classroom door locks, allow certain CTE exemptions, require safety briefings for substitute teachers, and direct the creation of a centralized panic alert system, pending funding.

***Note from the Superintendent**: The impact of this bill on the district includes revising locked door requirements for CTE programs, common areas, parking lots, and other exclusive zones, including the types of locks used. The district already has integrated measures in place that meet the requirements for the centralized panic alert system.*

House Bill 597 — Diabetes Management in Schools

Subject: Student Health

The bill allows schools to stock undesignated glucagon, enter supply agreements, and accept donations or grants for its purchase. It permits glucagon to be prescribed and dispensed in the school's name for emergency use per student care plans, provides liability protections for proper administration, and requires the State Board of Education to adopt implementing rules.

***Note from the Superintendent**: The impact of this bill on the district is minimal, as school staff who work with students with diabetes already receive training from a licensed nurse on recognizing the signs and symptoms of hypo- and hyperglycemia, including when the administration of glucagon is necessary.*

Senate Bill 1070 — Electrocardiograms for Student Athletes

Subject: Student Health

The bill requires ECG screening for student athletes before participation, starting in 2026–27, with medical and religious exemptions. The FHSAA will set rules for clearance after abnormal results. Schools have limited liability, and districts must seek partnerships for low-cost ECGs, with exemptions if under $50 screenings aren't available.

***Note from the Superintendent**: The district will support this legislation through existing partnerships, with the Student Athletics department collaborating closely with the Strategic Partnerships department.*

Senate Bill 1514 — Anaphylaxis in Traditional Public and Public Charter Schools

Subject: Student Health

The bill requires K–8 schools to provide anaphylaxis training, maintain emergency plans, train staff on epinephrine use, and ensure students' action plans are accessible. The State Board of Education will adopt rules by October 1, 2025.

***Note from the Superintendent**: The District already uses three methods to identify students with anaphylaxis: parents or guardians indicate allergies on the Student Emergency Contact Card, Coordinated Student Health Services collects detailed health information via the Health Condition Review form on Focus, and gathers medical statements for special meal accommodations.*

Senate Bill 958 — Type 1 Diabetes Early Detection Program

Subject: Student Health

Requires the Department of Health to develop informational materials on Type 1 diabetes for parents of VPK through 1st grade students. District must notify parents of the Type 1 diabetes early detection materials by September 30, 2025, and annually thereafter.

***Note from the Superintendent**: Coordinated Student Health Services (CSHS) is currently collaborating with the FDOH to determine the educational materials that will be developed . Once finalized, CSHS and Senior Leadership will implement a plan to inform all parents of VPK, Kindergarten, and 1st grade students and the required resources.*

House Bill 1607 — Cardiac Emergencies

Subject: Student Health

The bill requires schools to teach hands-on CPR and AED use, with basic first aid and CPR training provided once in middle school and once in high school. Schools must develop a PULSE plan for urgent emergencies aligned with local responders. Every public and charter school must have at least one operational AED and train staff in first aid, CPR, and AED use. Liability protection is provided for staff and volunteers using defibrillators under Good Samaritan laws.

***Note from the Superintendent**: The impact on the district may include rulemaking for Policy 5303 – First Aid but overall is low since the district already has AEDs and provides CPR training. The district will also monitor charter school compliance with the legislation.*

House Bill 969 — Reporting of Student Mental Health Outcomes

Subject: Student Mental Health Services and Compliance

The bill requires OPPAGA to evaluate and report on school district mental health services by the end of 2025 and 2026, reviewing compliance, outcomes, and program integration, with input from districts and the Department of Education.

***Note from the Superintendent**: The impact to the district is minimal, as we will collect and provide required data per the new policy. The department is already experienced in submitting similar data and reports to evaluators.*

Senate Bill 738 — Child Care and Early Learning Providers

Subject: Academics

The bill modernizes childcare licensing by introducing a three-level violation system, stricter inspections, faster background checks, and revised training requirements including in-person CPR. It allows provisional hires under supervision, requires annual county licensing votes, and exempts certain federal facilities and preschools from licensing or fees.

***Note from the Superintendent**: In-person CPR training with at least one trained staff member present and now includes free online training.*

Senate Bill 1102 — School Readiness Program

Subject: Academics

The bill expands special needs eligibility and funding for school readiness providers who meet training and program standards, with new staff training requirements starting July 1, 2027.

Note from the Superintendent: *The district is working with the Early Learning Coalition to access additional funds for Before and Aftercare programs supporting students with disabilities. It will communicate the legislation's impact to the community and adjust eligibility evaluations and training to ensure compliance.*

House Bill 681 — Apprenticeship and Preapprenticeship Program Funding

Subject: Academics

The bill mandates fair division of apprenticeship funding with formal agreements, requires a standard contract and transparency tool by July 2026, and sets public notice and reporting rules for Workforce Education Funding meetings.

Note from the Superintendent: The district is working with Broward College to start the program. The district must use state contract templates to split apprenticeship funding, with administrative-only roles capped at 10%. It must submit detailed program data for an annual state report.

Senate Bill 112 — Children with Development Disabilities

Subject: Exceptional Student Education

The bill expands state support for children with autism and developmental disabilities through early intervention, school readiness, specialized education, and professional training.

Note from the Superintendent: This bill may increase enrollment in BCPS ESE PreK 3-year-old programs if families opt for the Early Steps Extended Option. It could also impact ESE PK-12 ASD traditional school enrollment due to grant-funded autism charter school startups or expansions, potentially increasing workload and affecting overall district enrollment.

House Bill 1145 — Workforce Education

Subject: Academics

The bill makes charter schools eligible for the Workforce Development Capitalization Incentive Grant Program, requires districts and colleges to offer money-back guarantees on three more programs by July 1, 2026, and sets stricter student eligibility and reporting requirements for tuition reimbursement.

***Note from the Superintendent**: Charter schools are now eligible for Workforce Grant funds and were included in Broward's prior application. By July 1, 2026, the district must expand its money-back guarantee to six programs, increasing accountability as unsuccessful job outcomes may require tuition refunds.*

House Bill 85 — Hazardous Walking Conditions

Subject: Operations and Safety

The bill broadens the criteria for identifying hazardous walking conditions for public elementary students to include walkways adjacent to limited access facilities, as defined by Florida transportation law.

***Note from the Superintendent**: The bill poses minimal impact to the district, as transportation exceptions for students facing hazardous walking conditions are already in place. The Environmental Health & Safety Department will continue coordinating with Student Transportation to review and administer these exemptions.*

Senate Bill 296 — Middle/High School Start Times

Subject: Operations

The bill requires middle schools to start no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m. by July 1, 2026. However, districts will be considered compliant if they submit a report to the Department of Education by June 1, 2026, outlining start times, planning strategies, financial impacts, and potential unintended consequences.

***Note from the Superintendent**: There is minimal impact to district operations, as compliance only requires submitting a report to the Florida Department of Education by the June 1, 2026, deadline.*

Senate Bill 1402 — Student Enrolled in Dropout Retrieval Program

Subject: Academics

The bill requires virtual instruction providers to receive separate school grades or improvement ratings in each district they serve. Dropout retrieval programs, which serve students who have withdrawn and are not currently enrolled, are exempt from district grading but must choose either a school grade or improvement rating for accountability.

***Note from the Superintendent**: There is no impact on the District's virtual programs, as Broward Virtual already receives a school grade. The legislation increases accountability for providers like the Acceleration Academy. The District will monitor whether students coded as dropout retrieval must be included in school improvement ratings. Overall, this bill mainly affects providers' accountability and has low impact on the District.*

House Bill 443 — Education

Subject: Charter Schools Support

The bill updates charter school rules, allowing greater flexibility in funding, enrollment, and conduct codes. It limits sponsor audit demands, ensures data access, prevents landlord conflicts of interest, permits high-performing charters to take over others, and gives Pre-K students enrollment preference.

***Note from the Superintendent**: The Charter Schools Support Services Department will work with Finance to monitor the impact of relaxed timing for charter schools' financial and cost report submissions, ensuring they align with district deadlines.*

House Bill 809 — School Social Workers

Subject: Student Services and Certifications

The bill exempts school social workers from needing to demonstrate mastery of general and subject area knowledge under s. 1012.55, F.S.

***Note from the Superintendent**: This exemption is anticipated to enhance the retention of school social workers by alleviating the challenges and financial burdens associated with passing the general knowledge examination. At this time, the bill does not necessitate any changes to existing district policies.*

Senate Bill 462 — Transportation

Subject: Operations

The bill creates an administrative hearing option for school bus safety violations, allowing individuals to contest citations within 60 days and avoid court fees. Hearings may be virtual or in person, with evidence reviewed under oath. If upheld, a $200 fine plus administrative costs applies. Appeals follow existing state procedures, and the process applies to unresolved cases after July 1, 2025. The bill also allows FDOT to grant up to $5 million annually (FY 2025–2030) to state colleges and school districts—prioritizing rural areas—for equipment simulators, instructional aids, and construction courses with OSHA and simulator certifications.

***Note from the Superintendent**: The bill amends Fla. Stat. § 316.173 and imposes new administrative duties on the District related to the implementation of the school bus infraction detection system, including managing the hearing process and appointing qualified hearing officers*

House Bill 875 — Educator Preparation

Subject: Teacher Preparation, Certification, and Mentorship Pathways

The bill reduces internship hours for experienced counseling students, allows part-time non-degreed arts teachers, and sets uniform teacher prep curricula by 2027. It creates the Florida Center for Teaching Excellence and a mentorship-based alternative certification program (CERT). By 2029, general knowledge tests are replaced with education courses, and mentors must have professional certification and reading endorsements for K-3 teaching support.

***Note from the Superintendent**: We have concerns about implementing the CERT Program outlined in HB 875, particularly how it will impact our district's existing Professional Learning Certification Program (PLCP), which supports over 150 educators through 2026–2027. To ensure a smooth transition, we need clear guidance on how CERT will be implemented at the district level and integrated with PLCP, steps we should take now to prepare mentors, staff, and participants for the shift, and given our current PLCP scale, early planning is critical. We are seeking direction from the Department of Education to begin aligning our systems and teams with the new certification requirements.*

House Bill 1105 — Education

Subjects: Governance, Charter Schools Policy, Student Services, Academics, and Technology Use

The bill requires local government infrastructure surtax revenues shared with school districts to also be proportionally shared with eligible charter schools for specified uses, with unspent funds reverting to the sponsor if a charter closes. It expands definitions and enforcement related to trespassing on school property and buses, including warrantless arrests. The bill updates conversion charter school processes, allows new sponsors, mandates financial reporting, and sets property and leasing rules. It grants enrollment preference to children of employees in job-creating entities and standardizes charter monitoring. Graduation changes include alternative paths for non-diploma students, revised IEP reviews, and new course options like AICE and marching band credits. It requires FDOE to develop workforce credentialing for students with autism or on modified curricula. Wireless device use is banned for elementary and middle school students during the school day, with designated phone areas in high schools and a study on phone bans' effects. State colleges may set enrollment rules for students who lack exam passage but have credits, and dual enrollment agreements must clarify transportation and scheduling. The bill also adds liability insurance to allowable millage expenditures, expands Bright Futures academic awards, raises volunteer hour requirements, broadens grant eligibility to charters, and mandates math endorsement competencies by 2026.

Note from the Superintendent: *Internship info must be included in counseling materials, and two years of marching band can fulfill a PE or arts credit. By January 2026, the DOE will create a guide for students who don't earn a standard diploma, which districts must provide with transcripts. Districts must develop programs for students with autism or modified curricula and promote Bright Futures scholarships in their career plans. The district will expand work-based learning for students with disabilities in grades 9-12 to boost engagement, career readiness, and experiential learning.*

House Bill 1255 — Education

Subjects: Teacher Workforce, School Choice, Academics, Student Services, and Parental Engagement

The bill updates teacher shortage area terminology and private school background checks, removes the Commissioner's role in diversity oversight, and sets admission standards for preeminent universities. It expands opioid antagonist definitions, requires parental consent for corporal punishment, and limits local rules on charter schools. It changes VPK transfer rules, revises School Readiness income eligibility, and mandates waitlist tracking by income and priority. Academic standards must be simplified by 2026, and reading interventions require certified or micro-credentialed staff. Financial literacy courses must cover higher education costs and FAFSA. Principals must refer certain students to support teams, and superintendents manage expulsion extensions. Districts must inform parents about scholarship and tutoring programs, count tutoring hours for Bright Futures, and can use millage funds for liability insurance.

Note from the Superintendent: *The district will implement the necessary measures and protocols to ensure full compliance with the legislation and effectively accommodate its provisions.*



Senate Bill 248

Student Participation in Interscholastic & Extracurricular Sports

Subject: Student Athletics

The bill allows home-educated and private school students more access to public school sports.

Note from the Superintendent: *The district will implement the necessary measures and protocols to ensure compliance with the legislation and effectively accommodate the increased participation of home-education and private school students in our athletic programs.*

Senate Bill 1080

Local Government Land Regulation

Subject: Facility Planning & Real Estate

The bill prohibits school districts from charging alternative fees instead of impact fees unless they comply with legal requirements and requires districts to justify these fees in any legal disputes.

Note from the Superintendent: *The impact to the district is still under review; meanwhile, Local Government Land Regulation will continue routine operations, and the Real Estate Department will monitor and report on proportional share mitigation and school concurrency fees.*





2026 REGULAR SESSION DATES

October, November & December 2025	**Committee Weeks** are scheduled periods before the official start of a legislative session during which lawmakers meet in committees to review, discuss, and revise proposed legislation. These weeks serve as a preparatory phase for the regular session, allowing legislators to: •Hear presentations from state agencies and stakeholders •Draft and debate bills •Conduct oversight of existing programs •Begin budget discussions •Set priorities for the upcoming session
September 16, 2025	School Board adopt the 2026 State Legislative Priorities
October 2025 *(Exact Date TBD)*	Joint Delegation Meeting with the Broward Legislative Delegation
January 13, 2026	Regular Session convenes
March 3, 2026	Last day for regularly scheduled committee meetings
March 13, 2026	Last day of Regular Session
July 1, 2026	New legislation becomes effective

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Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

2025 Regular Legislative Session Comprehensive Report



JULY 29, 2025

Established 1915

BROWARD
County Public Schools

The Florida Senate

FLORIDA HOUSE of REPRESENTATIVES

Please find below a **detailed** description of legislative actions taken during the sessions of the Florida Senate and Florida House of Representatives. The following 32 bills have been **enrolled**, meaning they have passed both legislative chambers in identical form and are now being prepared for presentation to the Governor for final approval or veto.

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Declaration and Observances Legislation
HB 259- Special Observances……03
SB 356- Holocaust Remembrance Day……..03
HB 249- Gulf of America……...03
HB 1237- Human Trafficking Awareness ……..04
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Safety, Security, and Emergency Preparedness Legislation
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SB 268- Public Records/ Congressional Members and Public Officers

The bill exempts from public records copying and inspection requirements the partial home addresses and telephone numbers of certain public officers (including Superintendents and School Board members), as well as their spouses and adult children; and the names, home addresses, telephone numbers, and dates of birth of their minor children, if any, as well as the names and locations of the school or day care facility said children attend. The exemption repeals on October 2, 2030, unless reviewed and saved by the Legislature.

HB 259- Special Observances

This bill designates August 21 of each year as Fentanyl Awareness and Education Day to promote statewide awareness of the dangers associated with fentanyl use and the risk of overdose. The legislation encourages participation from state agencies, local governments, public schools, and other relevant entities in sponsoring educational events and outreach initiatives. These efforts aim to inform communities about the risks of fentanyl, available prevention resources, and broader issues related to substance use and abuse. The observance supports proactive engagement and education to help combat the growing opioid crisis.

SB 356- Holocaust Remembrance Day

This bill establishes Holocaust Remembrance Day to be observed annually on January 27. It requires the Governor to issue a proclamation each year recognizing the day, which may be commemorated in public schools, at the State Capitol, and in other locations as designated by the Governor. The bill also permits public schools to provide educational instruction on January 27—or an alternative appropriate date—focused on the historical impact and atrocities of the Holocaust, the dangers of anti-Semitism, and the positive contributions of the Jewish community to global society. The observance aims to promote historical awareness, tolerance, and cultural understanding among students and the broader public.

HB 249- Gulf of America

This bill mandates that all state agencies update official documents and communications by replacing the term “Gulf of Mexico” with “Gulf of America.” Beginning July 1, 2025, public and charter schools will be required to adopt and utilize instructional materials that reflect this terminology change. The legislation aims to standardize geographic references across state-supported institutions and educational resources.

HB 1237- Human Trafficking Awareness

This bill establishes mandatory human trafficking awareness training for personnel in all public schools, including charter schools. By December 1, 2025, the Department of Education (DOE) is required to identify a free training curriculum that may be delivered either in person or online. The training must cover key topics, including:

- The distinction between sex trafficking and labor trafficking,
- How to identify students who may be victims,
- The responsibilities of school employees in recognizing, reporting, and responding to suspected cases, and
- A clear protocol for reporting suspected human trafficking.

The bill mandates training for three categories of school personnel:

- Instructional personnel, such as teachers, counselors, social workers, career specialists, school psychologists, librarians, media and learning specialists, and paraprofessionals,
- School administrators, and
- Educational support employees, including doctors, nurses, secretaries, craft workers, and service workers.

The goal of this legislation is to equip school staff with the knowledge and tools necessary to recognize and respond effectively to potential human trafficking situations, thereby enhancing student safety and well-being.

HB 477- Disability History And Awareness Instruction

The bill, titled the "Evin B. Hartsell Act," enhances the current framework for disability history and awareness instruction in Florida's public schools. While school districts may continue to choose whether to offer this instruction during the first two weeks of October, the legislation establishes more structured and grade-specific content requirements for those that do. The goal is to provide age-appropriate education that fosters empathy, understanding, and inclusion among students at all grade levels.

Under the new guidelines, instruction must be tailored as follows:

- Kindergarten through Grade 3: Lessons should include discussions aimed at promoting kindness and respect, particularly regarding physical disabilities. Activities should be interactive and designed to engage young learners in understanding differences and discouraging bullying behavior.
- Grades 4 through 6: Students should receive foundational knowledge about autism spectrum disorder (ASD), helping them recognize its characteristics and better understand the experiences of peers who may be on the spectrum.
- Grades 7 through 9: Instruction should shift to focus on hearing impairments, including both the physiological aspects and the social implications, to build awareness and promote the inclusion of individuals who are deaf or hard of hearing.

- Grades 10 through 12: High school students should explore more complex topics such as learning and intellectual disabilities, including how these conditions may affect academic performance, social interactions, and post-secondary success.

In support of this initiative, the bill also authorizes the Florida Department of Education to collaborate with the Evin B. Hartsell Foundation in the development and refinement of instructional materials aligned with the act's objectives. This partnership aims to ensure that content is accurate, relevant, and informed by best practices in both education and disability advocacy.
This legislation provides an opportunity for school districts to reinforce their commitment to diversity, equity, and inclusion while educating students on the lived experiences of individuals with disabilities throughout their academic journey.

HB 279- False Reporting

This bill strengthens penalties for the misuse of the 911 emergency response system by amending section 365.172, F.S. It establishes that knowingly causing another person to access 911 to make a false alarm, false complaint, or report false information constitutes a first-degree misdemeanor.
The legislation further introduces elevated criminal penalties based on the consequences of misuse:

- A third-degree felony applies when the misuse results in great bodily harm, permanent disfigurement, or permanent disability.
- A second-degree felony applies when the misuse leads to a death as a proximate result of lawful emergency response conduct.

The bill also reduces the threshold for enhanced penalties, allowing a third-degree felony charge after two prior convictions, instead of four. Additionally, it eliminates the former enhanced penalty based on receiving emergency services exceeding $100 in value.
Upon conviction, courts are required to order offenders to pay:

- The full costs of prosecution and investigation,
- Restitution to any victim who suffers injury or damage resulting from misuse, and
- Restitution to respond to public safety agencies for costs incurred during the emergency response.

This legislation aims to deter abuse of emergency services, ensure accountability, and protect the integrity of public safety systems.

SB 1374- School District Reporting Requirement

This bill significantly updates background screening, reporting, and self-reporting requirements for school employees and volunteers, while also expanding district responsibilities and compliance measures.

Key provisions include:

- Policy for Temporary Removal: District school boards must adopt a policy to temporarily remove instructional personnel from the classroom within 24 hours of notification of an arrest for a felony or any misdemeanor offense included in Level 2 background screening standards.
- Expanded Law Enforcement Notifications: Law enforcement agencies are now required to notify school districts not only of felony arrests but also misdemeanor arrests that fall under Level 2 screening criteria.
- Expanded Self-Reporting Requirements: Instructional and administrative personnel must self-report felony and applicable misdemeanor arrests within 48 hours. The bill clarifies that such self-reports are not considered admissions of guilt and are inadmissible in any legal or administrative proceedings.
- Volunteer Screening Options: Public and private schools participating in state scholarship programs are authorized to conduct background checks on volunteers through the Care Provider Background Screening Clearinghouse or request national criminal history checks via the Florida Department of Law Enforcement.
- Handling of Sealed and Expunged Records: School districts are required to manage sealed or expunged criminal records disclosed through self-reporting in accordance with existing state confidentiality laws.

This legislation strengthens school safety protocols by improving transparency, ensuring prompt action following arrests, and expanding background check options for both staff and volunteers.

SB 1470- School Safety



This comprehensive bill significantly expands and refines Florida's school safety framework, with major changes to the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel School Guardian Program, security personnel training and oversight, physical security requirements, and emergency response protocols.

The bill strengthens the alignment between school security guards and school guardians by requiring that all training—both initial and ongoing—be conducted or approved by a sheriff. It mandates pre-training background screenings, psychological evaluations, and drug testing for participants. Sheriffs are required to maintain comprehensive records of training, certification, and firearm qualification. The bill prohibits waivers of training or screening costs for private security agencies and authorizes sheriffs to train individuals legally permitted to carry concealed firearms, including those under permitless carry provisions. Additionally, eligibility for participation in the school guardian program is extended to childcare facilities, aligning them with private schools.

To enhance transparency and accountability, the bill expands reporting requirements by aligning standards for school security guards with those for school guardians. Security agencies, alongside schools and sheriffs, must report employment and separation data to the Florida Department of

Law Enforcement (FDLE). FDLE is directed to maintain a consolidated statewide database that tracks guardians and security guards, including certification status, firearm discharges, and reported misconduct.

The bill refines campus and door security protocols by applying locked campus and access measures from 30 minutes before until 30 minutes after the school day. It permits doors and gates to remain unlocked if a locked barrier separates them from student areas and provides documented exemptions for career and technical education spaces where locked doors pose safety risks, as well as common areas like cafeterias and media centers during non-instructional times. Furthermore, it mandates school safety training for substitute teachers prior to their first day of teaching.

During active assailant incidents, the bill authorizes the use of temporary door locking devices that allow one-step egress from inside without a key, ingress from outside with a key or credential, compliance with the Florida Fire Prevention Code, and integration into the school's active assailant response plan.

Subject to funding, the Florida Department of Education must create a centralized panic alert and digital campus mapping system. Public and charter schools are required to connect to this system to facilitate real-time emergency coordination with law enforcement and first responders.
The bill codifies the Office of Safe Schools' (OSS) authority over behavioral threat assessment and management, including oversight of the statewide threat management process and the Florida-specific threat assessment tool. It authorizes the State Board of Education to establish rules governing data access within the threat management portal.

Lastly, the OSS is tasked with convening a multidisciplinary stakeholder workgroup—comprising law enforcement, educators, mental health professionals, and safety experts—to develop recommendations for the Florida Institute of School Safety. A formal report from this workgroup is due to the Governor and Legislature by January 1, 2026.

Overall, this legislation represents a comprehensive enhancement of Florida's school safety infrastructure, emphasizing improved coordination, rigorous training, increased accountability, and heightened preparedness.

SB 1546- Background Screening of Athletic Coaches

The bill amends section 943.0438, F.S., to extend the implementation deadline for the requirement that current and prospective athletic coaches undergo a Level II background screening. Originally set to take effect on January 1, 2025, the compliance date is now postponed to July 1, 2026. This extension provides additional time for schools, athletic associations, and related organizations to align their hiring and screening processes with the updated statutory requirements.

HB 597- Diabetes Management in Schools

Chapter 2025-15, L.O.F., authorizes school districts and public schools to acquire and maintain a supply of undesignated glucagon to support students with diabetes. The legislation requires that glucagon be stored securely but remains immediately accessible to authorized personnel for timely administration.

School districts and schools are empowered to:

- Enter agreements with manufacturers or suppliers to obtain glucagon free of charge, at fair market value, or at a reduced price,
- Accept donated or transferred glucagon that meets specified standards, and
- Seek monetary donations or apply for grants to fund glucagon purchases.

The bill authorizes county health departments to issue glucagon prescriptions in the name of the school district or public school and permits licensed health care practitioners to prescribe glucagon accordingly. Licensed pharmacists are authorized to dispense glucagon under these provisions. Participating schools must make glucagon available for administration as directed in a student's diabetes medical management plan or by a health care practitioner. Following administration, employees are required to call for emergency assistance and notify the students' parents or guardians.

The bill provides civil and criminal immunity protections to individuals and entities who appropriately administer glucagon in good faith. The State Board of Education is tasked with adopting rules to guide the implementation of these requirements, ensuring consistency and safety across all participating schools.

SB 958- Type 1 Diabetes Early Detection Program

This bill mandates the Department of Health (DOH), in partnership with school districts statewide, to develop and disseminate informational materials on Type 1 diabetes targeted at parents and guardians of students. Within 90 days after July 1, 2025, the DOH must create educational resources focused on the early detection of Type 1 diabetes and make them available on its website. These materials will be accessible to every early learning coalition, school district, and charter school throughout the state.

Additionally, the DOH is required to establish a standardized notification process for early learning coalitions, school districts, and charter schools to inform parents and guardians of voluntary prekindergarten, kindergarten, and first-grade students about the availability of these materials. Notifications must be issued by September 30, 2025, and annually thereafter.
The informational materials will include, at a minimum:

- An overview and description of Type 1 diabetes,
- Identification of risk factors and warning signs associated with the condition,
- Explanation of the screening process for early detection using a blood autoantibody test,
- Recommendations for further medical evaluation for students exhibiting warning signs or positive screening results.

This initiative aims to enhance early awareness and detection of Type 1 diabetes among young children, facilitating timely intervention and improved health outcomes.

SB 1070- Electrocardiograms for Student Athletes

The bill, titled the "Second Chance Act," mandates that beginning with the 2026-2027 school year, all students must undergo an electrocardiogram (EKG) screening prior to participating or seeking to participate in interscholastic athletic competitions for the first time. The screening must adhere to standards set by the Florida High School Athletic Association's (FHSAA) Sports Medicine Advisory Committee. Students who have had an EKG within the two years prior to the 2026-2027 school year may use those results to fulfill this requirement.

The FHSAA is required to adopt bylaws preventing student participation if an abnormal EKG is detected, until the student provides written medical clearance from an authorized health professional.

To facilitate access, each school district must actively seek public and private partnerships to offer low-cost EKG screenings to students. Students residing in counties where districts cannot secure EKGs for less than $50 per student will be exempt from this requirement.

The bill allows exceptions to the EKG mandate under the following conditions:

- Written parental objection on religious grounds,
- Medical exemption provided by a licensed physician, and
- Inability of the school district to secure affordable EKG services.

Additionally, the bill permits qualified practitioners holding equivalent licensures from other states, who are in good standing, to conduct the required EKG screenings. This legislation is designed to improve early detection of cardiac issues among student athletes, promoting their health and safety during competitive sports participation.

SB 1514- Anaphylaxis in Traditional Public and Public Charter Schools

This bill mandates that district school boards and charter school governing boards ensure that a student-specific emergency action plan for anaphylaxis is actively always maintained and readily accessible for each student in kindergarten through grade eight. This includes when students are participating in extracurricular activities, athletics, school dances, and contracted before- and after-school programs on campus.

Additionally, the bill requires schools serving these grade levels to provide comprehensive training to an adequate number of school personnel and contracted staff on both preventing and responding to allergic reactions, including anaphylaxis. The training must cover how to recognize the signs and symptoms of anaphylaxis and the proper administration of an FDA-approved epinephrine delivery device with a premeasured, weight-appropriate dose.

To support consistent implementation, the State Board of Education, in consultation with the Department of Health, is tasked with adopting rules by October 1, 2025, which will include identification of an approved training curriculum.

This legislation strengthens student safety by ensuring preparedness and swift response to potentially life-threatening allergic reactions in school settings.

HB 1607- Cardiac Emergencies

This bill requires school districts to provide basic first aid and cardiopulmonary resuscitation (CPR) training to all students twice during their education—once in middle school and once in high school—through physical education or health classes. The training must include hands-on CPR practice and instruction on the use of an automated external defibrillator (AED).

The legislation establishes the Plan for Urgent Life-Saving Emergencies (PULSE), a district-level protocol designed to guide school personnel in responding effectively to sudden cardiac arrest and similar emergencies. The PULSE plan must incorporate evidence-based practices, align with recommendations from the American Heart Association, and integrate seamlessly with local emergency response systems.

By July 1, 2027, every public school, including charter schools, is required to have at least one operational AED on campus, placed in a clearly marked and publicly accessible location. Schools must maintain AEDs in accordance with manufacturer guidelines, keep thorough maintenance records, register AED locations with the local emergency medical services medical director, and ensure staff are appropriately trained in CPR and AED use. The bill specifies that compliance with Florida High School Athletic Association (FHSAA) AED rules alone does not fulfill these broader school requirements.

Finally, the bill offers civil liability protections for school employees and volunteers acting in good faith during emergencies under the Good Samaritan Act and the Cardiac Arrest Survival Act, encouraging prompt and confident life-saving actions.

HB 969- Reporting of Student Mental Health Outcomes

This bill mandates that the Office of Program Policy Analysis and Government Accountability (OPPAGA), in collaboration with the Department of Children and Families (DCF), the Department of Education (DOE), the Louis de la Parte Florida Mental Health Institute, and other relevant stakeholders, conduct a comprehensive evaluation of school district student mental health services and support. The evaluation will also assess districts' compliance with existing statutory requirements related to mental health.

To facilitate this process, the bill requires the DOE, along with school district threat management coordinators and mental health coordinators, to provide OPPAGA with specific data and

information necessary for accurate reporting and thorough evaluation. This initiative aims to enhance the effectiveness, accountability, and quality of mental health support available to students statewide.

SB 112- Children with Development Disabilities

This bill enhances state efforts to support children with autism spectrum disorder (ASD) and other developmental disabilities through improved early intervention, school readiness services, specialized educational options, and professional training initiatives. It codifies new responsibilities for the University of Florida Center for Autism and Neurodevelopment (UF CAN), establishes targeted grant programs, and expands eligibility for Florida's Early Steps Program.

A key provision is the creation of the Early Steps Extended Option, allowing eligible children to receive Early Steps services until the school year following their fourth birthday. To qualify, children must meet specific eligibility criteria, with coordination required between Early Steps offices and school districts to ensure smooth transitions. The Department of Health (DOH) will seek federal approval but may implement the program using state funds independently.

The bill allocates recurring and nonrecurring funding to support program implementation, including new full-time positions at DOH.



Additionally, the bill establishes two grant programs administered by UF CAN:

Autism Charter School Startup Grants to assist in developing or expanding charter and laboratory schools exclusively serving students with autism, prioritizing rural and underserved areas.

Specialized Summer Program Grants to support inclusive summer services for children with autism and significant cognitive or behavioral needs, funding programs that provide comprehensive, structured summer activities and therapies.

Together, these initiatives aim to strengthen the continuum of care and educational opportunities for children with autism and related developmental challenges statewide.

HB 681- Apprenticeship and Pre-apprenticeship Program Funding

The bill introduces significant modifications to enhance transparency, financial accountability, and governance in the administration of registered apprenticeship and pre-apprenticeship programs. It establishes clearer requirements for partnerships between local educational agencies (LEAs) and program providers, updates reporting timelines and content, and improves public accessibility to workforce education funding data.

Key provisions include:

- Uniform Standards and Partnership Agreements- The Department of Education (DOE) is mandated to establish uniform minimum standards and policies governing apprenticeship and pre-apprenticeship programs. These standards are designed to promote equitable and transparent funding arrangements between LEAs and program partners. Partnership agreements must explicitly outline each party's responsibilities and define the funding split based on the services provided. Notably, if the LEA's involvement is limited to administrative functions, its share of funding is capped at 10%.
- Standardized Contract Template- DOE is required to develop and provide a standardized model contract template for LEA-program partnerships. This template will address critical elements such as roles, funding terms, legal compliance, and reporting obligations to ensure consistency and legal adherence across all agreements.
- Enhanced Reporting Requirements- The bill revises the content and deadlines for DOE's annual apprenticeship and preapprenticeship report, shifting the publication deadline from September 1 to November 30. Expanded reporting will include detailed expenditure summaries delineating both LEA and program responsibilities and costs. Additionally, reports must now disclose the total funds received by each training provider, program, and occupation. Administrative cost reporting is augmented to include the total personnel hours dedicated to program administration.
- Funding Transparency Tool- To increase public accessibility to financial data, DOE is directed to develop and launch an online funding transparency tool by July 1, 2026. This tool will offer searchable historical funding data for the previous three fiscal years, categorized by funding sources, school district, and Florida College System institutions.
- District Workforce Education Funding Steering Committee Enhancements- The bill strengthens governance by imposing new procedural requirements on District Workforce Funding Steering Committee meetings, including mandatory public notice, opportunities for public comment, publication of workpapers, and allowance for remote participation. Furthermore, the timeline for submitting the funding model to the Legislature is adjusted to at least two months prior to the start of the legislative session, advancing from the previous March 1 deadline.

These changes collectively aim to foster greater accountability, transparency, and collaboration in the management of apprenticeship and pre-apprenticeship programs, ensuring effective use of workforce education funds and enhancing public trust in these vital initiatives.

SB 738- Child Care and Early Learning Providers

The bill modernizes and revises several key aspects of childcare facility licensure, personnel training, inspection procedures, and enforcement to enhance safety while streamlining regulatory processes. It authorizes the Department of Children and Families (DCF) to establish a three-level violation classification system focused on child health and safety, with Class Three violations being the least serious and only applicable if the same incident occurs at least three times within two years. Inspection and licensure renewal standards are updated to reflect these new classifications, requiring facilities to demonstrate at least two consecutive years of licensure and

successful completion of two full onsite renewal inspections within the past two years, without unresolved violations or complaints.

The bill also mandates faster background check reporting, requiring DCF to provide criminal history results to childcare facilities within three business days to expedite hiring and compliance. Several prior parent notification requirements are eliminated, including mandates for facilities to provide pagers during drop-in care, informing parents about influenza risks and dangers of leaving children unattended in vehicles, and implementing abuse prevention programs.

Personnel training requirements are revised to include at least one staff member trained in CPR through in-person instruction, with DCF required to make minimum training coursework available online. To address delays in background screening, a 45-day provisional hire status is introduced, allowing current or prospective staff to work under direct supervision by fully screened and trained personnel while awaiting results.

Local licensing authorities must annually affirm their decision to license childcare facilities by a majority vote of the county commission to maintain their designation. The bill exempts certain childcare facilities certified by the U.S. Department of Defense or U.S. Coast Guard from state licensure in specific cases and excludes preschools from special municipal assessments. Additionally, some childcare providers serving eligible populations are exempt from licensing requirements except for personnel screening, and DCF is no longer required to develop specialized care standards for facilities serving mildly ill children.

Overall, these reforms aim to balance enhanced child safety with increased regulatory efficiency and greater operational flexibility for childcare providers.

SB 1102- School Readiness Program

Expanded Eligibility Documentation- The bill broadens who can determine and document a child's special needs for eligibility in the School Readiness (SR) program. Besides an Individual Education Plan (IEP), eligibility can now be based on:

- An Individualized Family Support Plan (IFSP)
- A diagnosis of a special need
- A written determination from specified medical professionals

Enhanced Provider Funding Criteria- SR providers may qualify for additional funding through the special needs' differential rating by meeting:

- The minimum program assessment score required for SR contracting
- Completion of targeted training focused on serving children with special needs within a defined timeframe
- Ongoing relevant training to maintain eligibility for the differential

These changes aim to improve access to early childhood education for children with special needs and incentive provider expertise in supporting this population.

HB 1145- Workforce Education

The Workforce Development Capitalization Incentive Grant Program has been expanded to allow charter schools to directly apply for and receive funding. This change enables charter schools to independently propose and implement new or expanded career and technical education programs that lead to industry certifications listed on the CAPE Industry Certification Funding List.

Modifications to the Money-back Guarantee Program include an expansion of the program that requires school districts and Florida College System (FCS) institutions to refund tuition to students who do not secure employment within six months of completing qualifying workforce programs. The number of qualifying programs is set to increase from three to six by July 1, 2026. Enrollment in designated programs automatically includes students in the Money-back Guarantee Program. Institutions are permitted to set eligibility criteria for reimbursement, but any work search and internship requirements must not exceed those established under Florida's reemployment assistance law (s. 443.091, F.S.). Additionally, school districts and FCS institutions must report their eligibility criteria annually to the State Board of Education. The Department of Education is also required to include both performance outcomes and the eligibility criteria used by each school district and FCS institution for tuition reimbursement in its annual report.

SB 1402- Student Enrolled in Dropout Retrieval Program



The bill provides Virtual Instruction Program (VIP) providers with greater flexibility in how their performance is evaluated by allowing them to choose to receive a school improvement rating instead of a traditional school grade for each school district with which they have a contract. This school improvement rating is designed to more accurately reflect the performance of VIP providers by basing it on the assessment scores of all students served by the VIP within the specific school district. This approach recognizes the unique nature of virtual instruction and aims to provide a more nuanced evaluation than the standard grading system.

Furthermore, the bill specifically exempts VIP providers that operate exclusively as dropout retrieval programs from the requirement to receive a traditional district school grade. Dropout retrieval programs serve a distinct student population, those who have officially withdrawn from high school before graduating and were not actively engaged in the education system at the time they enrolled in the program. For these programs, the bill requires them to choose either a school improvement rating or a traditional school grade, thereby giving them flexibility in how their effectiveness is measured.

By defining dropout retrieval programs in this way, the bill acknowledges the unique challenges these programs face in re-engaging students who have previously left the educational system. This

tailored approach to evaluation aims to support these programs in their mission to help students return to school and successfully complete their education, while providing a fair and meaningful method of accountability. Overall, the bill's provisions seek to enhance transparency and improve the assessment of virtual education options, while accommodating the diverse needs of different types of programs and student populations.

HB 85- Hazardous Walking Conditions

The bill expands access to workforce education grant funding and makes significant modifications to the Money-back Guarantee Program to improve accountability and support student success in career and technical education. One of the key provisions authorizes charter schools to directly apply for and receive funding through the Workforce Development Capitalization Incentive Grant Program. This change enables charter schools to independently propose and implement new or expanded career and technical education programs that lead to industry-recognized certifications listed on the CAPE Industry Certification Funding List. This increases the number of educational institutions that can develop specialized training programs to meet workforce demands and helps promote innovation in technical education.

In addition, the bill expands the existing Money-back Guarantee Program, which requires school districts and Florida College System (FCS) institutions to refund tuition to students who are unable to secure employment within six months of completing a qualifying workforce program. To strengthen this program, the bill raises the minimum number of required participating programs from three to six by July 1, 2026, and mandates that participating institutions notify the State Board of Education of the selected programs. The bill also clarifies that enrollment in one of the designated programs automatically enrolls the student in the Money-back Guarantee Program, ensuring broad awareness and participation.

While institutions are allowed to set specific eligibility criteria for tuition reimbursement, the bill stipulates that any work search or internship requirements must not exceed those outlined for reemployment assistance under section 443.091, Florida Statutes. This ensures fairness and accessibility in program requirements. Furthermore, the bill mandates that all school districts and FCS institutions report their eligibility criteria to the State Board of Education on an annual basis. To improve oversight and transparency, the bill also expands the Department of Education's (DOE) annual reporting requirements. The DOE must now include in its reports not only the performance outcomes of each participating program but also the specific eligibility criteria used by each school district and FCS institution when determining a student's qualification for tuition reimbursement. Together, these changes aim to enhance the effectiveness and accountability of workforce training programs, promote employment outcomes for graduates, and ensure that public funds are used responsibly and equitably.

SB 462- Transportation

Senate Bill 462 introduces a new administrative hearing process as an alternative to traditional court proceedings for individuals contesting school bus safety violations. Under this bill, violators

are given a 60-day window from the date of the notice of violation to request a hearing with either the appropriate school district or county. This option allows individuals to avoid the financial and procedural burdens associated with court-related fees and the issuance of a uniform traffic citation, streamlining the resolution process while maintaining due process.

To support this new framework, SB 462 outlines requirements for the appointment of local hearing officers. School districts are permitted to appoint a hearing officer who must be a licensed attorney in good standing with The Florida Bar for at least the previous five years. Alternatively, counties that have entered into interlocal agreements with school districts and law enforcement agencies may designate existing qualified staff to serve as hearing officers through a formal resolution.

The hearing process is designed to be accessible and flexible, allowing for proceedings to take place either in person or virtually. Petitioners will be notified of the hearing via first-class mail and retain the option to reschedule the hearing or cancel it by paying the civil penalty in advance. During the hearing, testimony is given under oath, and evidence—such as images or video footage captured by the school bus infraction detection system—may be presented. The hearing officer's decision is based on a "preponderance of the evidence" standard, and if the violation is upheld, the individual must pay a civil penalty of at least $200 plus any related administrative costs.

Should a petitioner wish to contest the outcome further, they may appeal the final administrative order following the procedures set forth in Florida Statutes § 162.11. To facilitate the transition to this new system, the bill allows any unresolved contested violations not heard by July 1, 2025, to be heard under the new process within one year after that date.

In terms of financial impact, SB 462 stipulates that civil penalties collected from upheld violations must be remitted monthly to the respective school district. These funds are earmarked specifically for covering the administrative and operational costs of the hearing process and for supporting school transportation safety initiatives, in accordance with Florida Statutes § 316.173(8).

The bill also introduces a grant funding opportunity through the Florida Department of Transportation (FDOT), which is authorized to allocate up to $5 million annually from fiscal year 2025–2026 through 2029–2030. This grant program is designed to benefit state colleges and school districts, with priority given to rural communities. Eligible uses of these funds include the acquisition of equipment simulators with original manufacturer controls, instructional aids, and elective courses in heavy civil construction. These courses may include certification opportunities such as the OSHA 10-hour safety course and equipment simulator certification, helping to expand workforce readiness and safety training in the transportation and construction sectors.

SB 296- Middle/High School Start Times

The bill modifies the upcoming requirement for later school start times by providing school districts and charter schools with a compliance reporting option instead of enforcing immediate penalties. Specifically, beginning July 1, 2026, middle schools are prohibited from starting the instructional day before 8:00 a.m., and high schools are prohibited from starting before 8:30 a.m. However, rather than mandating strict enforcement, the bill allows district school boards to be

considered in compliance if they submit a prescribed report to the Department of Education by June 1, 2026.

This report must include the actual school start times, the strategies that were considered to meet the new requirements, an analysis of financial impacts, and any unintended consequences associated with the change. Charter schools are also permitted to utilize this compliance pathway by filing the same report, with an exemption granted to charter schools-in-the-workplace. This approach acknowledges the logistical and financial challenges of adjusting school schedules while still encouraging alignment with research-based recommendations for later school start times to benefit student health and academic performance.

HB 443- Education

House Bill 443 introduces several significant updates related to charter schools, lab schools, student conduct, enrollment, and student athletics, with the overall goal of enhancing operational flexibility, ensuring equity, and expanding access to educational and extracurricular opportunities. The bill formally defines charter schools as public facilities for the purposes of local government concurrency, streamlining their treatment in land use and infrastructure planning. It also permits lab schools to use discretionary capital outlay funds for the acquisition, construction, renovation, or leasing of real property and related improvements, as long as the spending does not exceed the property's independently appraised value. This provides lab schools with greater flexibility in managing their capital investments.

To improve fairness and transparency, the bill prohibits charter school sponsors from imposing reporting or auditing deadlines on charter schools that are earlier than the deadlines the sponsors follow themselves. Additionally, it empowers charter schools to adopt their own student codes of conduct, provided they meet or exceed the behavioral standards established by the school district in which they are located.

HB 443 supports enrollment flexibility by allowing eligible charter schools to exceed established enrollment caps if their facilities can accommodate the increase, if sponsors receive timely notification. It also guarantees charter schools and their contractor's access to data systems maintained by their sponsor and the Florida Department of Education, unless access is restricted by law. To prevent conflicts of interest, the bill bars individuals who are affiliated with a school's landlord from serving on the school's governing board.

The bill enhances the options available to high-performing charter schools by allowing them to assume the charter of another school within the same district, creating an avenue for consolidation or turnaround efforts. It also expands enrollment preferences by permitting students who attend a Pre-K program offered by a charter school to receive priority for kindergarten admission at that school.

Finally, the bill increases access to interscholastic athletics by allowing full-time virtual instruction students to participate in sports at any public or private school in their district, if they meet

eligibility criteria. This provision ensures that virtual students are not excluded from valuable extracurricular opportunities that contribute to their social development and physical well-being.

SB 248- Student Participation in Interscholastic & Extracurricular Sports

Senate Bill 248 significantly expands access to interscholastic and interscholastic sports and extracurricular activities for students in home education and private school programs. The legislation aims to ensure broader participation in Florida High School Athletic Association (FHSAA)-governed programs while increasing transparency in eligibility decisions and appeals. One of the key provisions of SB 248 is the clarification that a school's sport or activity must meet the designation requirements outlined in section 1006.205(3)(a), Florida Statutes. This provision ensures consistency in how sports and activities are categorized across institutions, reducing ambiguity in participation eligibility.

For home education students, the bill grants the right to participate in interscholastic athletics at any public school within their resident school district, provided they meet the same eligibility requirements as full-time public-school students. This provision offers families greater flexibility and access to athletic opportunities that may not be otherwise available through their home education programs.

The bill also expands opportunities for private school students. Previously, these students were allowed to participate in FHSAA sports at other schools only if their private school did not offer the sport and if the school's enrollment was below a certain threshold. SB 248 removes this enrollment-size restriction, enabling any private school student—regardless of school size—to participate in FHSAA sports at a member school when the sport is not offered at their own school. This levels the playing field and ensures that all private school students have fair access to interscholastic athletics.

In addition to expanding participation, SB 248 mandates greater transparency from the FHSAA. It requires the association to publish its appeal decisions online in a searchable format, ensuring public access to eligibility rulings and disciplinary actions, while remaining compliant with applicable privacy laws. This transparency measure is intended to build trust in the FHSAA's decision-making process and provide families with a clearer understanding of precedent and procedures.

Overall, SB 248 removes previous participation barriers and promotes inclusivity in student athletics, while simultaneously improving accountability and public access to key administrative decisions.

HB 809- School Social Workers

House Bill 809 introduces a targeted exemption for school social workers within Florida's educator certification requirements. Specifically, the bill amends section 1012.55, Florida Statutes, by creating a new subsection that exempts individuals employed as school social workers from having

to demonstrate mastery of general and subject area knowledge—typically required for instructional personnel certification.

Under current law, most certified educators in Florida must pass examinations or meet specific qualifications to demonstrate competency in general and subject area knowledge. HB 809 recognizes the distinct professional qualifications of school social workers—who often hold advanced degrees and licenses in social work, rather than traditional teacher training—and removes these examination-based certification hurdles for this group.

By streamlining the credentialing process, the bill is designed to reduce barriers to entry and help school districts more easily recruit and retain qualified social workers. This is especially relevant given the growing demand for mental health and support services in schools and the importance of integrating specialized professionals into educational settings.

In effect, HB 809 prioritizes the practical experience and professional licensure of social workers over standardized testing for knowledge that may not align with their specialized role. This legislative change may lead to a broader pool of candidates for school social work positions and promote the expansion of student support services across Florida's K–12 system.

SB 1080- Local Government Land Regulation

The bill introduces several reforms to local government land use and development processes, aiming to enhance transparency, efficiency, and accountability in zoning, permitting, and fee practices.

The bill mandates local governments to clearly outline in writing the minimum required information for applications related to zoning approvals, rezonings, subdivisions, certifications, special exceptions, and variances. This information must be publicly accessible—posted on the government's website, available for inspection, and provided during pre-application meetings—ensuring greater clarity and accessibility for applicants.

Additionally, the bill modifies procedures related to comprehensive plan amendments. If such an amendment is not approved at the second required public hearing, it must be approved within 180 days to remain active. If not acted upon within that timeframe, the amendment is considered withdrawn. This provision introduces predictability and discourages undue delays in the plan adoption process.

The bill establishes concrete deadlines for local governments when reviewing development permits and order applications. Upon receipt, the local government must confirm receipt within five business days. Within 30 days, they must notify the applicant whether the submission is complete or highlight deficiencies. Once deemed complete, the local government has 120 days to issue a decision, or 180 days if the application necessitates a quasi-judicial or public hearing. Failure to meet these deadlines will require the local government to issue specified refunds to the applicant, creating accountability mechanisms for processing delays.

The bill strengthens restrictions on local government authority to raise impact fees. Currently, increases may be phased in unless "extraordinary circumstances" are proven through a study and approved by a two-thirds vote. The bill eliminates this exception if no increase has occurred in the past five years and increases the required vote threshold for any such fee increase to a unanimous vote. Any approved increase must be phased in over two to four equal annual increments, providing predictability and easing the financial burden on developers. These provisions take effect January 1, 2026.
Additionally, school district impact fee alternatives must meet concurrency tests before being imposed. This ensures that alternative fees are aligned with the infrastructure and capacity demands they are intended to address.

The bill broadens the permissible use of revenues generated from building code fees and fines. These funds may now also be used for administering, processing, and enforcing activities related to obtaining or finalizing building permits. This flexibility could enhance staffing, inspection capacity, and administrative efficiency within local building departments.

Overall, this legislation represents a significant effort to streamline and standardize local development review processes, enhance transparency in land use approvals, and impose greater fiscal discipline on impact fee practices. These changes are likely to benefit developers and applicants by reducing regulatory uncertainty and delays, while also ensuring that local governments remain responsive and transparent in their operations.

HB 875- Educator Preparation

House Bill 875 significantly restructures Florida's education preparation and certification systems, introducing new standards, flexibility, and alternative pathways aimed at strengthening teacher readiness and addressing staffing shortages. The bill outlines both short-term changes and long-term implementation goals focused on improving the quality and accessibility of teacher preparation programs statewide.

The bill directs the Florida Department of Education (FDOE) to convene a workgroup to revise the *Florida Educator Accomplished Practices* (FEAPs) by 2026. These practices serve as the foundational standards for teacher effectiveness in Florida. Once revised, the department must begin development of a new *Florida Teacher Excellence Examination* aligned with the updated standards by January 1, 2027. This step marks a comprehensive modernization of teacher evaluation and certification benchmarks in Florida.

To make educator preparation more accessible, particularly for experienced professionals, the bill reduces the internship requirement for post-secondary school counseling students from 600 hours to 300 hours, provided the candidate has been a full-time teacher for five years and has received a



"highly effective" rating for the past three years. It also mandates FDOE to offer broader flexibility in meeting internship requirements.

The bill authorizes school districts to hire part-time, non-degreed teachers in fine and performing arts—helping to address talent gaps in these subject areas—while setting minimum qualifications to maintain instructional quality.

By August 1, 2027, all teacher preparation programs must implement a new *uniform core curriculum* aligned with the revised FEAPs. This initiative is intended to ensure consistency, rigor, and relevance across institutions that train Florida educators.

Subject to funding, the bill creates the *Florida Center for Teaching Excellence* at Miami Dade College. This center will serve as a statewide hub for evidence-based training, model clinical teaching experiences, and a coordinated network of teacher mentors, reflecting a significant investment in long-term educator support and development.

HB 875 establishes the CERT Program as an *alternative pathway* to professional certification. This mentorship-based, on-the-job training model includes performance assessments and is designed to prepare new teachers outside of traditional coursework. Starting July 1, 2029, completion of CERT may fulfill the requirement for demonstrating *Mastery of Professional Preparation*.

The bill loosens restrictions on who may serve as a mentor in teacher apprenticeship programs by allowing any professional certificate holder to mentor. It also permits clinical educators to be assigned to teachers with temporary certification. Further, beginning July 1, 2029, mentors and clinical educators working with early-grade teachers (K–3) or reading-focused candidates must possess a reading endorsement or certification to ensure specialized literacy support.

HB 875 eliminates the general knowledge test requirement for teacher certification starting in 2029. Instead, candidates must complete an *Introduction to Education* course and a course in *classroom management and high-impact teaching strategies*—aligned with the new uniform core curriculum. This shift emphasizes practical skill development over standardized testing.

HB 875 represents a comprehensive transformation of Florida's educational pipeline. By revising core standards, introducing flexible certification routes, and investing in mentorship and teacher support structures, the bill aims to raise instructional quality while expanding the pool of qualified teachers. The long implementation timeline allows institutions and candidates time to adjust, while also signaling the state's commitment to a forward-looking, results-based educator workforce strategy.

HB 1105- Education

House Bill 1105 is a comprehensive education reform measure that introduces significant changes across governance, charter school operations, student conduct, curriculum, graduation requirements, and workforce development. The bill relocates the Council on the Social Status of Black Men and Boys from the Department of Legal Affairs to Florida Memorial University, transferring responsibilities such as staffing, meeting approvals, quorum requirements, and reimbursements to the university. It mandates that surtax revenues shared with school districts through interlocal agreements must also be proportionately shared with eligible charter schools, with any unencumbered funds reverting to the sponsor if a charter is not renewed or is terminated. This applies to voter-approved levies enacted on or after July 1, 2025.

The bill strengthens protections against school trespassing by defining "school bus" and allowing posted signs or verbal warnings from officials to constitute sufficient notice for immediate arrest and prosecution. It authorizes warrantless arrests for trespassing on school buses and grounds. Charter school policies are revised to facilitate conversion charter schools, including "job engine" charters meant to attract businesses. Voting for conversion is limited to parents, and colleges, universities, and municipalities are permitted as sponsors or applicants. Municipalities must negotiate lease or rental terms for converted facilities and may grant enrollment preference to children of employees at associated job-producing entities. Sponsors must also use a standard monitoring tool for oversight of charter schools.

The bill eliminates the authority to issue certificates of completion and directs the Florida Department of Education (FDOE) to develop an alternative graduation pathways document for non-diploma students. For students with disabilities who have declared intent to pursue a certificate of completion, their Individualized Education Program (IEP) must be reviewed annually to reassess diploma eligibility. Additionally, the bill mandates the development of applied, equivalent, and integrated academic courses and includes AICE courses among those qualifying for the Seal of Fine Arts. It allows two years of marching band to satisfy physical education or performing arts graduation requirements and requires schools to provide students with information on state-approved internships as part of course counseling materials.

HB 1105 enhances postsecondary access by permitting state colleges to enroll students who have completed coursework but failed required exams. It also revises dual enrollment agreements to specify transportation responsibilities and ensure schedules maximize student access and participation. Discretionary millage levy funds may now be used to cover liability insurance expenses. Beginning with the class of 2025–26, students earning the AP Capstone designation qualify for the Bright Futures Academic Scholars Award, and the volunteer hour requirement for Gold Seal and CAPE Scholars increases to 75.

The bill directs FDOE to establish mathematics endorsement competencies by August 1, 2026, and implements a ban on wireless communication devices use during the school day for elementary and middle school students. High schools must designate specific areas for phone use. Additionally, the Commissioner of Education must partner with select districts that already ban cell phone use or plan to do so starting in 2025–26 and report the policy's impact on student achievement and behavior to legislative leaders by December 1, 2026.

Finally, the bill prioritizes applications from job engine charter schools for Workforce Development Capitalization Incentive Grants and requires FDOE to implement a workforce credentialing program for students with autism or those on modified curriculum pathways by January 31, 2026. Through these provisions, HB 1105 aims to enhance equity, accountability, and innovation across Florida's education system.

HB 1255- Education

House Bill 1255 makes several important updates and changes to Florida's education statutes. It removes all statutory references to the Florida School for Competitive Academics and renames "critical teacher shortage areas" as "high-demand teacher needs areas." The bill revises background screening requirements for certain private school personnel by aligning fingerprinting rules with those for public school teachers and moving private school screening to the ACHA clearinghouse. It removes the Commissioner of Education's authority to determine if schools have maximized efforts to include minority and low socioeconomic status individuals on School Advisory Committees (SAC) and District Advisory Committees (DAC).

The bill updates admissions standards for preeminent state universities by including a minimum average Classical Learning Test (CLT) score of 83 on a 120-point scale for incoming freshmen. It broadens the definition and requirements for emergency opioid antagonists in schools beyond naloxone to better address safety needs in K-12 and postsecondary settings.

Charter school policies on corporal punishment must now explicitly require parent permission, and local authorities are prohibited from imposing operational requirements on charter schools that are not uniformly applied to public schools within the same jurisdiction. Regarding early childhood education, the bill removes restrictions that previously limited families' use of a full VPK voucher when transferring providers, allowing families to use the full voucher regardless of attendance percentage.

The definition of "economically disadvantaged" for the School Readiness (SR) program is changed from families earning no more than 150% of the federal poverty level to those earning 55% or less of the state median income. Uniform waitlists for SR programs must track children based on household income and priorities established in state law. Additionally, data used for the Early Learning Program Estimating Conference must consider historical trends and county population changes.

The bill requires that any new or revised academic standards submitted to the State Board of Education contain only academic standards and benchmarks, with the Commissioner revising all current standards accordingly by January 1, 2026. District reading plans must include provisions ensuring that intensive reading interventions are delivered by personnel with reading micro-credentials or certification/endorsement, incorporate evidence-based strategies from the Just Read, Florida! Office, and describe how districts prioritize highly effective teachers in grades K–2.
Financial literacy courses are now required to include information on higher education costs and FAFSA completion. School principals must refer certain problematic students to child study teams

for parent meetings to identify remedies, and if issues are unresolved, specified strategies must be implemented. The Superintendent must determine, before an expulsion period expires, whether it should be extended based on threat management team recommendations and specify any educational services provided during extended expulsions.

Parents must be informed about student eligibility for New World Scholarship accounts and the district's New Worlds Tutoring Program for students with math deficiencies. Hour's high school students spend tutoring under the RAISE program can count toward Bright Futures community service requirements. Finally, the bill allows school districts to use discretionary millage levy funds to pay for liability insurance. Overall, HB 1255 updates multiple aspects of education policy to enhance oversight, equity, safety, and student support in Florida schools.



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AGENDA

- Recap of 2024-25 Board-Approved Actions
- Review of May 20, 2025, Workshop Redefining Areas of Focus for 2025-26
- Enrollment Analysis by Level
- Parent Survey Results
- Update on Surplus Properties
- Redefining Strategies
- Direction on 2025-26 Redefining Opportunities
- Next Steps- August 26, 2025, Workshop Discussion

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RECAP OF REDEFINING 2024-25 BOARD ACTION

- Broward Estates Early Learning and Resource Center
- Coconut Creek K-8 Academy of Excellence
- Coral Cove Academy of the Arts
- Dr. Martin Luther King, Jr. Elementary School
- Hollywood Central Preparatory K-8
- Silver Shores STEAM Academy K-8
- Pines Collegiate Academy 6-12

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MAY 20, 2025
AREAS OF FOCUS

School Consolidation

Key Drivers

✓ Facilities Condition Assessments
✓ Student Enrollment Trends
✓ Internal and External Stakeholder Input

- Partner and Collaborate with municipalities and organizations (non-profit and for-profit)
- Public Private Partnerships (P3s)
- Meet educational and community needs

- Capitalize on Phase 1 momentum
- Replacement Schools (via school consolidations)
- Engage with communities (location and programs)

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MAY 20, 2025 AREAS OF FOCUS CONTINUED

Additional 2025-26 Priorities

Magnet Programs

- Programmatic decisions based on impact and demand
- New programs

Feeder Patterns

- Review all feeder patterns
- Regional Gifted
- Regional Dual Language

Other Areas

- District-Managed Charter School Options
- Expand Technical College Footprint
- Modernize Student Transportation (Focus on student need while optimizing cost efficiencies)
- Fee-Based Employee Childcare Services (Designate underutilized schools for this purpose)

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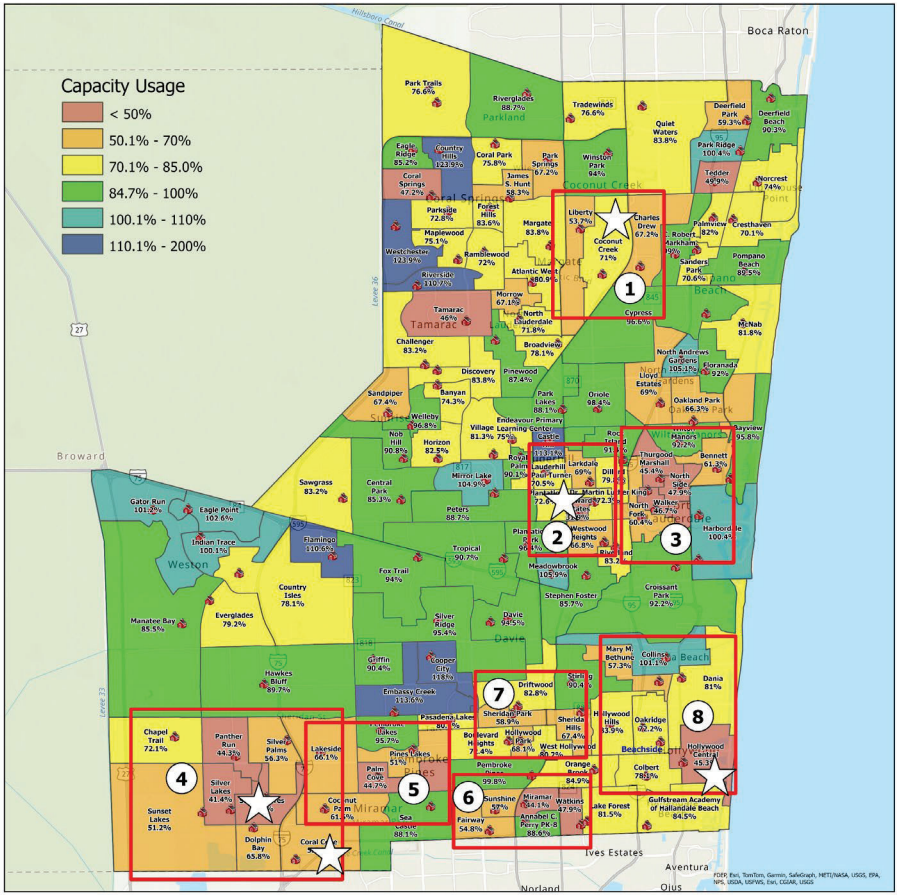
UNDER-ENROLLMENT ACROSS THE DISTRICT

Under-Enrollment Clusters

- **58 schools below 70% capacity: 39 elementary, 16 middle, and 3 high schools**
- **30 elementary schools and 16 middle schools are in clusters of other under-enrolled schools**
- **8 regional elementary clusters and 5 middle school clusters**
- **3 under-enrolled high schools (Hallandale, Plantation, Stranahan) are not adjacent and do not form a cluster**

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UNDER-ENROLLMENT CLUSTER MAP: ELEMENTARY



Cluster	Level	Area	Schools	% Capacity	Enrollment	Available Space	Phase I ?
1	Elementary	North	Charles Drew ES	67.2%	424	207	No
			Coconut Creek ES	*71.0%*	*472*	*193*	*Yes*
			Liberty ES	53.7%	677	583	No
2	Elementary	West Central	Broward Estates	31.9%	222	473	Yes
			Dr. Martin Luther King	*72.3%*	*468*	*179*	*Yes*
			Larkdale	69.0%	430	193	No
			Lauderhill Paul Turner	*70.5%*	*615*	*257*	*No*
			Plantation	*72.6%*	*591*	*223*	*No*
			Westwood Heights	66.8%	522	259	No
3	Elementary	East Central	Bennett	61.3%	288	182	No
			Thurgood Marshall	45.4%	322	387	No
			Walker	46.7%	461	526	No
			North Fork	60.4%	431	282	No
			North Side	47.9%	291	317	No
			Sunland Park	*87.3%*	*419*	*61*	*No*
4	Elementary	Far Southwest	*Chapel Trail*	*72.1%*	*604*	*234*	*No*
			Coral Cove	53.3%	442	388	No
			Dolphin Bay	65.8%	546	284	No
			Panther Run	44.3%	345	433	No
			Silver Lakes	41.4%	322	456	Yes
			Silver Palms	56.3%	459	357	Yes
			Silver Shores	40.6%	333	487	Yes
			Sunset Lakes	51.2%	665	635	No
5	Elementary	Near Southwest	Coconut Palm	61.5%	504	316	No
			Lakeside	66.1%	499	256	No
			Palm Cove	44.7%	389	482	No
			Pines Lakes	51.0%	427	410	No
6	Elementary	Central South	Fairway	54.8%	512	422	No
			Miramar	44.1%	410	519	No
			Sunshine	57.0%	427	322	No
			Watkins	47.9%	390	424	No
7	Elementary	South Central	*Boulevard Heights*	*72.4%*	*588*	*224*	*No*
			Hollywood Park	68.1%	404	189	No
			Sheridan Hills	67.4%	409	198	No
			Sheridan Park	58.9%	477	333	No
			West Hollywood	*80.2%*	*479*	*118*	*No*
8	Elementary	Southeast	Collins*	72.2%	268	103	No
			Dania	*81.0%*	*461*	*108*	*No*
			Hollywood Central	45.3%	311	376	Yes
			Hollywood Hills	*83.9%*	*644*	*124*	*No*
			Mary M. Bethune	57.3%	398	296	No
			Oakridge	*72.2%*	*437*	*168*	*No*

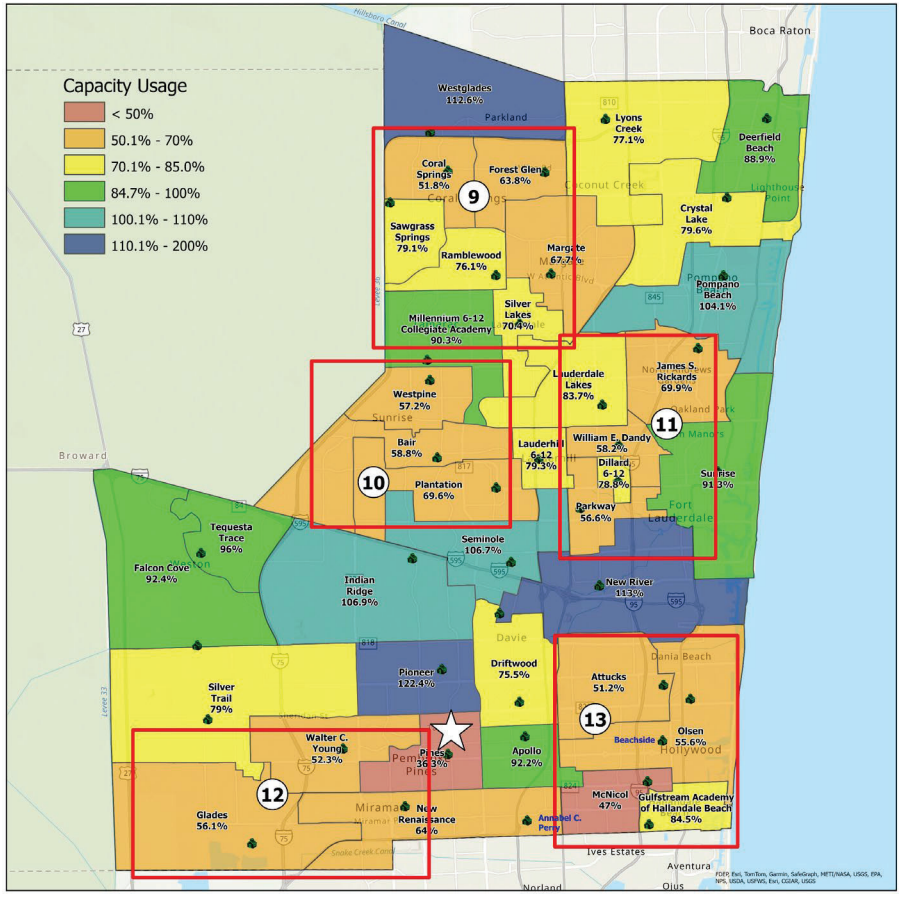
* Collins ES capacity calculations include usage of five modular classrooms

Shading and italics indicate schools enrolled above 70% capacity usage, but that are embedded within under-enrollment clusters and that have space available

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UNDER-ENROLLMENT CLUSTER MAP: MIDDLE



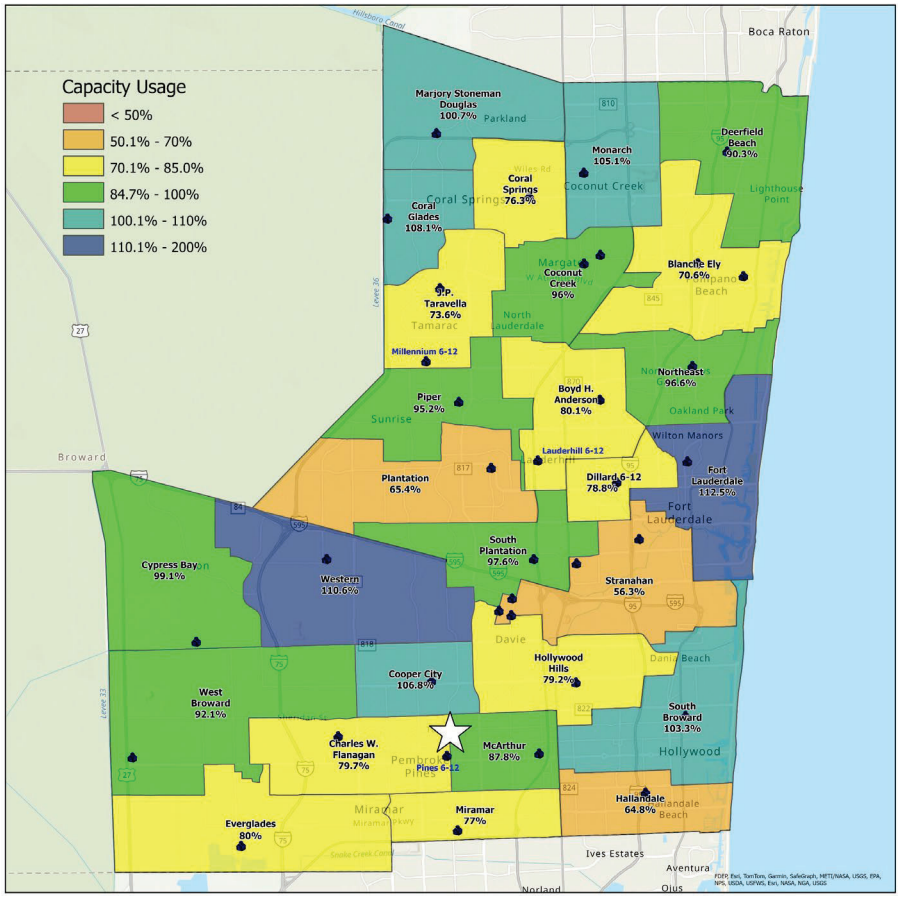
Cluster	Level	Area	Schools	% Capacity	Enrollment	Available Space	Phase I ?
9	Middle	Northwest	Coral Springs	51.8%	986	918	No
			Forest Glen	63.8%	1,038	589	No
			Margate	67.7%	937	447	No
			Ramblewood	*76.1%*	*1,002*	*314*	*No*
			Sawgrass Springs	*79.1%*	*965*	*255*	*No*
10	Middle	West Central	Bair	58.8%	705	494	No
			Plantation	69.6%	561	245	No
			Westpine	57.2%	738	552	No
11	Middle	East Central	James S. Rickards	69.9%	776	334	No
			Parkway	56.6%	910	699	No
			William Dandy	58.2%	659	474	No
12	Middle	Southwest	Glades	56.1%	1,034	808	No
			New Renaissiace	64.0%	1,002	564	No
			Pines	36.3%	642	1,127	Yes
			Walter C. Young	52.3%	690	629	No
13	Middle	Southeast	Attucks	51.2%	637	606	No
			McNicol	47.0%	620	699	No
			Olsen	55.6%	600	480	No

Shading and italics indicate schools enrolled above 70% capacity usage, but that are embedded within under-enrollment clusters and that have space available

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UNDER-ENROLLMENT: HIGH SCHOOL



Level	Area	Schools	% Capacity	Enrollment	Available Space	Phase I ?
High	Southeast	Hallandale	64.8%	1,055	574	No
High	West Central	Plantation	65.4%	1,702	899	No
High	East Central	Stranahan	56.3%	1,308	1,017	No

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REDEFINING 2024-25 IMPACT ON CLUSTERS

- 4 elementary and 1middle school under-enrollment clusters were addressed through 2024-25 Redefining Our Schools
- In clusters where schools have been repurposed with the intent of recapturing student enrollment, there may be limited options available for consolidating schools
- In cluster #1, the newly reconfigured Coconut Creek K-8 Academy of Excellence is positioned between remaining under-enrolled schools, Liberty Elementary and Charles Drew Elementary
- In cluster #2, the consolidation of Broward Estates Elementary into Dr. Martin Luther King, Jr. Elementary precludes the consolidation of either Larkdale Elementary or Westwood Heights Elementary
- In cluster #8, Hollywood Central Preparatory K-8 was addressed through 2024-25 Redefining Our Schools and is not contiguous with any other under-enrolled schools

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PARENT SURVEY RESULTS

- Partnered with Hanover Research to conduct an external survey of parents from both District-operated schools and charter schools
- Surveys were administered in Spring 2025
- Family Retention Survey yielded four recommendations
- Charter School Survey yielded three recommendations
- Full reports are attached to this presentation

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FAMILY RETENTION SURVEY RECOMMENDATIONS

- Track climate and culture outcomes in order to monitor improvement
- Consider offering more college and career readiness support
- Concentrate on supporting teachers to bolster the quality of education
- Address school safety and work to reduce instances of bullying and harassment

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CHARTER SCHOOL FAMILY SURVEY RECOMMENDATIONS

- Highlight and communicate BCPS's academic quality
- Build trust and connection through visible leadership and a strong school culture
- Reinforce BCPS's commitment to safety, relationships, and whole-child support

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SURVEY OF FAMILIES APPLYING FOR SCHOOL CHOICE

Reasons Specified for Requesting Reassignment

Please select the primary reason(s) you requested a school reassignment for your child.

2042
Responses

%		Answer *(Multiple select)*
52%	(1058)	Availability of Academic Programs
26%	(524)	Extracurricular Activities
33%	(675)	Location and Logistics (i.e., Transportation, Before/After Childcare)
48%	(976)	Quality of Instruction
54%	(1112)	School Environment
27%	(553)	Social Factors
28%	(578)	Other

Internal survey conducted in 2024 by the School Choice Office.

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SURVEY OF FAMILIES IN HOME EDUCATION

Reasons Specified for Enrolling in Home Education

Please select the primary reason(s) you established a home education program for your child.

131 Responses

%		Answer *(Multiple select)*
9%	(12)	Limited Availability of Academic Programs at the School
21%	(27)	My Child's Low Academic Performance
24%	(31)	Student Health Concerns
37%	(48)	Quality of Instruction
58%	(76)	School Environment
34%	(45)	Social Factors
44%	(58)	Other

Internal survey conducted in 2025 by the Home Education Office.

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UPDATE ON SALE OF SURPLUS PROPERTIES

Name	Location	Size in Acres	Municipality	Status
Technology & Support Services Facility	W Oakland Park Blvd and W Atrium	4.73	Sunrise	Recently appraised. On 2/27/2025, the Negotiation Parameters Committee (NPC) established the minimum asking price as $12,873,333.
Technology & Support Services Center Annex	W Oakland Park Blvd and W Atrium	4.71	Sunrise	Recently appraised. On 2/27/2025, the NPC established the minimum asking price as $6,936,666.
Coral Springs High Acreage Site	N Rock Island Road and W Sample Road	2.86	Coral Springs	Currently under Agreement of Sale & Purchase between the School Board and Predesco Property Investments, LLC.

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UPDATE ON SALE OF SURPLUS PROPERTIES

Name	Location	Size in Acres	Municipality	Status
Elementary D-1 School Site	S Hiatus Road and W Broward Blvd	11.84	Plantation	BCPS is currently undertaking environmental assessment regarding certain contamination at the site. The related environmental report is anticipated for completion by June 2025; and after an all clear from pertinent state and local environmental regulatory agencies, the real property will be remarketed for sale. Recently appraised. On 2/27/2025, the NPC established the minimum asking price as $13,317,333.
Elementary A-1 Site (Trails End)	University Drive and Trails End	10.14	Parkland	On 12/19/2023, the NPC established the minimum asking price as $13,937,500. As directed by the School Board, staff currently engaged in direct negotiations with Broward Health regarding sale of the real property to the organization.
Southwest Ranches Site	Sheridan Street and NW 190th Avenue	30.1	Southwest Ranches	The real property was recently surveyed to lease 8.25 acres to the South Florida Wildlife Center, and to market and sell the remainder 22.83 acres sometime in 2025. Encumbered by 2006 COPs.

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2025-2026 REDEFINING STRATEGIES

Redefining Opportunities Through Community Collaboration and School Consolidations, Repurposing & Closures

- Replacement Schools Due to Consolidations
- Expanding Technical Schools
- Gifted Pathways
- Sports Pathways
- Dual Language Pathways
- P3 Opportunities
- District-Managed Charter School Options
- Expansion of Premium Services Available to Charter Schools, Private Schools, and Home Education
- Expansion of K-8s
- Expansion of Early Learning Opportunities
- Efficient Utilization of Administrative Space

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EARLY INTEREST AND SUPPORT

City of Fort Lauderdale: Joint partnership with matching funds to support a K-12 Sports Academy at Bennett Elementary School, Sunrise Middle School, and Fort Lauderdale High School

City of Miramar: Interest in providing early learning opportunities

Junior Achievement (JA) World: A centrally located site to build a second JA Educational Center to service all District high school students and the surrounding community

Multiple Public and Private Agencies: Opportunities to lease space for administrative purposes and community programming

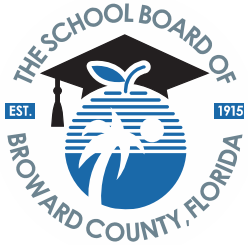
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NEXT STEPS: AUGUST 26, 2026 SCHOOL BOARD WORKSHOP

August Workshop Discussion

- **Proposed Boundary Process That Will Include (Per Policy 8010):**
  - Proposed Timeline
  - Specific considerations for evaluating proposed changes
  - Identification of schools and communities potentially impacted
  - Stakeholder engagement plan

- **School Choice (Per Policy 6400)**
  - Application dates and deadlines must be communicated to families by October 1.



Debra Hixon, Chair
Sarah Leonardi, Vice Chair

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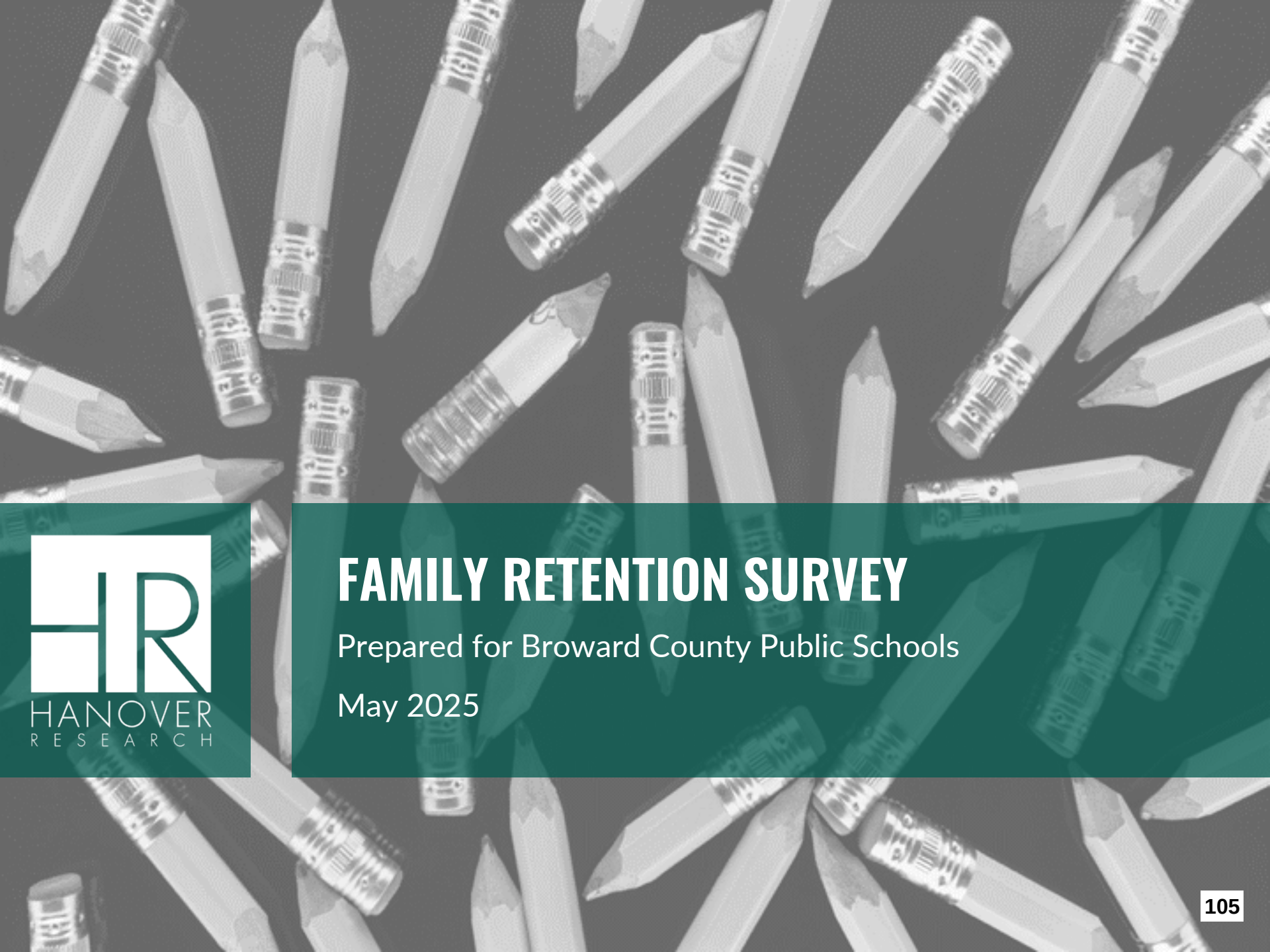
Dr. Howard Hepburn
Superintendent of Schools

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FAMILY RETENTION SURVEY

Prepared for Broward County Public Schools

May 2025

HANOVER RESEARCH

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40 / Respondent Characteristics

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INTRODUCTION

INTRODUCTION
OVERVIEW

In this report, Hanover Research presents the results of the Family Retention survey conducted on behalf of Broward County Public Schools.

RESEARCH QUESTIONS

- Why do families choose non-traditional schooling options over BCPS schools, and why do families choose to stay in BCPS schools?
  - What are the factors that influence these decisions?
- What changes could be made to make enrollment in BCPS schools more attractive?
- Are there differences in trends across schools or levels?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in February, March, and April of 2025 using the Qualtrics platform.
- The analysis includes a total of 8,983 respondents following data cleaning.
- Results are further segmented within this analysis by enrollment (current, partial, or former). Additional segmented results can be found in the accompanying data supplement.

RESPONDENT QUALIFICATIONS

- Must be affiliated with BCPS in one of the following ways:
  - Parent of a current BCPS student (*current* enrollment),
  - Parent of a prior BCPS student who is no longer enrolled at BCPS but attends school elsewhere or in another format (*former* enrollment),
  - Parent of at least one current BCPS student *and* at least one school-aged student who is *not* enrolled at BCPS (*partial* enrollment).

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- Statistically significant differences between groups (at the 95% confidence level) are noted with either an asterisk (when there are two groups) or letters (when there are three or more groups).
- After data collection, Hanover identified and removed low-quality respondents.
- "*Don't Know or Not Applicable*" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who expressed an opinion.
- Question text and answer options marked with † are truncated for clarity and brevity. For item text, please consult the accompanying data supplement.
- Some data points mentioned in the analysis may not be included as part of the slide visuals to support legibility.

RECOMMENDATIONS

RECOMMENDATIONS

Based on the analysis of this survey, Hanover recommends that Broward County Public Schools:

- **Track climate and culture outcomes in order to monitor improvement**. There are several areas related to climate and culture where current, former, and partially enrolled respondents have significantly different perceptions. For example, while 75% and 71% of current and former respondents, respectively, report that the district provides a safe learning environment for students, 65% of partial respondents indicate the same. When asked if the district inspires students to enjoy learning, 66% of currently enrolled responded indicated the district is "Good" or "Excellent" compared to 56% and 57% of partially enrolled and formally enrolled respondents, respectively.

- **Consider offering more college and career readiness support.** Preparing students for college or for a career were two areas that received some of the lowest "good" or "excellent" ratings from families. Additionally, families indicate that college and career readiness is one of the top three areas in which BCPS needs improvement. Furthermore, a quarter of respondents say BCPS should offer more real-world learning experiences (through internships and/or partnerships), and a similar proportion say the district should strengthen college and career readiness programs. Less than 10% of currently enrolled families say they are enrolled because of BCPS' emphasis on college and career readiness, and many formerly or partially enrolled families say an increased emphasis on these areas would have incentivized them to keep their student enrolled. As such, BCPS can work to heighten its focus on helping students prepare for life after high school and educate families about the opportunities available throughout the district.

- **Concentrate on supporting teachers in order to bolster the quality of education.** More than half of parents whose children attend school outside of BCPS cited "better quality of instruction" as a primary contributing factor for selecting their new school, and more than a quarter of departing families say dissatisfaction with the quality of education was a primary reason for unenrolling their student. Additionally, approximately a quarter of respondents say BCPS needs the most improvement regarding teacher quality, and a similar proportion say BCPS should enhance teacher training and professional development in order to improve student achievement. In fact, increased teacher training is one of the top of factors that would have incentivized departing families to keep their student enrolled at BCPS. As such, BCPS can aim to offer additional high-quality and effective professional development to help teachers be best prepared to meet their students' needs.

- **Address school safety and work to reduce instances of bullying and harassment.** School safety and discipline were among the top five areas in which respondents say BCPS needs the most improvement, and about a quarter of departing families say concerns about school safety were among their top two reasons from unenrolling their student from BCPS. As such, BCPS should aim to implement a strong anti-bullying campaign and ensure students, families, and staff have the resources they need to both prevent and respond to instances of bullying and harassment. Additionally, BCPS should consider increasing support for students who need mental health and well-being resources or who may need additional social or behavioral support, as only about half of respondents say the district is currently doing a good or excellent job meeting the needs of these students.

KEY FINDINGS

KEY FINDINGS

Family Decision-making Regarding School Choice

Approximately half of respondents who say their child is enrolled in a non-traditional schooling option indicate that a higher *quality of instruction* was a primary contributing factor for selecting their alternate school type (53%; slide 13). Further, about a third cite *smaller class sizes* (34%) or the *availability of more programs* (33%) as a top factor in their decision to enroll in their chosen school type.

- While a top factor driving enrollment across alternate school types is a higher *quality of instruction*, the first- or second-most frequently chosen factor varies slightly between school types. For instance, the most frequently cited contributing factor for respondents who enrolled at a charter school is *smaller class sizes* (45%); for parents who selected a public school in another district, on the other hand, the *availability of more programs* is the second most frequently selected option after *higher quality of instruction* (50% and 44%).

The two most frequently cited reasons for respondents' continued enrollment in BCPS are *convenience* (38%) and *convenient location and transportation services* (34%; slide 22). These are the most commonly selected items for currently enrolled parents across most school levels, though approximately a third of parents with a child enrolled in high school say the *availability of advanced academic programs* (such as AP or IB) is an important factor in their continued enrollment (31%). Further, 43% of respondents whose children attend special centers say a top factor in their continued enrollment is *excellent special education services*, while about a quarter of those enrolled in technical college cite a strong emphasis on *college and career readiness* (24%) and *access to technology and digital learning resources* (24%) as top factors.

- About three-quarters of currently enrolled families say they are somewhat or extremely likely to keep their student enrolled in BCPS throughout the next year (73%; slide 21).

About a quarter of respondents include *dissatisfaction with the quality of education* (26%) and *concerns about school safety* (24%) among their top two reasons for unenrolling their student from BCPS (slide 23). About a third of respondents indicate that they had at least one other reason for unenrolling that was not listed on the survey (35%); open-ended comments from respondents who selected this option are available in the accompanying data supplement.

- 20% of formerly or partially enrolled respondents indicate that enhanced teacher quality through better professional development would have incentivized them to stay at BCPS (slide 24). A similar proportion say better support for students with special needs (18%), more effective handling of bullying and harassment (18%), or enhanced safety and security measures on campus (18%) would have encouraged them to stay.

KEY FINDINGS

Performance Evaluations

A majority of respondents indicate that BCPS is performing well across various aspects associated with student learning (slide 16). For example, about three-quarters of respondents rate BCPS' *effective use of technology in the classroom* as good or excellent (74%). A similar proportion also say BCPS is performing well in terms of *ensuring all students have equal access to programs and activities* (71%), and approximately two-thirds say BCPS' performance regarding *setting high expectations for all students* (69%), *providing high-quality instruction* (68%), and *challenging students appropriately* (66%) is good or excellent.

- The two areas that receive the lowest proportion of positive ratings are *preparing students for a career* (59% rate this area as good or excellent) and *teaching students self-management* (57%).
- There are some notable differences between enrollment groups' perceptions of BCPS' support of student learning and outcomes (slide 29), though it is important to note that the number of formerly enrolled respondents who participated in the survey is much lower compared to current or partially enrolled respondents. For instance, approximately two-thirds of currently enrolled respondents say BCPS' performance regarding *challenging students appropriately* is good or excellent (67%), while only slightly more than half of partially or formerly enrolled respondents say the same (both 56%). Similarly, while two-thirds of currently enrolled respondents say BCPS is performing well in terms of *teaching students problem-solving skills* (64%), only about half of partially enrolled (55%) and less than half of formerly enrolled (44%) respondents say the same.

Two-thirds of respondents give BCPS a rating of good or excellent for its ability to meet *English learners'* needs (69%; slide 17). A similar proportion say BCPS is performing well in terms of meeting the needs of *students who receive special education services* (63%).

- Conversely, only about half of respondents indicate that BCPS is performing well in terms of meeting the needs of *students who need mental health and well-being resources* (54%), *social support* (53%), or *behavioral support* (50%).

As with evaluations of schools' support of student learning, most respondents indicate that BCPS is performing well across various aspects of school climate and culture (slide 18). For instance, three-quarters of respondents provide a positive rating for BCPS' ability to *provide a safe learning space for students* (75%), *provide enough technology resources* (74%), and *make all students feel welcome* (74%).

- When comparing the number of formerly enrolled respondents to current or partially enrolled respondents, there are a number of notable differences in perceptions of BCPS' support for schools' climate and culture (slide 31). For example, while two-thirds of currently enrolled respondents say BCPS' ability to inspire students to enjoy learning is good or excellent (66%), only slightly more than half of partially or formerly enrolled respondents say the same (56% and 57%). Additionally, fewer partially or formerly enrolled respondents than currently enrolled respondents say BCPS' performance regarding providing enough material resources is good or excellent (61% and 57% vs. 70%).

KEY FINDINGS

Areas for Growth

Overall, the top two areas in which respondents feel BCPS needs the most improvement are *teacher quality* (21%) and *nutrition and school meal programs* (20%; slide 19). Prioritization across other surveyed areas is relatively evenly distributed, though there are some significant differences in partially and formerly enrolled respondents' perceptions across destination school types.

- For instance, about a third of respondents who indicate that their child exited BCPS in order to attend a virtual school say BCPS could improve its *school safety and discipline* (36%) and *student mental health services* (30%).
- On the other hand, and in addition to improving *teacher quality* (42%), respondents who left for homeschool indicate BCPS needs the most improvement in *special education services* (37%) and the *implementation of innovative teaching methods* (32%).
- About a quarter of respondents whose children exited to private school indicate BCPS could improve regarding *school leadership and administration* (23%) as well as *facilities and resources* (23%).
- Many respondents whose children exited BCPS to attend a charter school say BCPS can improve its *teacher quality* (28%). The next most frequently chosen area for improvement among these respondents is *physical education and sports programs* (22%).
- Most respondents indicate their child left BCPS for a public school in another district; prioritization of areas for improvement is more evenly distributed among these respondents, but 18% indicate BCPS needs improvement regarding its *STEM programs*.

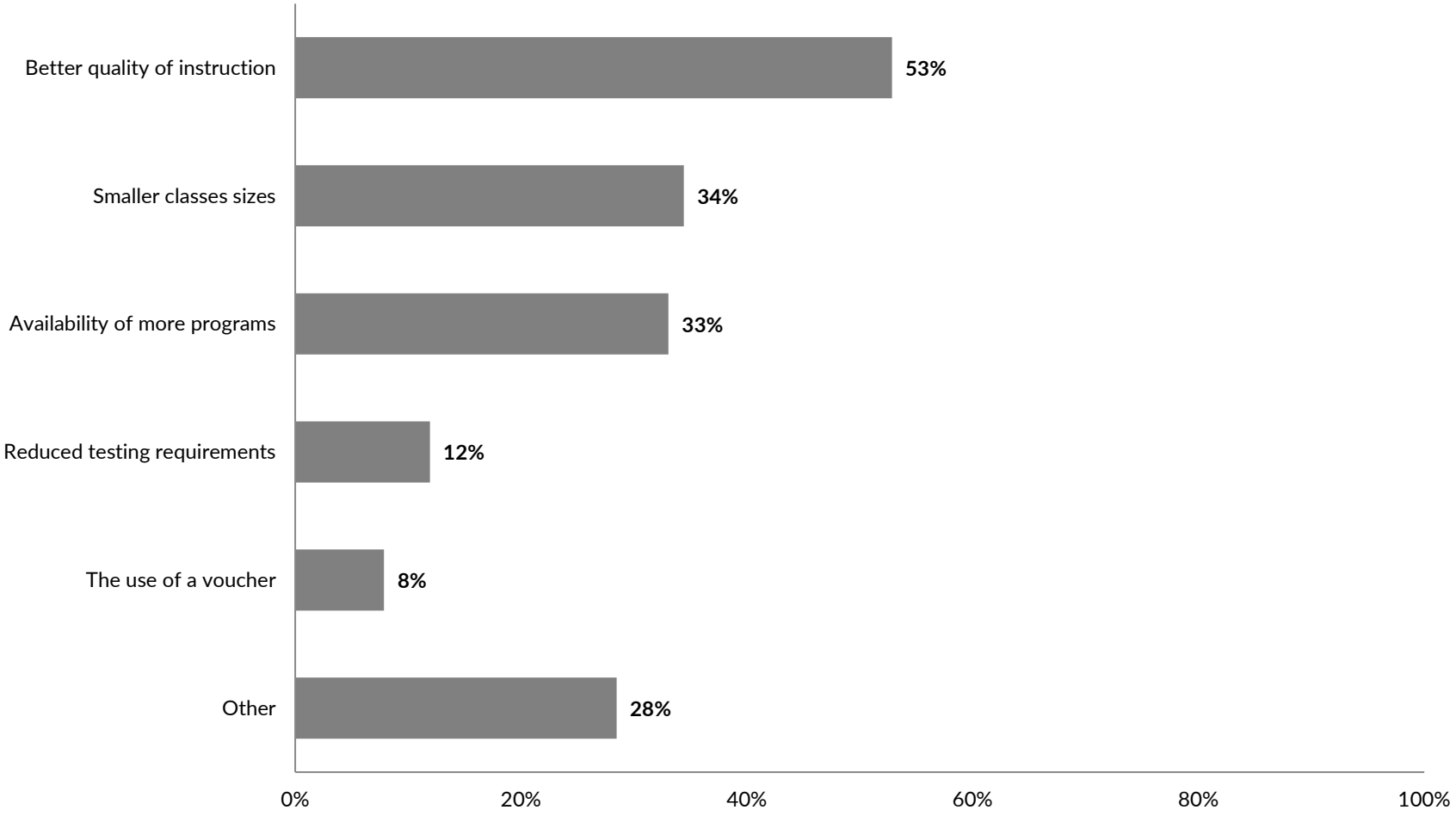
When asked what specific steps BCPS should take to improve student achievement, 35%of respondents say BCPS should *implement smaller class sizes for more personalized attention* (slide 20). A quarter of respondents would like BCPS to *offer more real-world learning experiences via internships and partnerships* (25%) or *increase access to tutoring and after-school programs* (25%). Very few respondents say BCPS should *implement more rigorous and frequent assessments to track progress* (4%).

Nearly a quarter of currently enrolled respondents say BCPS is doing a poor or very poor job of meeting the needs of students who need behavioral support (23%). A similar proportion indicate BCPS is not doing well in meeting the needs of *students who need mental health and well-being resources* (21%) or *students who need social support* (20%).

RESULTS

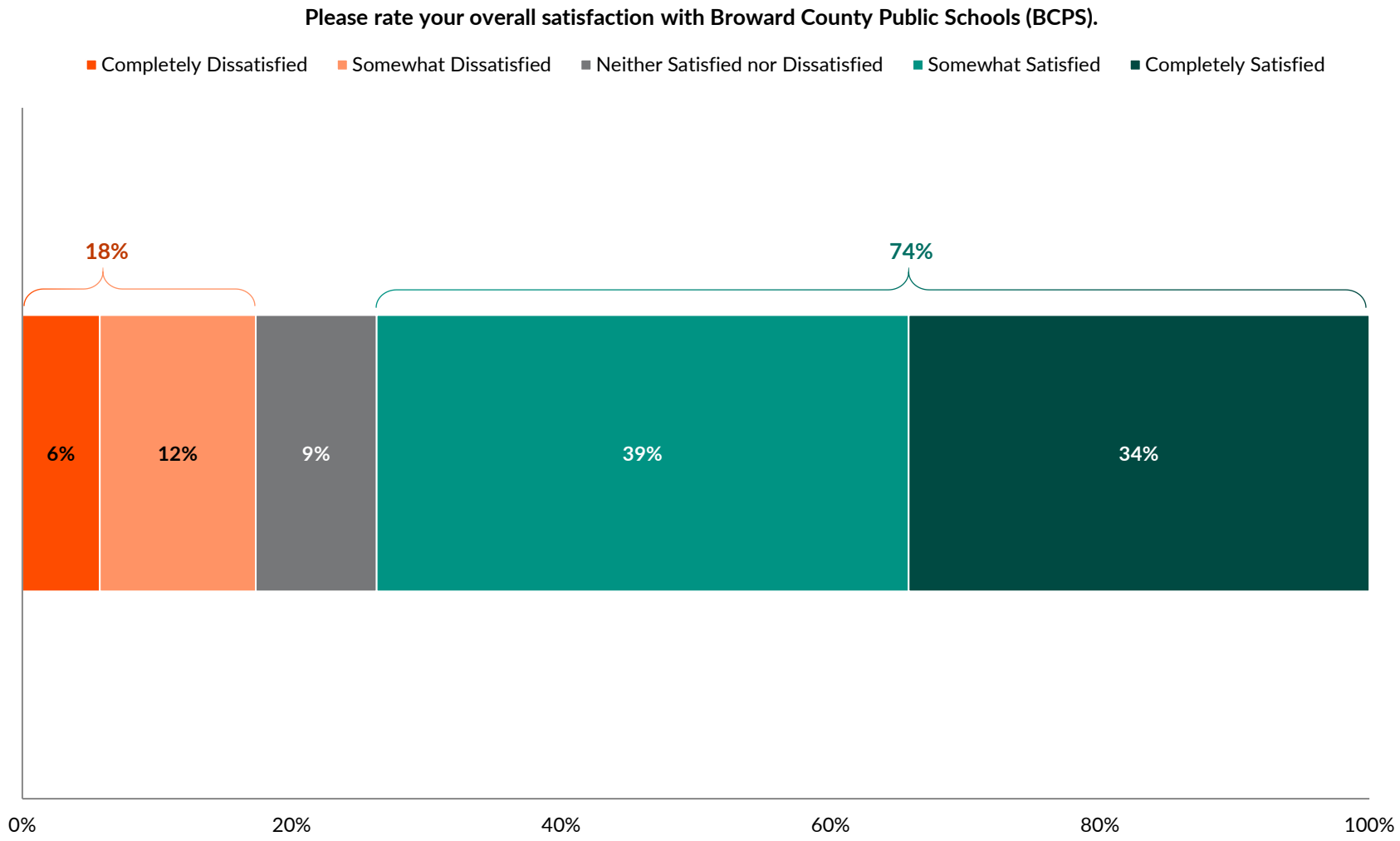
Reasons for School Choice

What were the primary contributing factors for selecting a [school type] for your student? (n=369)

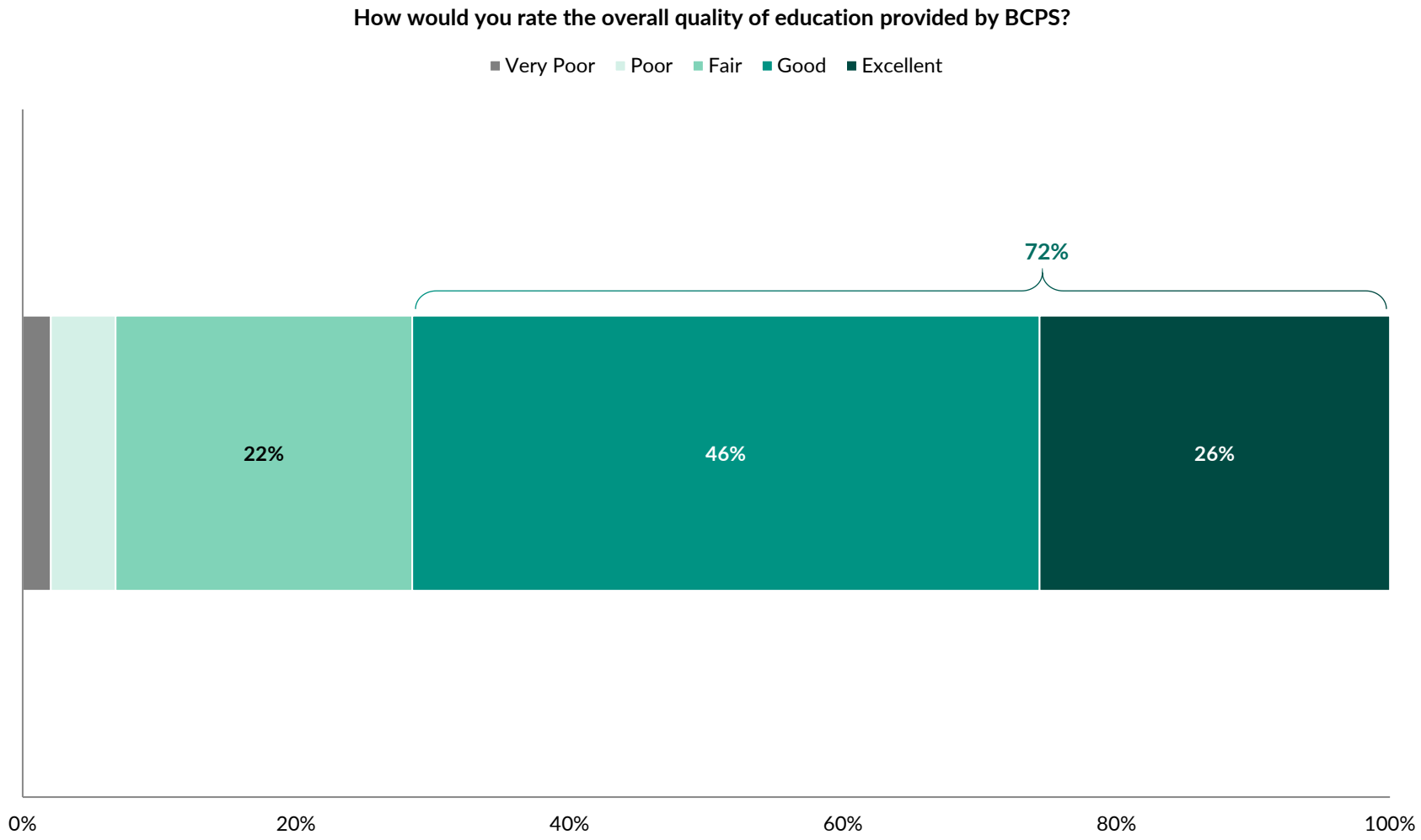


Note: only former parents or parents who are not fully enrolled answered this question. Respondents could select all that apply; percentages may sum to greater than 100%.

Overall Satisfaction with BCPS



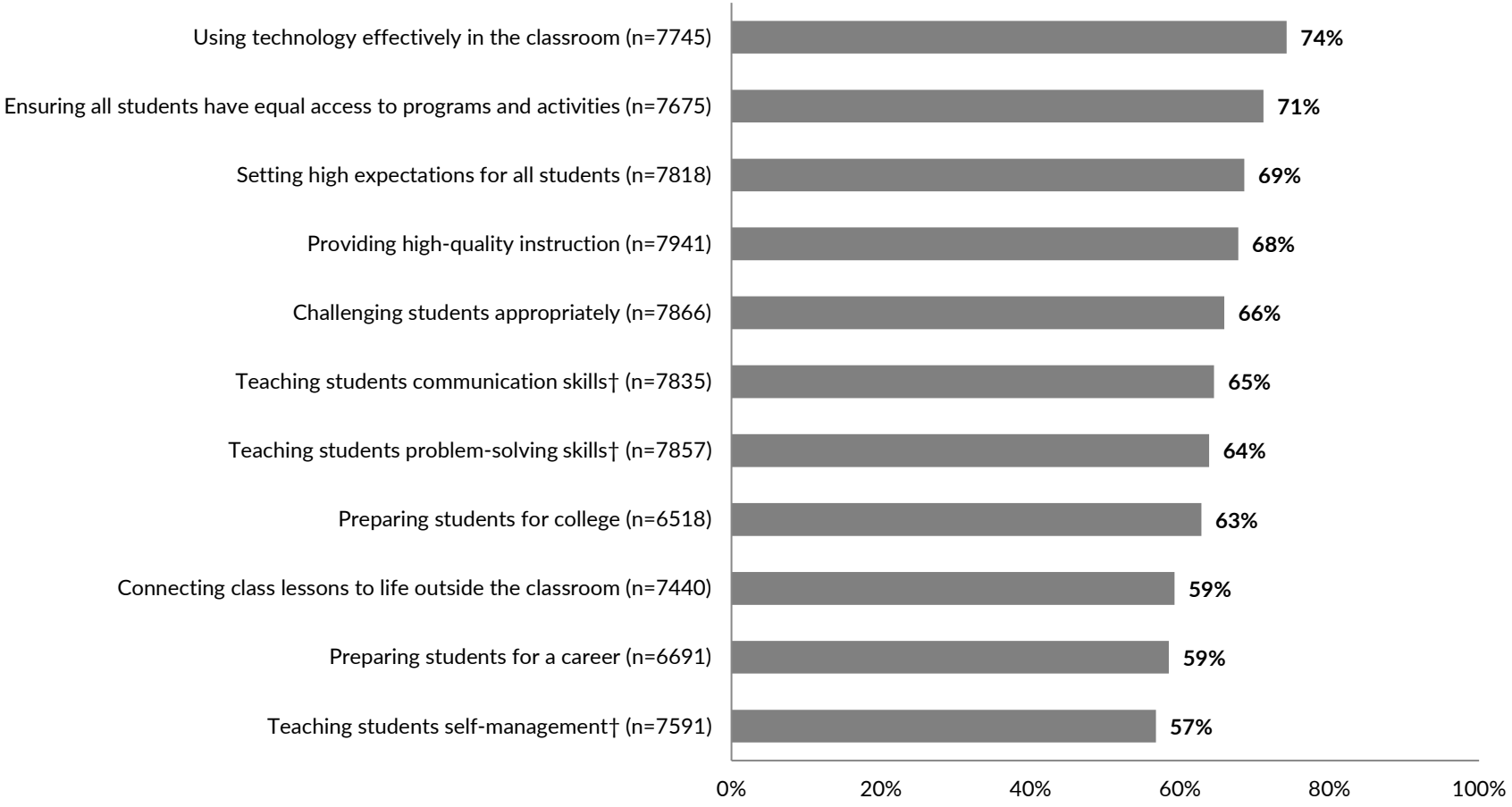
Overall Rating of BCPS



School-level Evaluation: Student Learning & Outcomes

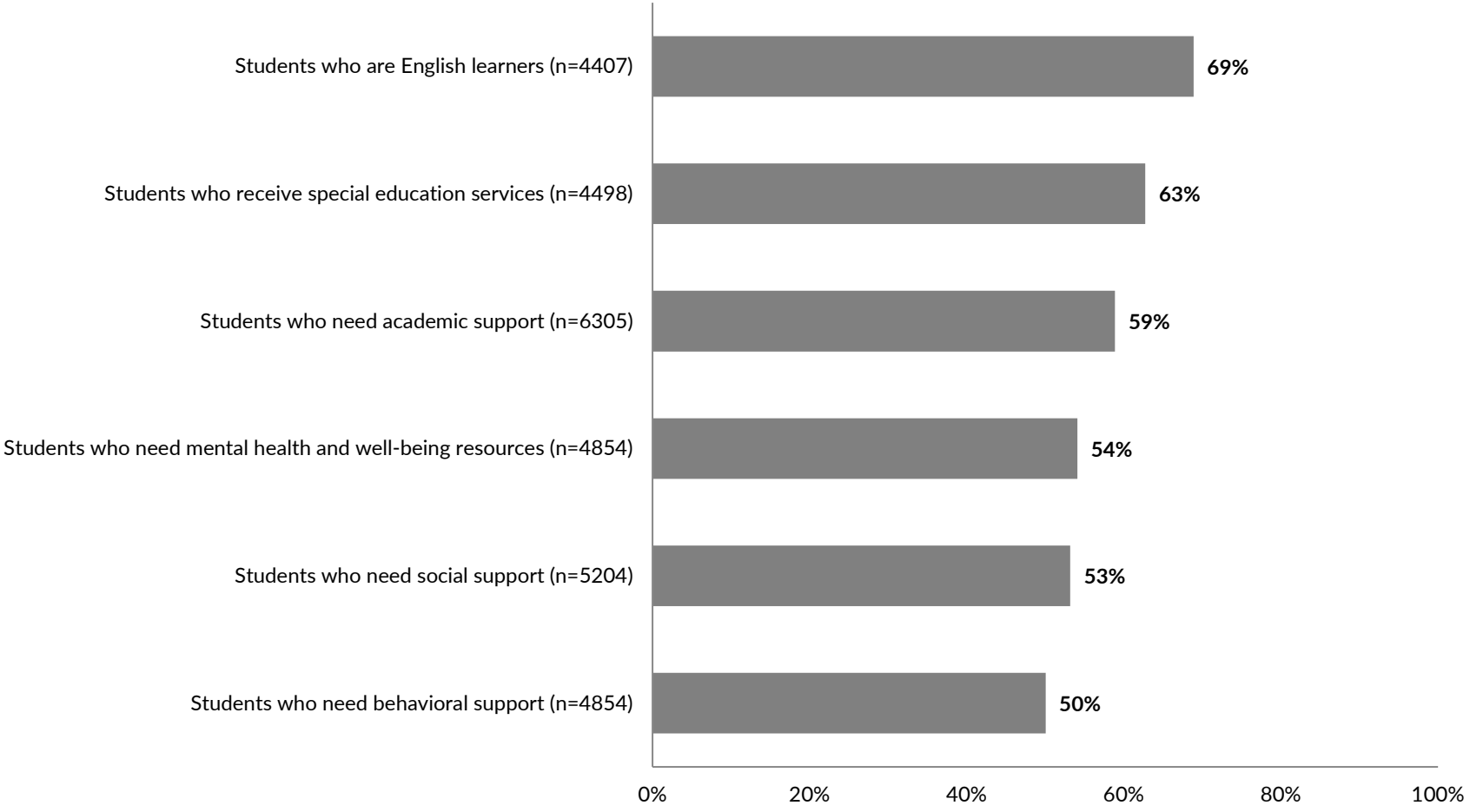
How would you rate the performance of BCPS in each of the following areas related to student learning and outcomes?

% Good + % Excellent



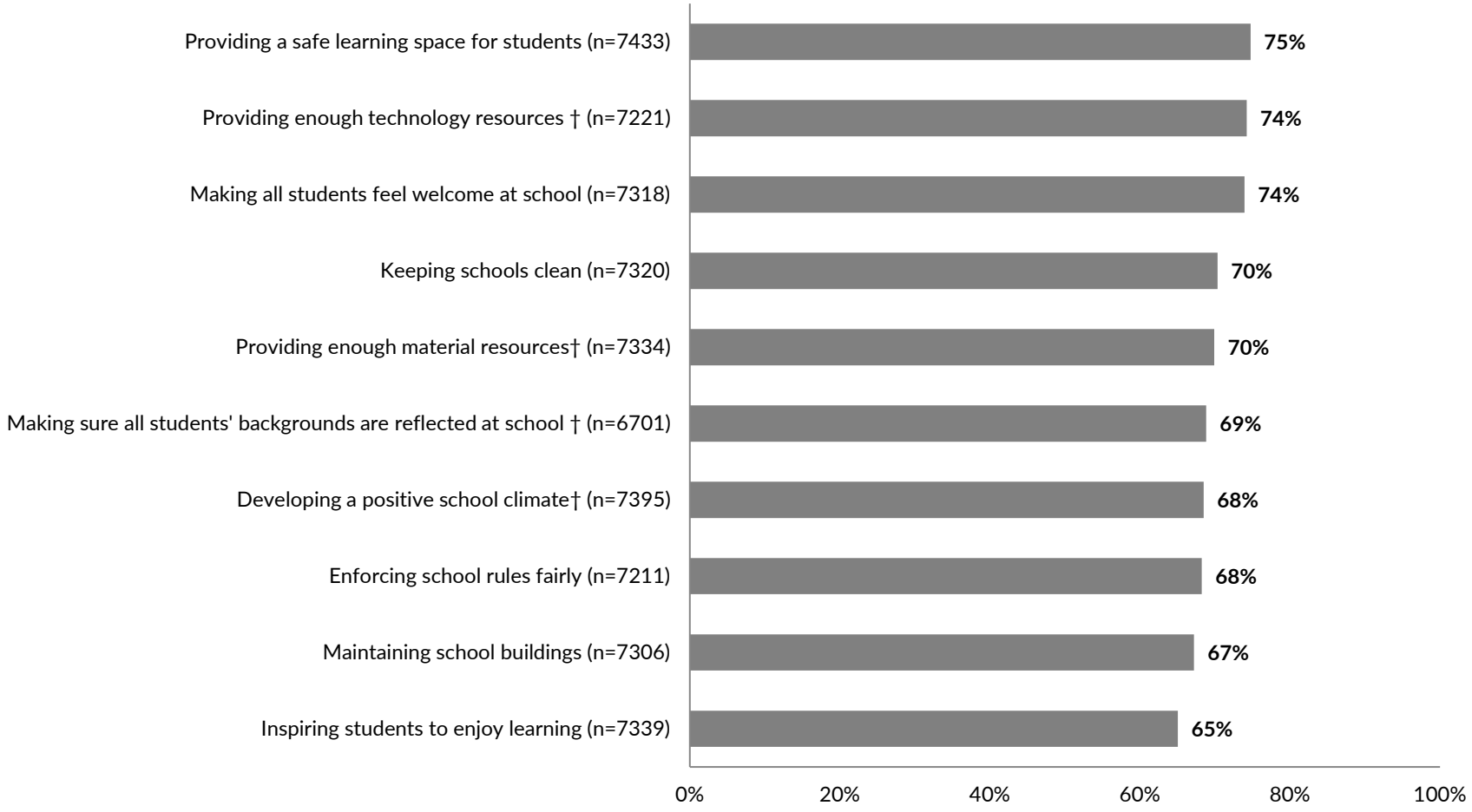
School-level Evaluation: Student Needs

How would you rate the ability of BCPS to meet the needs of the following students?
% Good + % Excellent



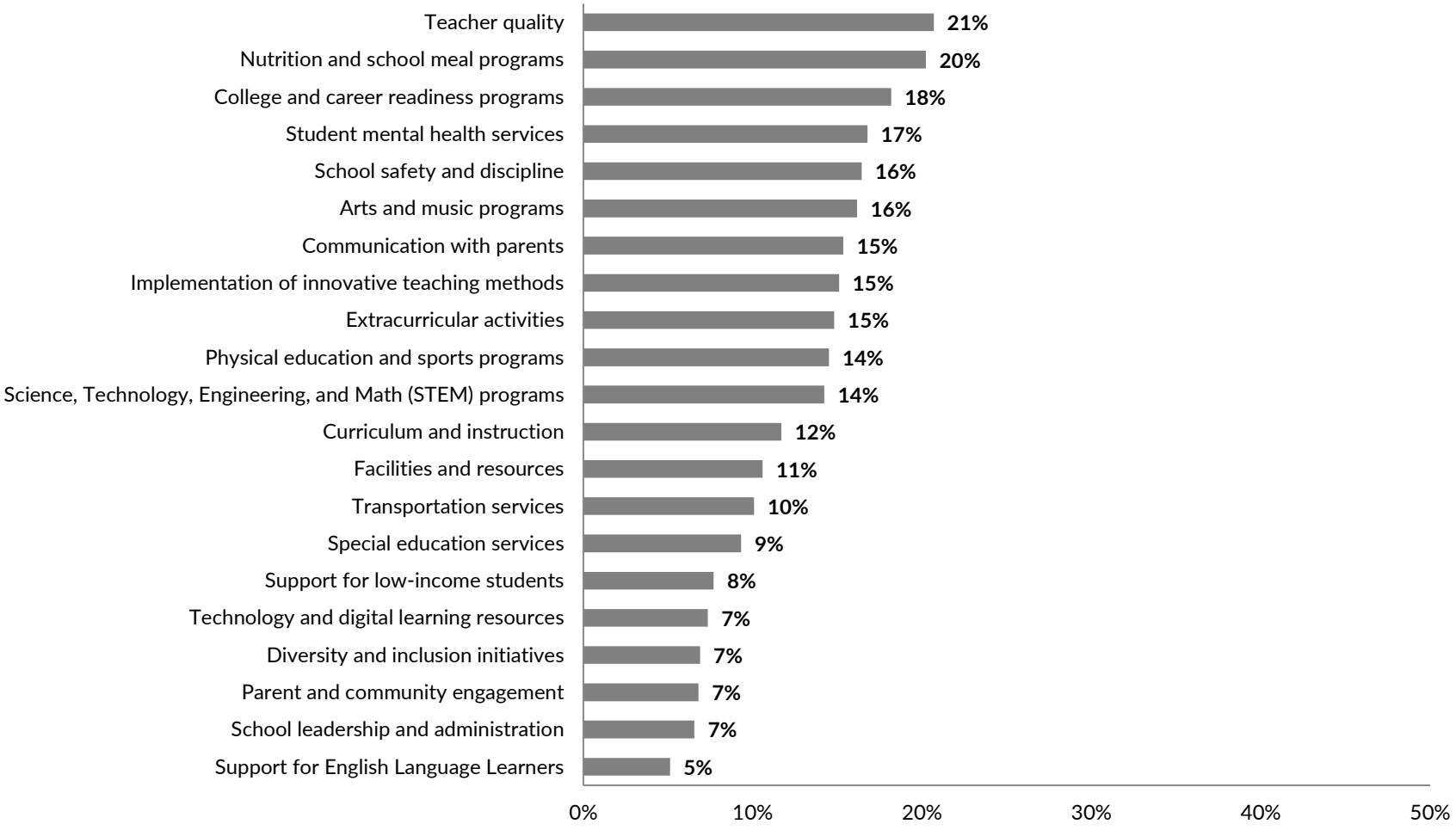
School-level Evaluation: Climate & Culture

How would you rate the performance of BCPS in each of the following areas related to school climate and culture?
% Good + % Excellent



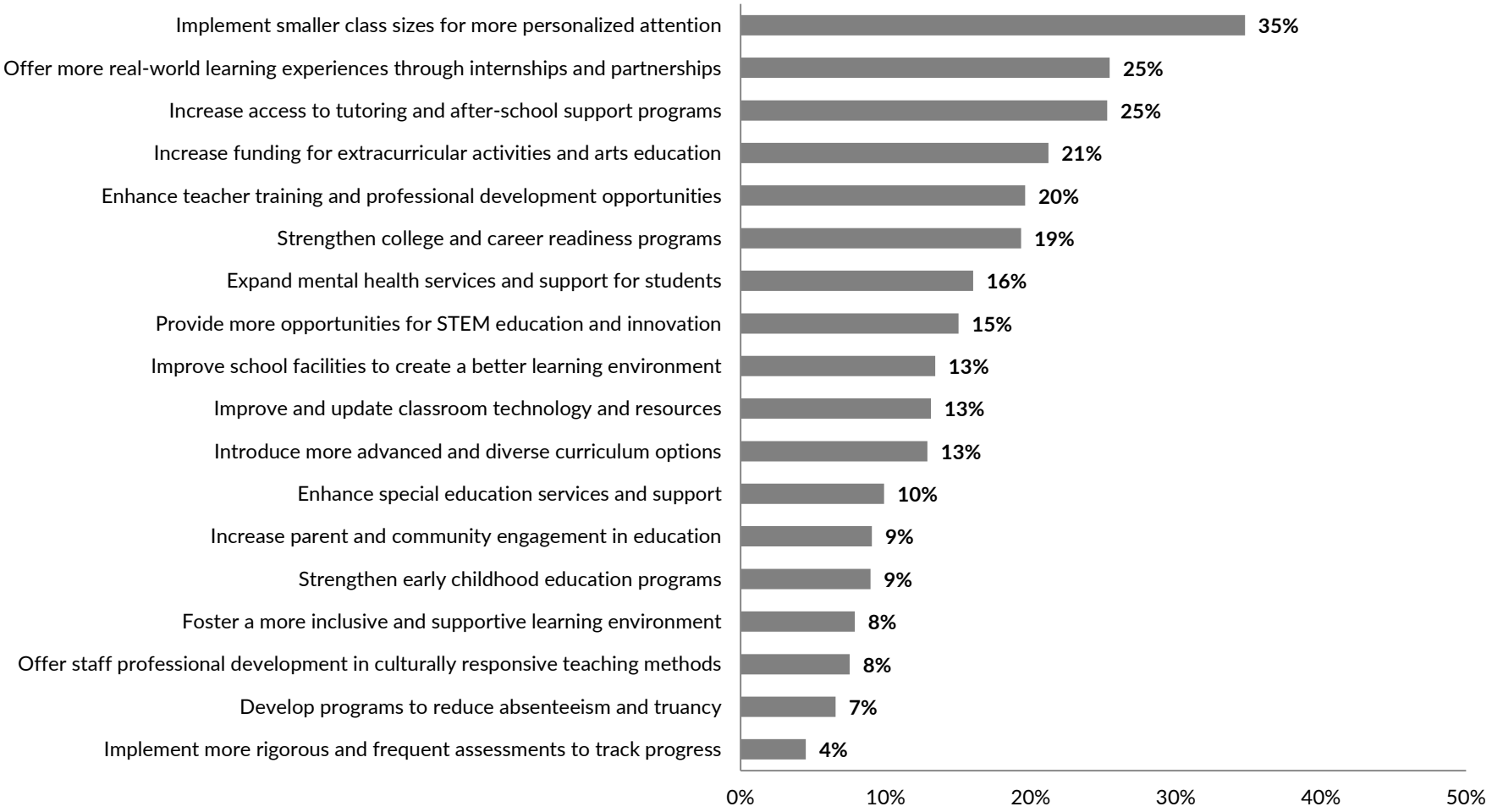
Areas for Growth

In which areas do you believe BCPS needs the most improvement? Please select up to three options. (n=7352)



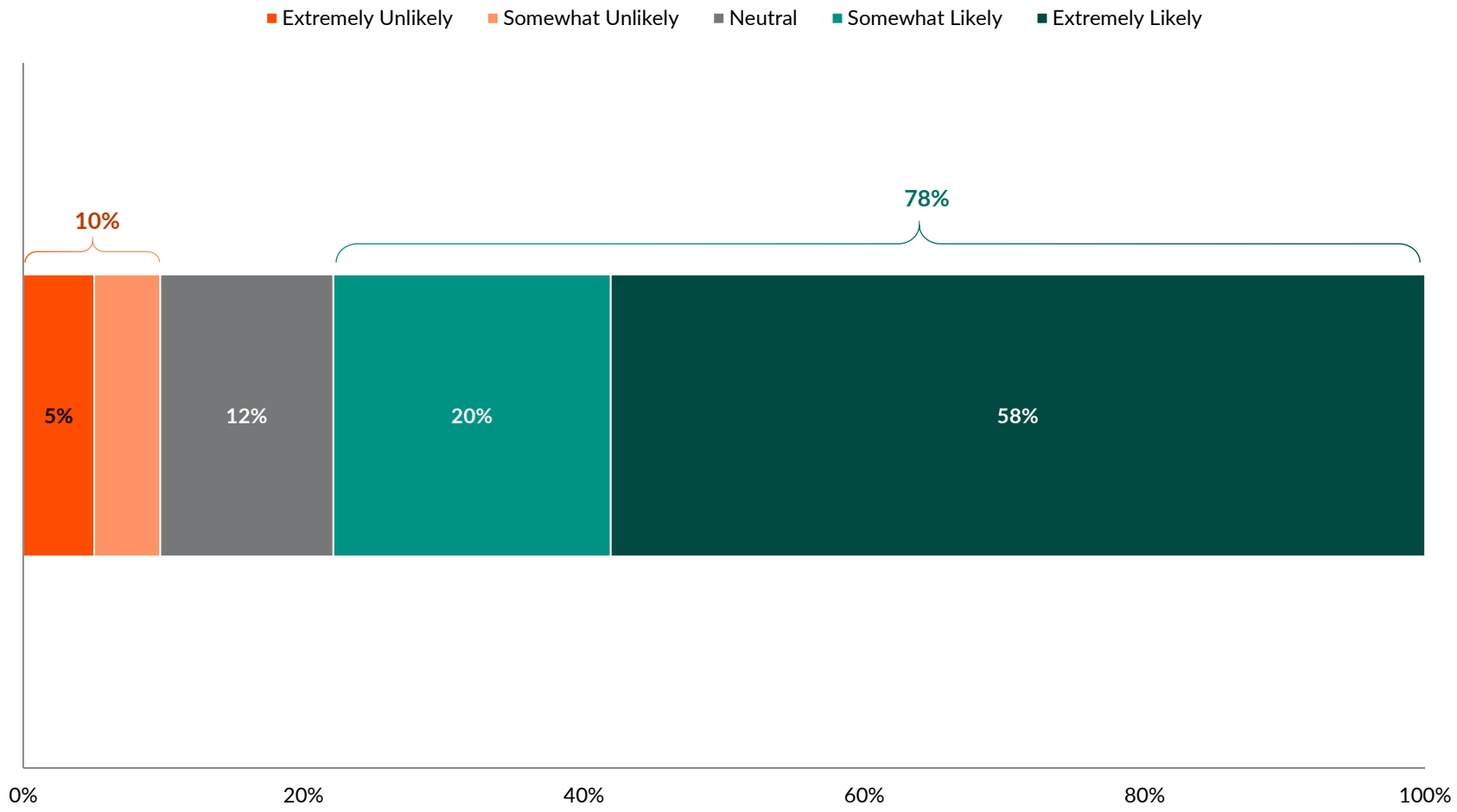
Areas for Growth

What specific steps should BCPS take to improve student achievement? Please select up to three options. (n=7142)



Likelihood to Remain Enrolled

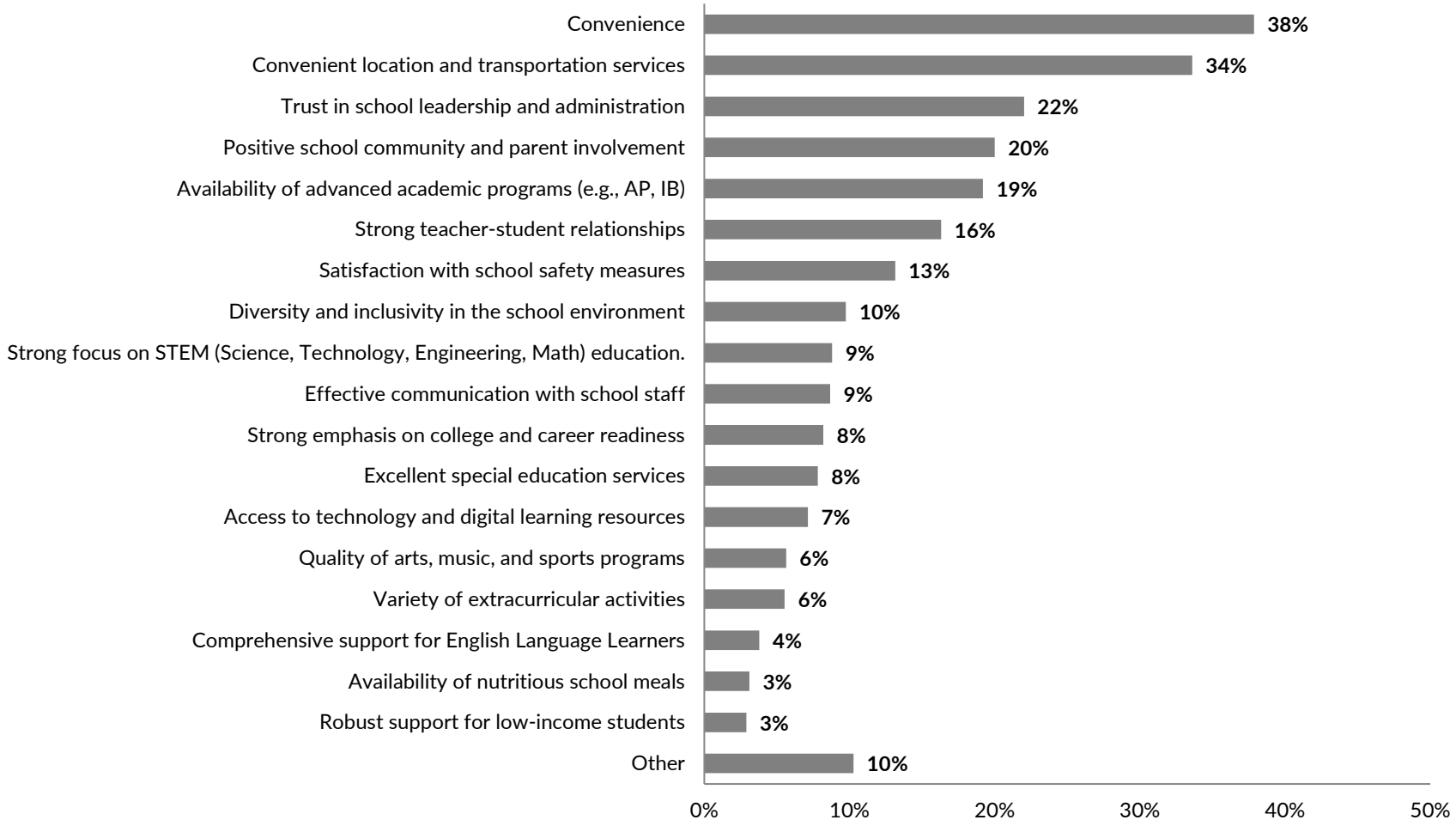
Please indicate how likely or unlikely you are to keep your student enrolled in BCPS throughout the next year.



Note: only current parents answered this question.

Reasons for Staying

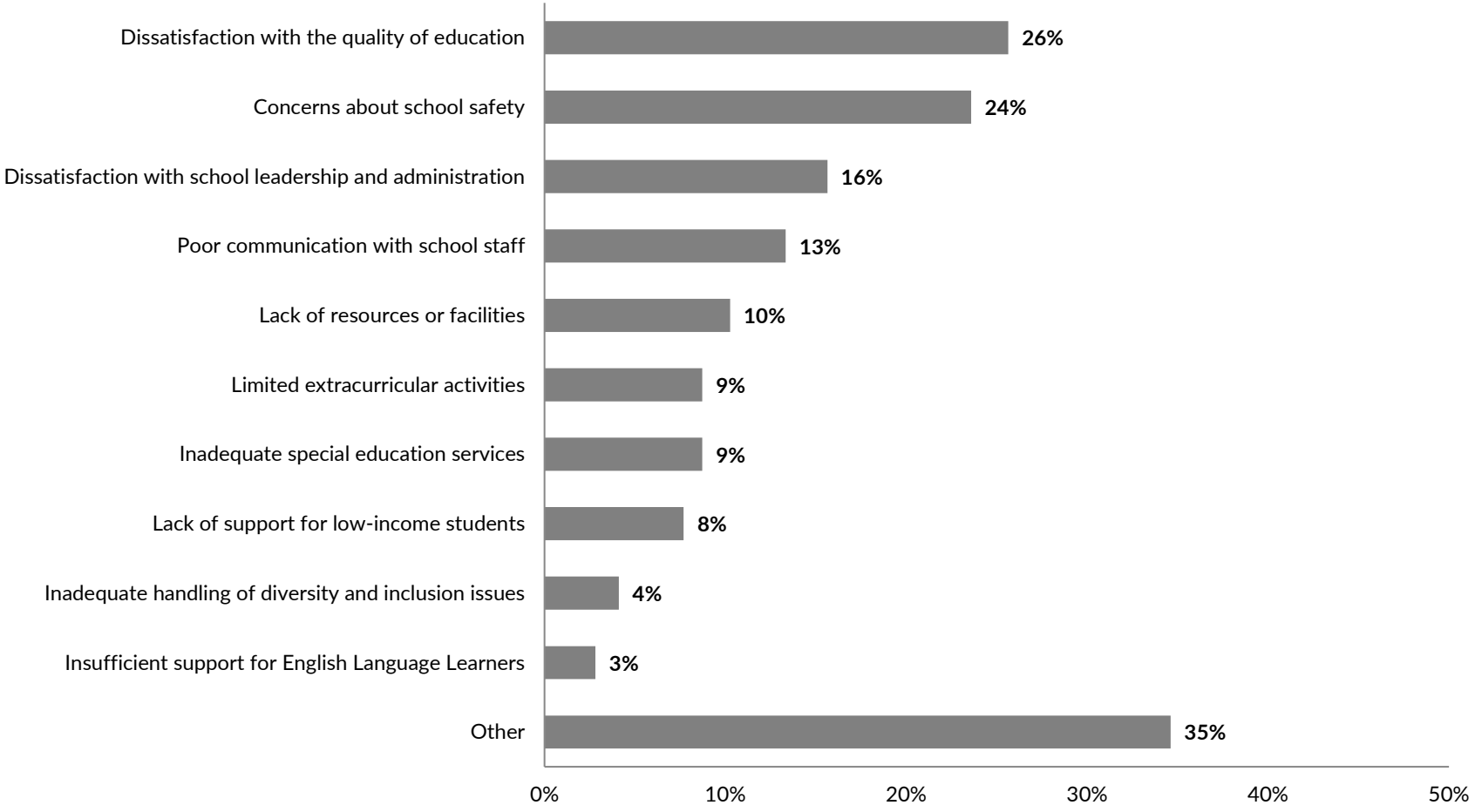
What are the primary reasons for your student's enrollment in BCPS? Please select up to three options. (n=6525)



Note: only current parents answered this question.

Reasons for Unenrollment

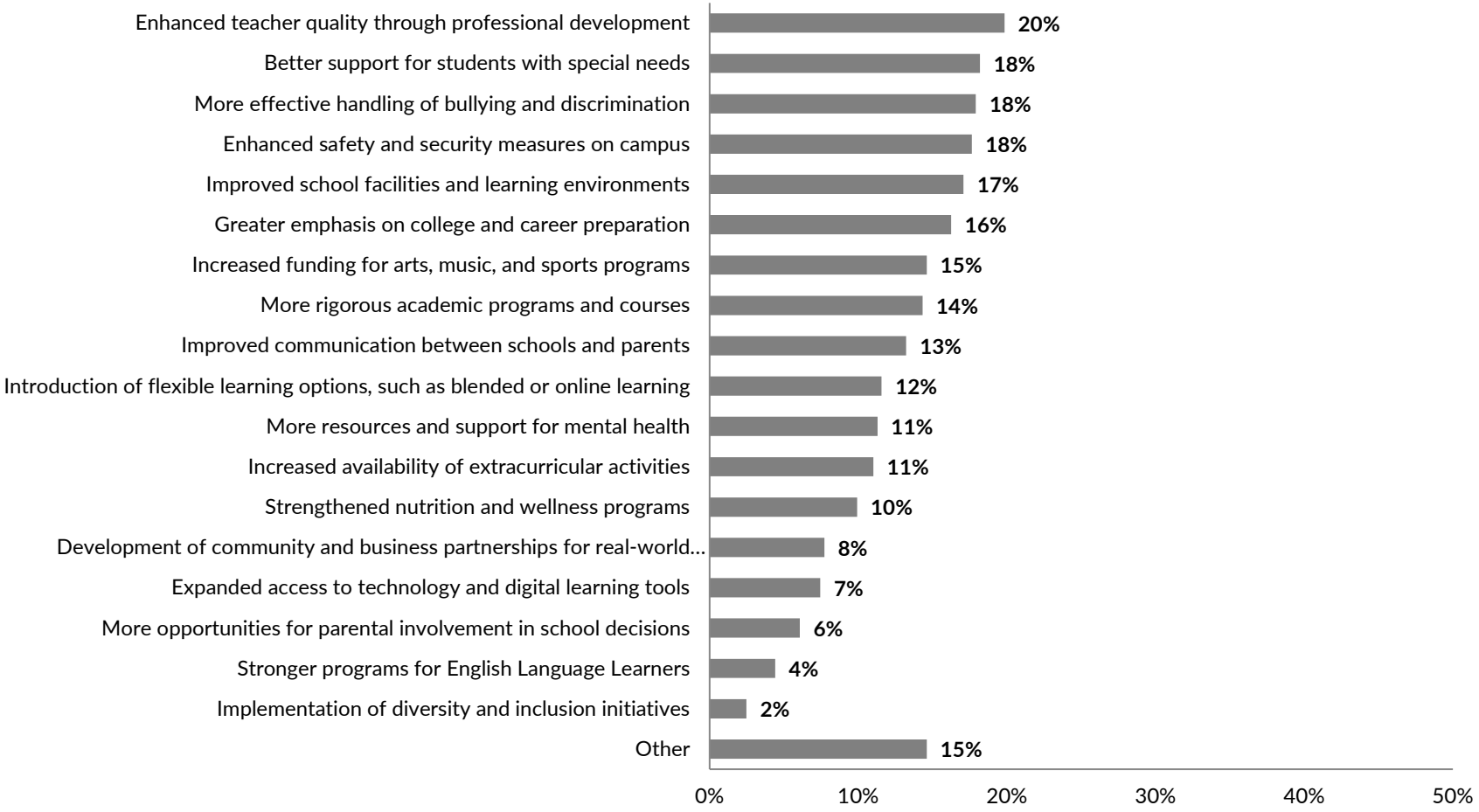
What were the primary reasons for you to unenroll your student from BCPS? Please select up to two options. (n=390)



Note: only former parents or parents who are not fully enrolled answered this question.

Factors Affecting Retrospective Enrollment

What would have incentivized you to keep your student enrolled in BCPS? Please select up to three options. (n=363)

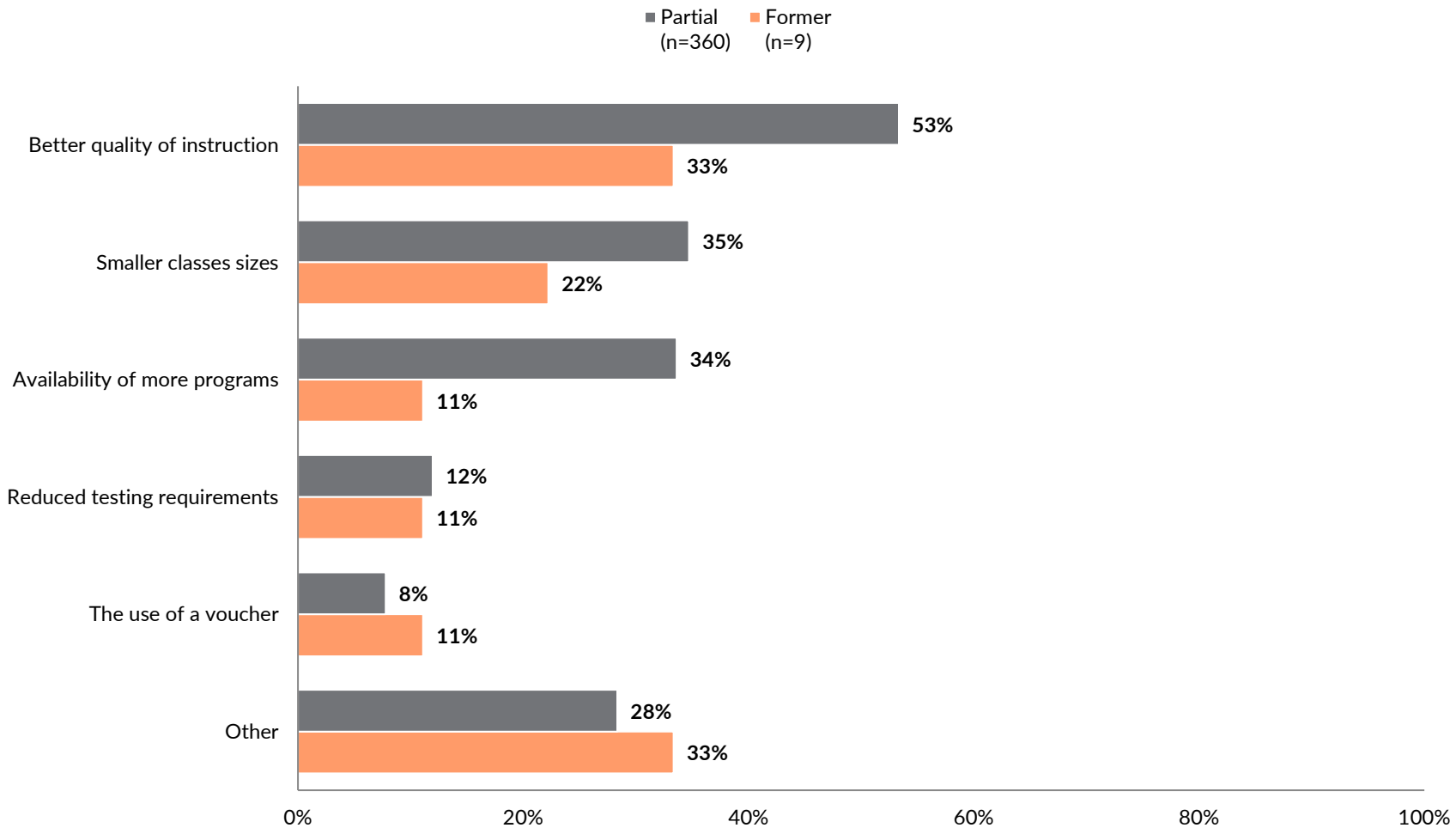


Note: only former parents or parents who are not fully enrolled answered this question.

SEGMENTED RESULTS

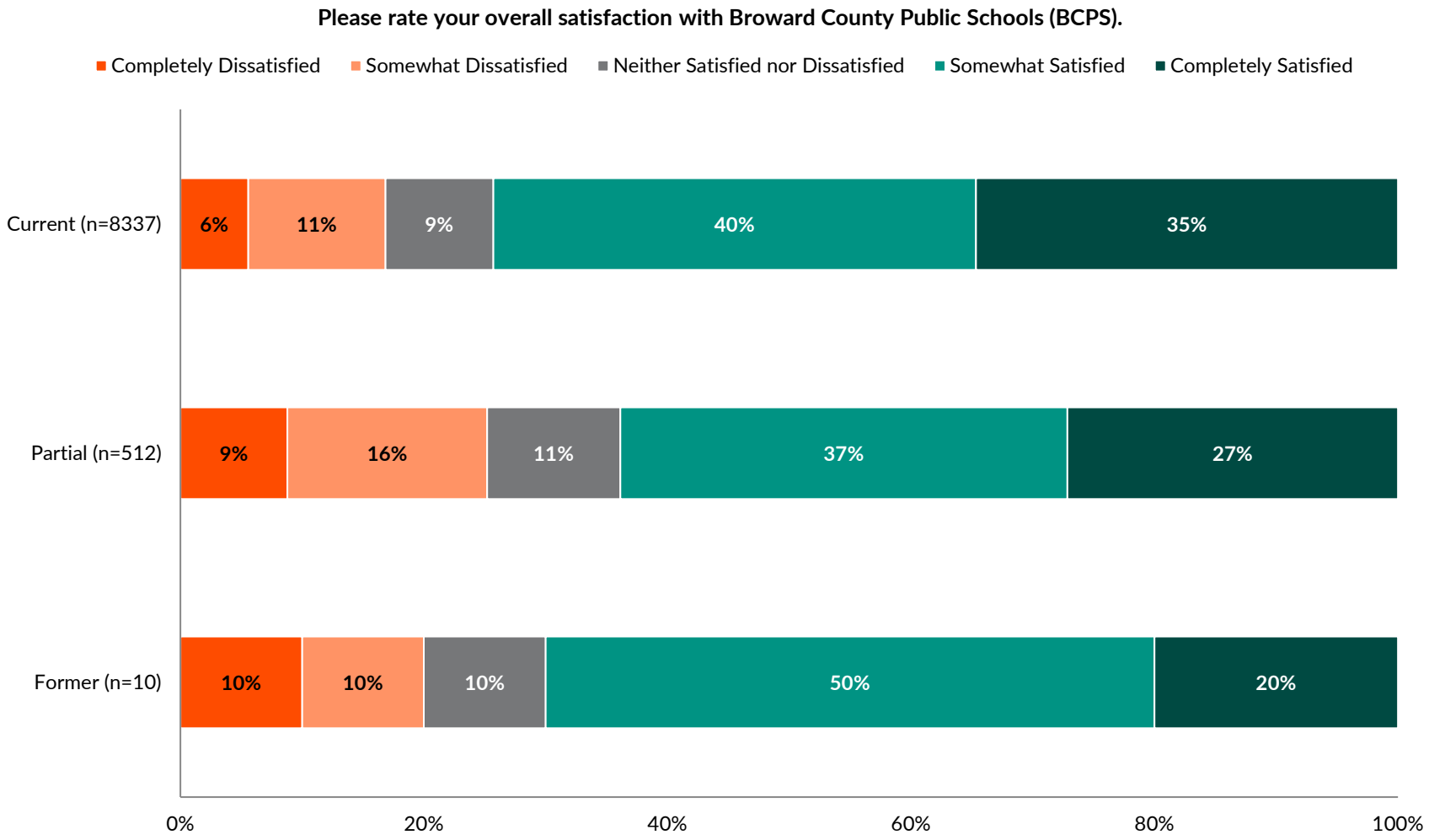
Reasons for School Choice

What were the primary contributing factors for selecting a [school type] for your student?

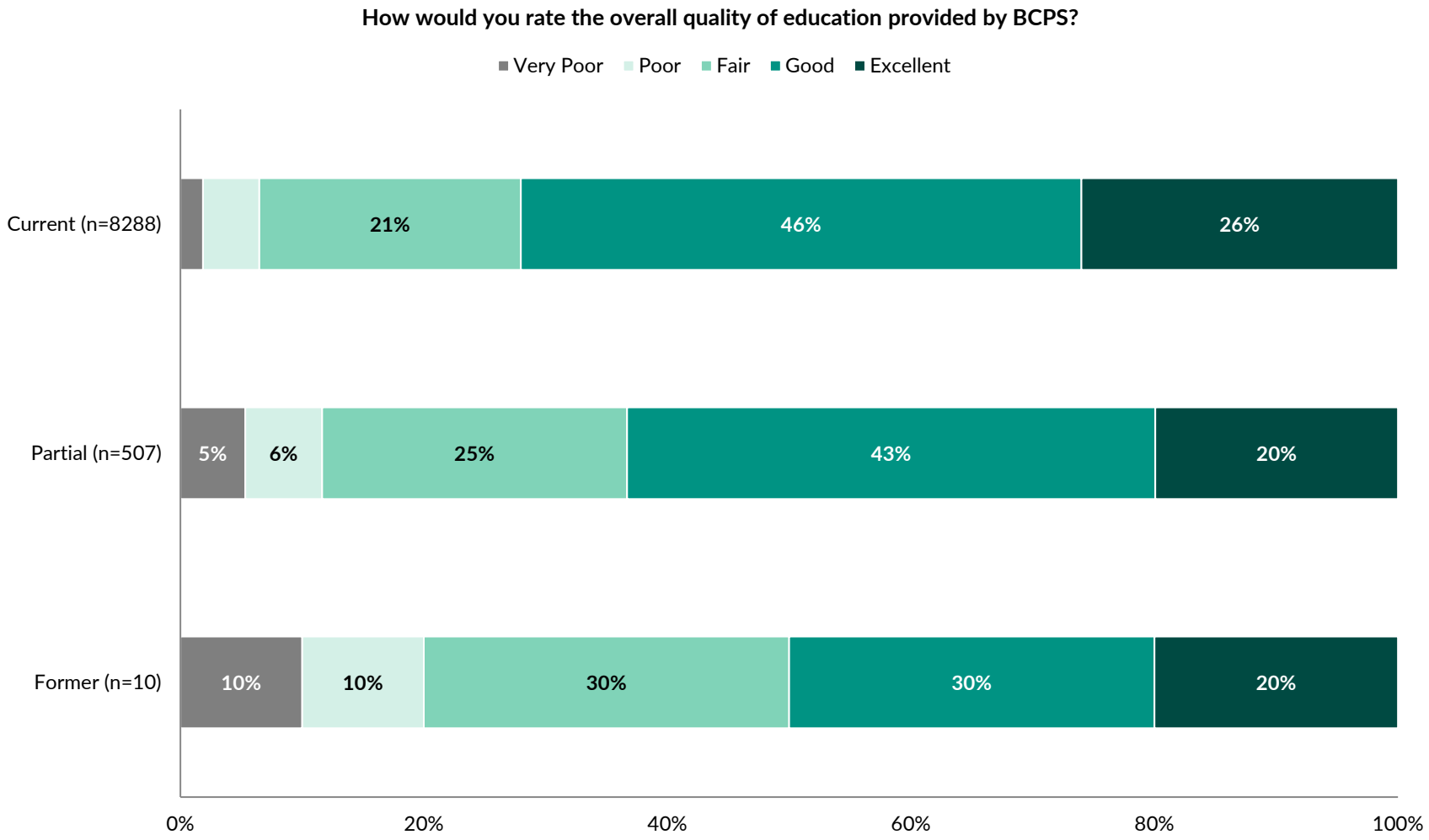


Note: only former parents or parents who are not fully enrolled answered this question.
* indicates a statistically significant difference between groups at the 95% confidence level.

Overall Satisfaction with BCPS



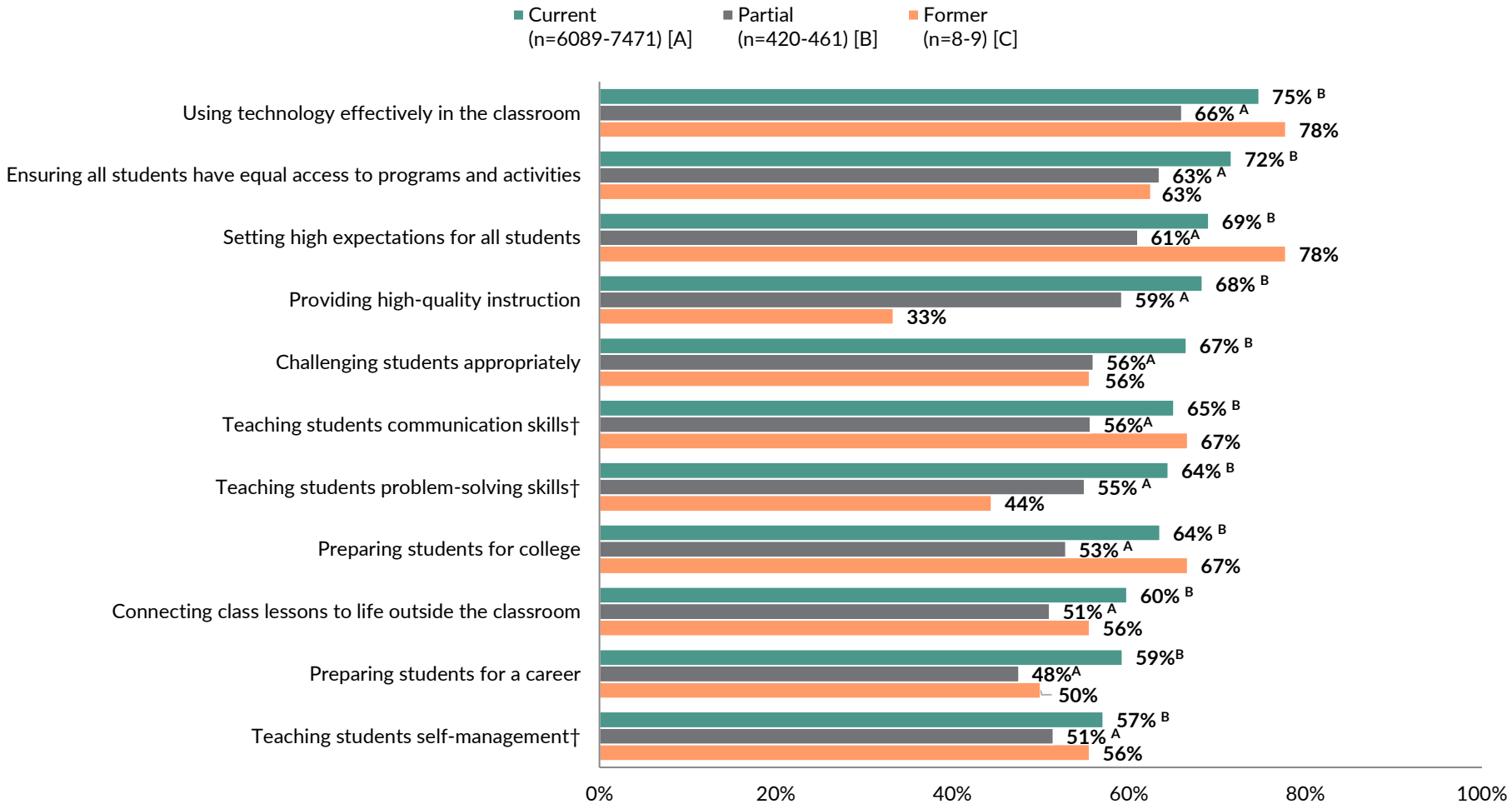
Overall Rating of BCPS



School-level Evaluation: Student Learning & Outcomes

How would you rate the performance of BCPS in each of the following areas related to student learning and outcomes?

% Good + % Excellent

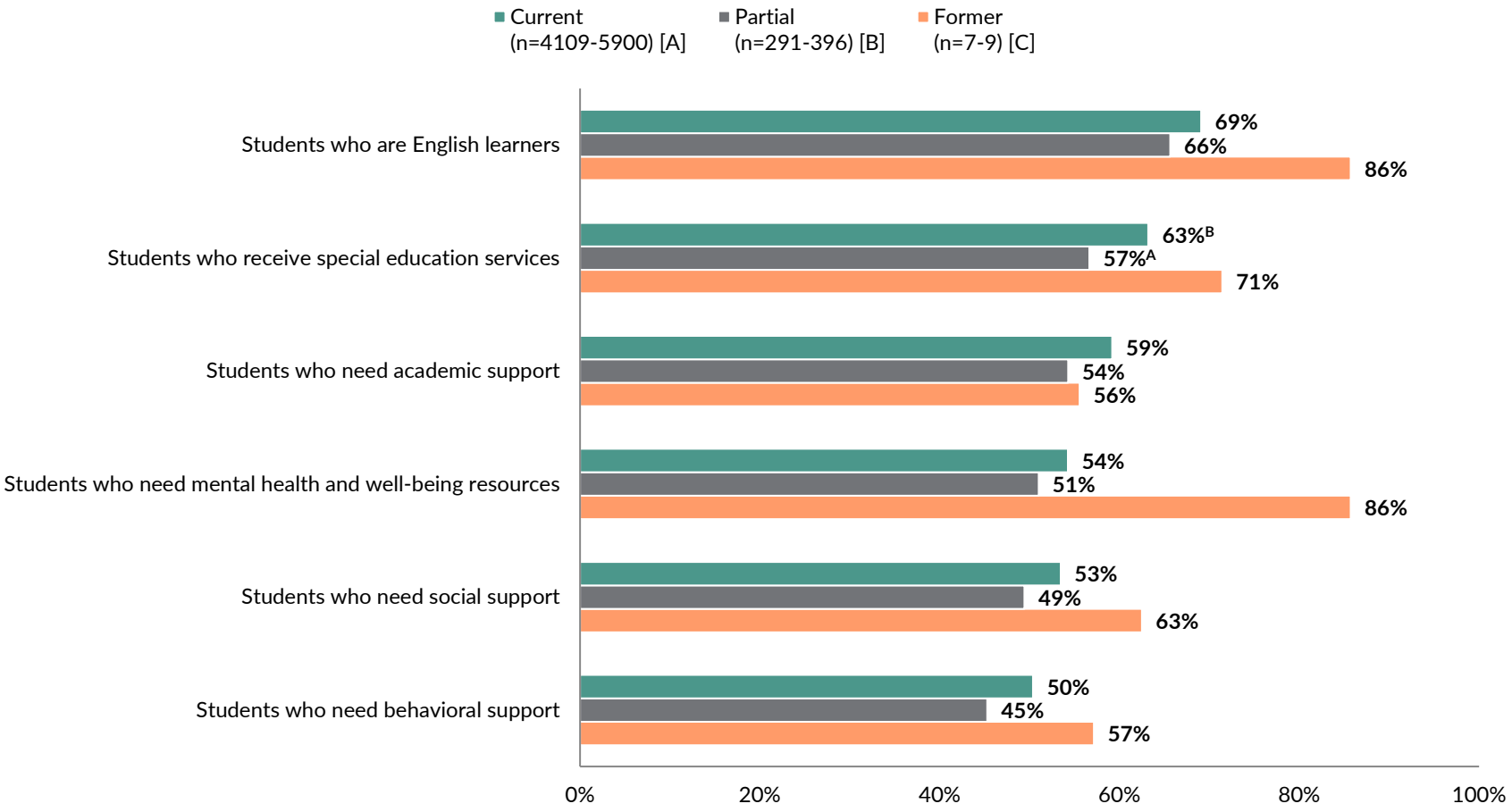


Note: letters indicate a statistically significant difference between groups at the 95% confidence level.

School-level Evaluation: Student Needs

How would you rate the ability of BCPS to meet the needs of the following students?

% Good + % Excellent

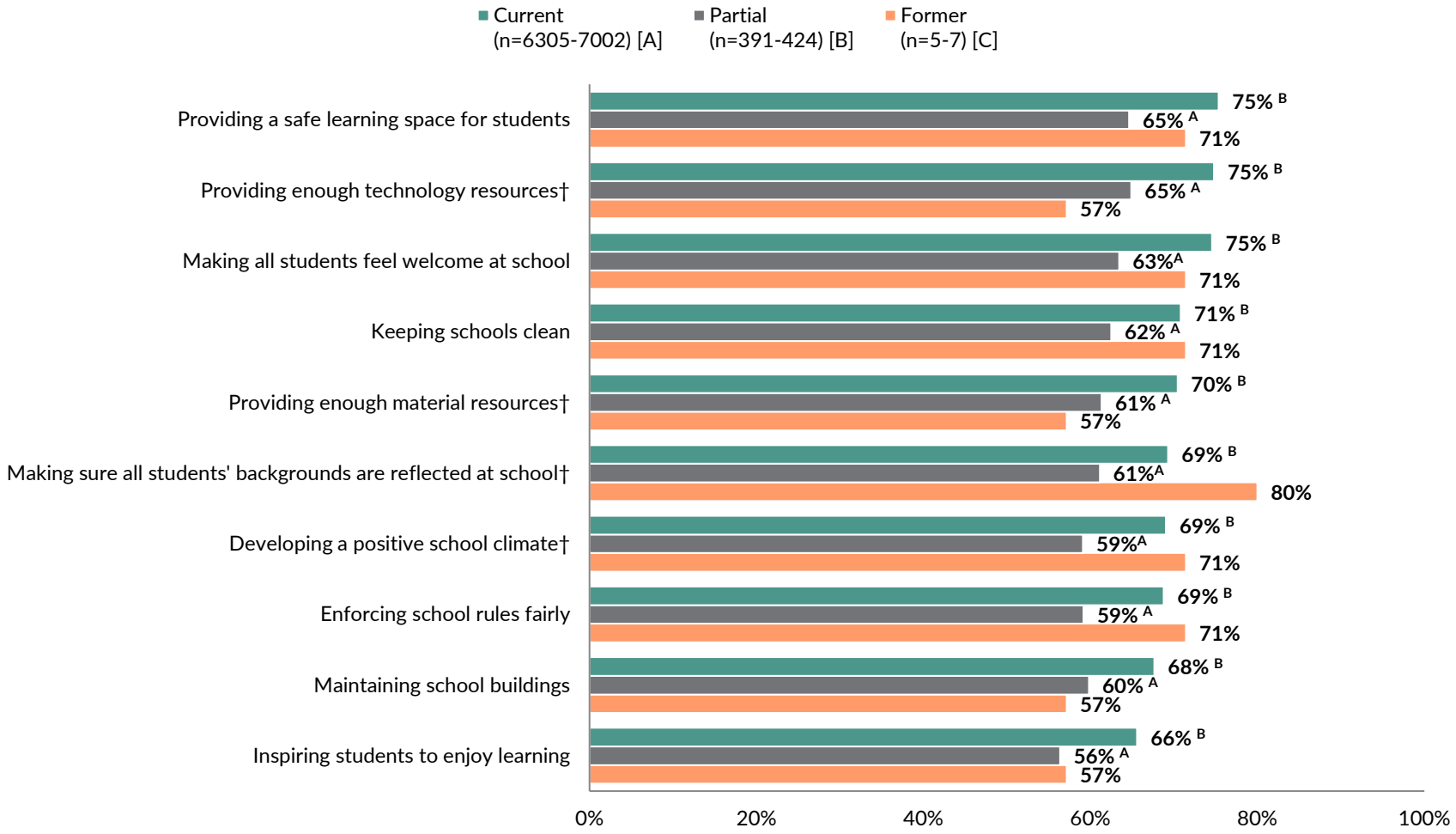


Note: letters indicate a statistically significant difference between groups at the 95% confidence level.

School-level Evaluation: Climate & Culture

How would you rate the performance of BCPS in each of the following areas related to school climate and culture?

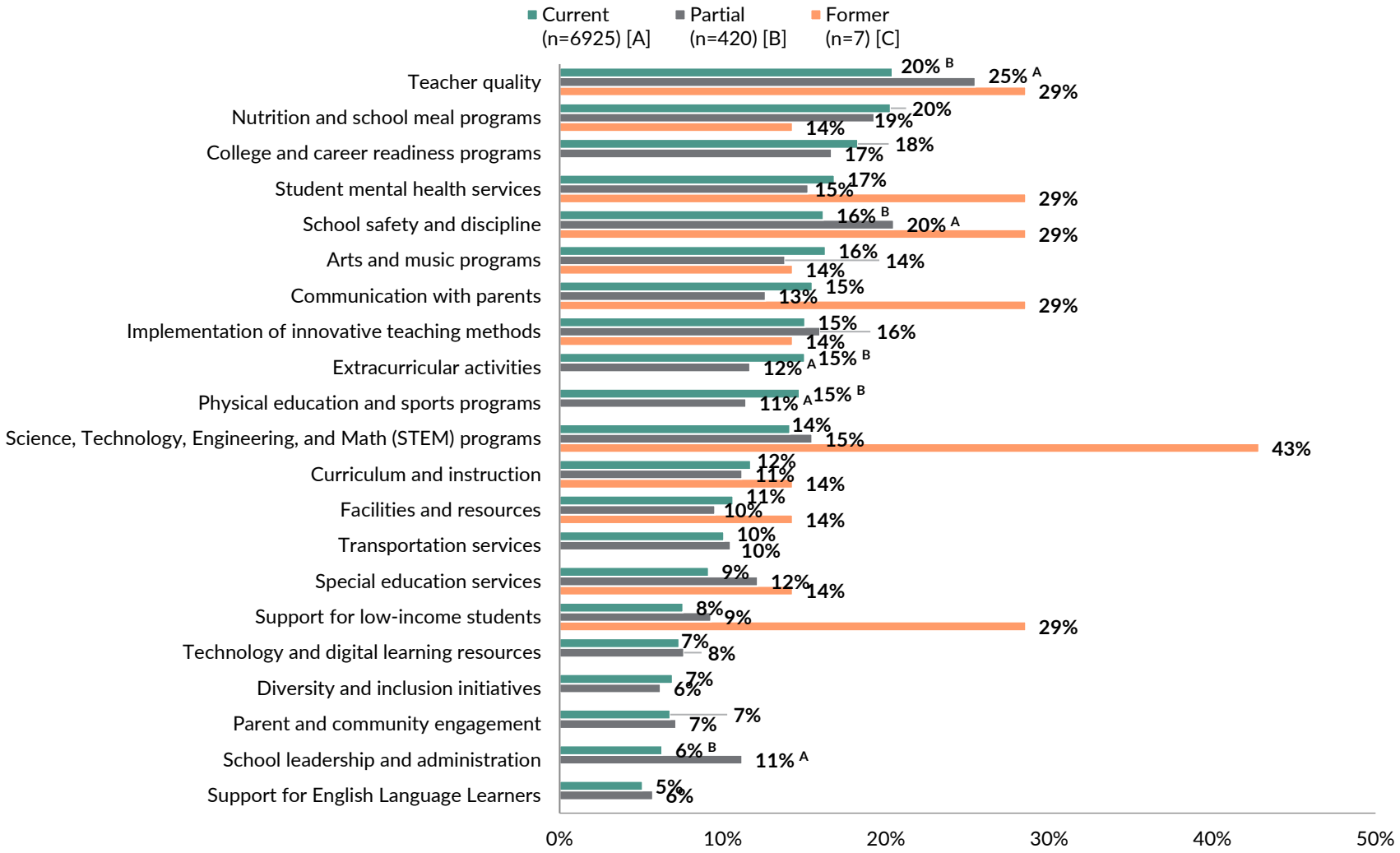
% Good + % Excellent



Letters indicate a statistically significant difference between groups at the 95% confidence level.

Areas for Growth

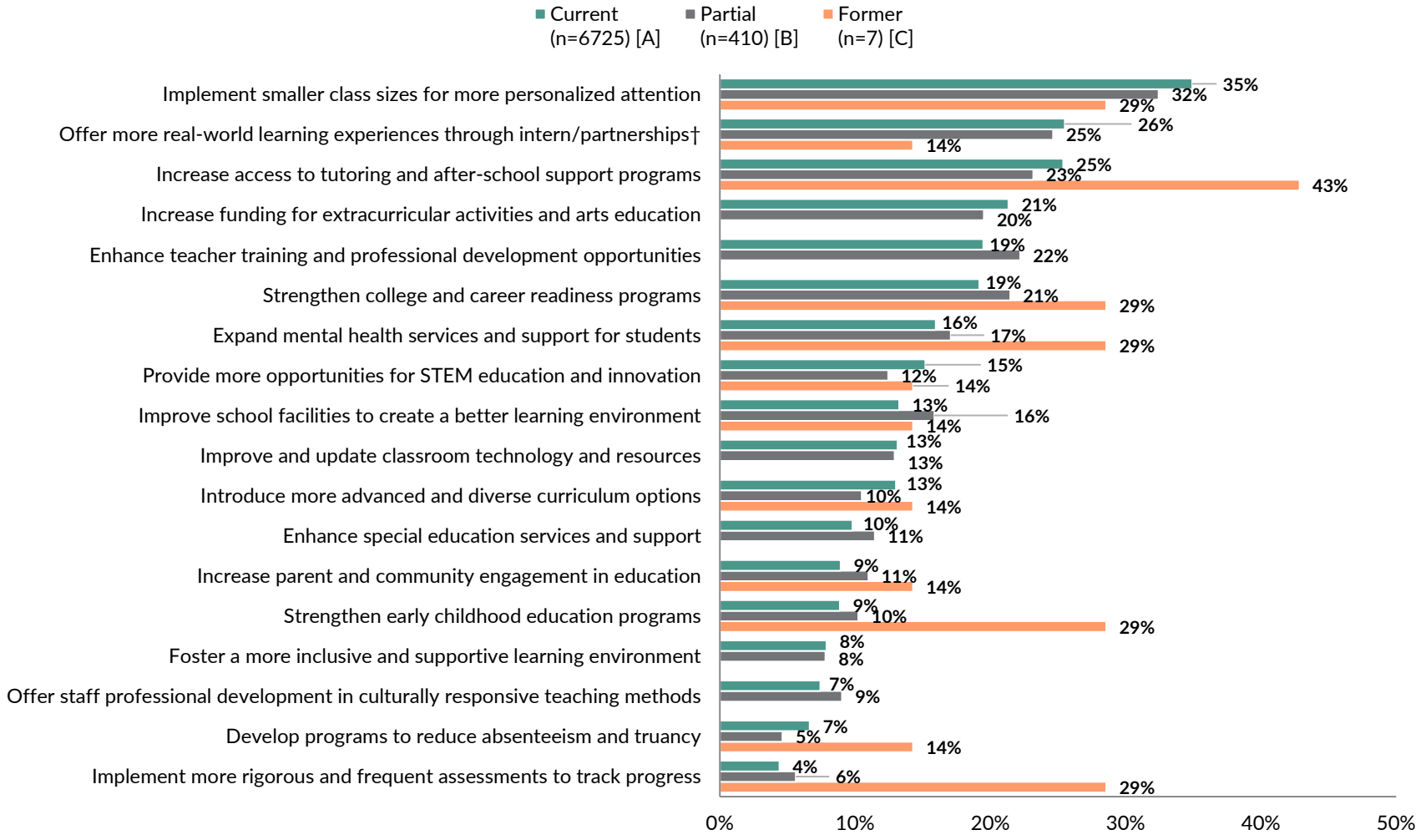
In which areas do you believe BCPS needs the most improvement? Please select up to three options.



Note: letters indicate a statistically significant difference between groups at the 95% confidence level.

Areas for Growth

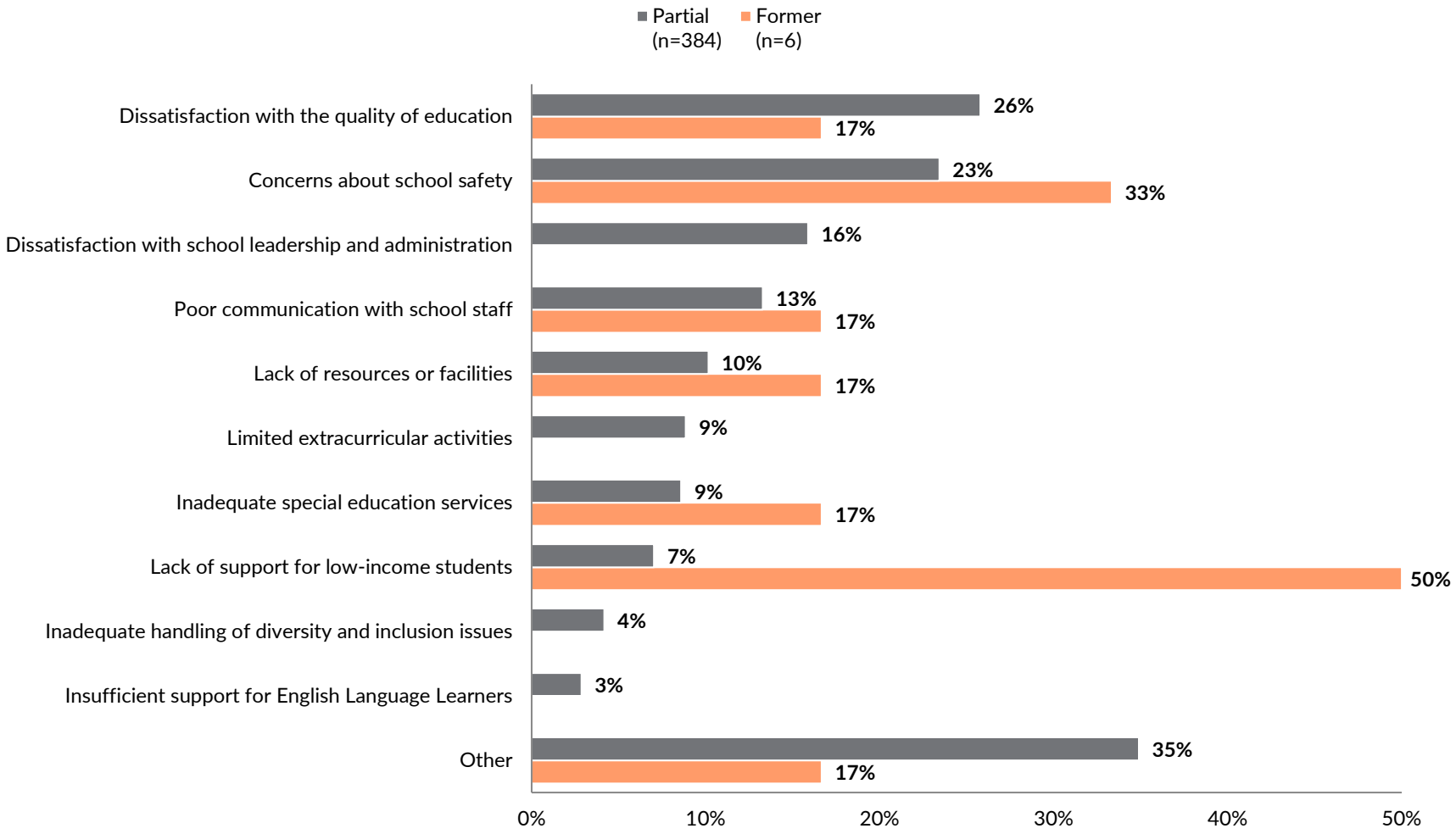
What specific steps should BCPS take to improve student achievement? Please select up to three options.



Note: letters indicate a statistically significant difference between groups at the 95% confidence level.

Reasons for Unenrollment

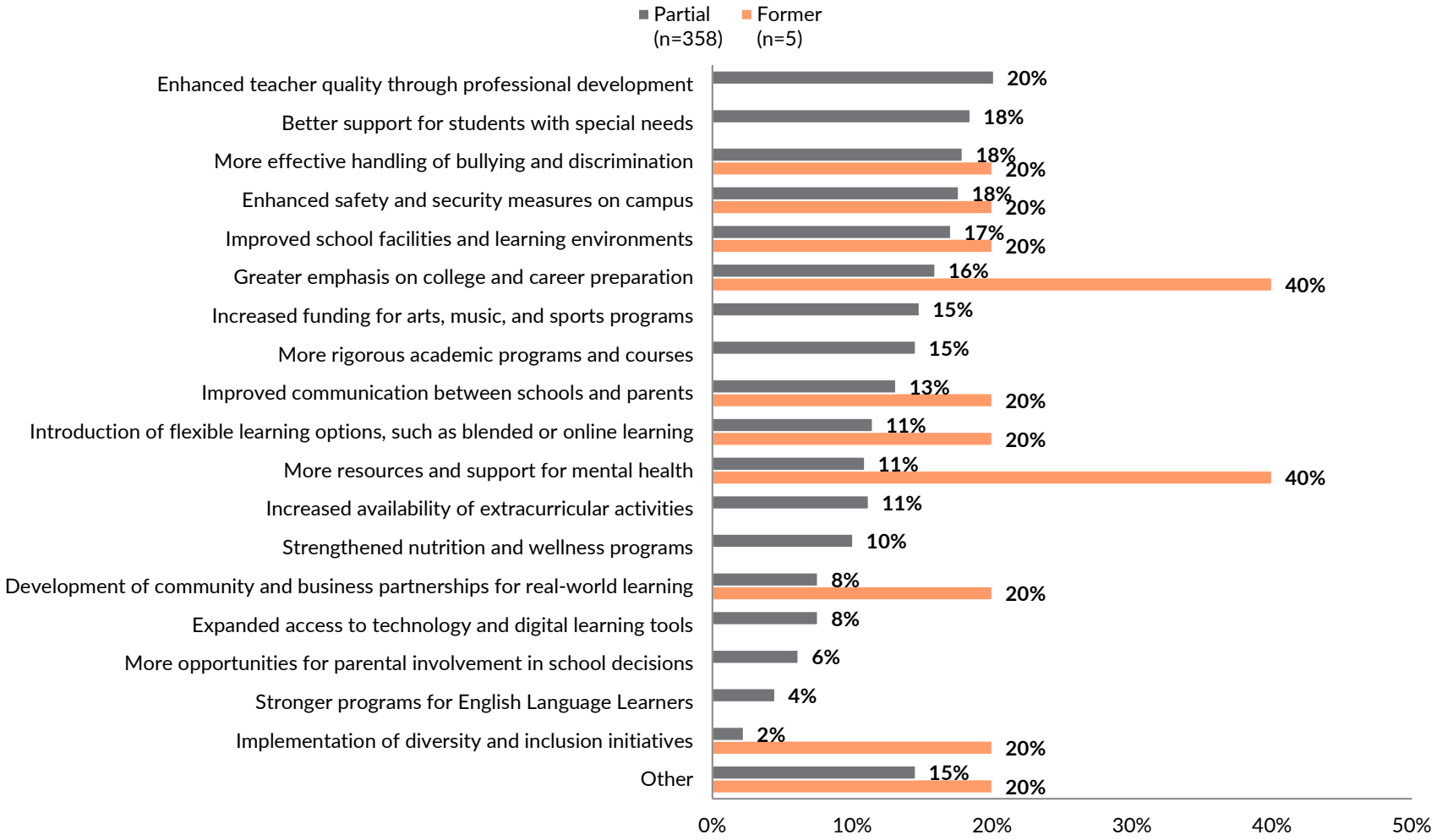
What were the primary reasons for you to unenroll your student from BCPS? Please select up to two options.



Note: only former parents or parents who are not fully enrolled answered this question.
* indicates a statistically significant difference between groups at the 95% confidence level.

Factors Affecting Retrospective Enrollment

What would have incentivized you to keep your student enrolled in BCPS? Please select up to three options.



Note: only former parents or parents who are not fully enrolled answered this question. * indicates a statistically significant difference between groups at the 95% confidence level.

RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Number of Currently Enrolled Students (n=8,450)	
1 student	57%
2 or more students	43%

Number of Formerly Enrolled Students (n=533)	
1 student	79%
2 or more students	21%

Student Grade (n=8,983)	
Pre-K	4%
Kindergarten	7%
Grade 1	7%
Grade 2	6%
Grade 3	7%
Grade 4	7%
Grade 5	8%
Grade 6	7%
Grade 7	7%
Grade 8	8%
Grade 9	9%
Grade 10	9%
Grade 11	9%
Grade 12	5%

Special Program Participation (n=8,983)	
English Language Learner (ELL)	5%
Special Education	11%
Gifted and Talented	17%
Free or Reduced-Price Lunch (FRPL)	33%
None of the above	44%

Student Race/Ethnicity (n=6,798)	
American Indian or Alaska Native	<1%
Asian	5%
Black or African American	23%
Hispanic or Latin(o/a/x)	34%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	<1%
White	38%
Not listed/Prefer to self-describe	3%
Prefer not to respond	11%

Student Gender Identity (n=6,785)	
Female	47%
Male	46%
Non-binary/Gender non-conforming	<1%
Not listed/Prefer to self-describe	1%
Prefer not to respond	6%



HANOVER RESEARCH

Thank you.

CONTACT

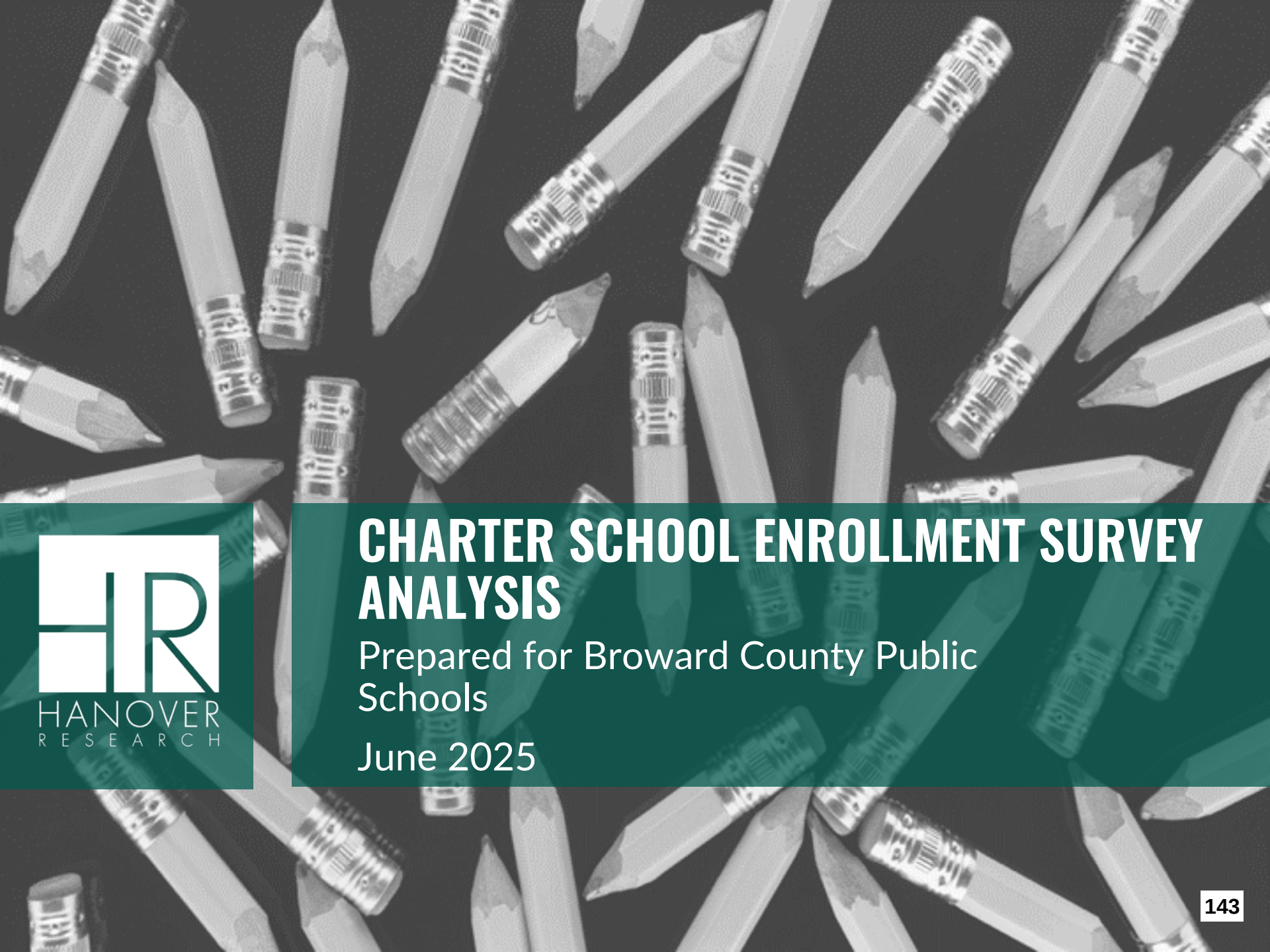
James Kornegay

Senior Content Director, K-12

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CHARTER SCHOOL ENROLLMENT SURVEY ANALYSIS

Prepared for Broward County Public Schools

June 2025

HANOVER RESEARCH

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INTRODUCTION

OVERVIEW

In this report, Hanover Research presents the results of the Charter School Enrollment Survey conducted on behalf of Broward County Public Schools (BCPS).

RESEARCH QUESTIONS

- Why do families choose non-traditional schooling options over BCPS schools?
- Why do families choose to stay in BCPS schools?
- What are the factors that influence these decisions?
- What changes could be made to make enrolment in BCPS schools more attractive?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in May 2025 using the Qualtrics online survey platform.
- The analysis includes a total of n=2824 respondents following data cleaning and quality control.
- Results are further segmented by enrollment (charter school only parents vs. former BCPS parents) in this analysis.

RESPONDENT QUALIFICATIONS

- Must be a parent within Broward County.

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Some data points mentioned in the analysis may not be included as part of the slide visuals due to legibility.

RECOMMENDATIONS

RECOMMENDATIONS:

Based on analysis of this survey, Hanover recommends that BCPS:

- ***Highlight and communicate BCPS' academic quality***: Across the board, parents identify quality of education as the standout factor influencing school choice, with interest also shown in STEM programs and advanced academics. BCPS should continue to strengthen these offerings where possible—and just as importantly, ensure they are clearly communicated to families. Sharing student success stories, showcasing standout programs, and making academic pathways more visible can help shift perceptions and position BCPS schools as competitive, high-quality options. District leaders can refer to Hanover's Best Practices in Increasing Enrollment Through Marketing, Communication, and Events as a guide.

- ***Build trust and connection through visible leadership and a strong school culture:*** Parent respondents point to trust in leadership, school accountability, and a positive school culture as major factors in their decision-making. BCPS can build on this by supporting school leaders to be more visible, communicative, and responsive to family concerns. Creating opportunities for families to engage with principals and staff—and involving them in shaping school values—can foster stronger community ties and help families feel more confident staying within the district.

- ***Reinforce BCPS' commitment to safety, relationships, and whole-child support:*** Parents place high value on school safety, teacher-student relationships, and a supportive school environment. Spotlighting these strengths in outreach materials, school events, and family communications can help address lingering misconceptions and reassure families that BCPS schools provide not just academics, but also a safe, caring, and connected environment for children to thrive.

KEY FINDINGS

KEY FINDINGS

Academic Factors

For all parents, the quality of education stands out as the primary academic factor that determines school choice.

- Over four-fifths of parents cite the quality of education (81%) as the main factor they consider when choosing their child's school setting, and there is a substantial gap between this option and all other factors (page 14). The second and third most-selected academic factors are a focus on STEM (47%) and the availability of advanced academic programs (45%). Parents place less emphasis on things like career and technical education (18%) specific educational philosophies (16%).
- When asked to choose only one academic factor, 51% of parents select the quality of education—42% higher than the next option (page 16).
- Preferences are largely consistent between parents of former BCPS students and parents whose children have only attended charter schools (page 15 and page 17).

KEY FINDINGS

School Environment/Culture Factors

Parents value a variety of school environment and school culture factors, as several options see high response rates (page 18).

- Overall, the top three school environment factors are a positive school community and parent involvement (64%), school culture and values (62%), and teacher-student relationships (61%).
- The top seven factors are of comparable importance, with only a 14% range separating the first option from the seventh (64% to 50%).
- Parents place less emphasis on support for low-income students (18%), special education services (15%), and support for English Language Learners (15%).
- Preferences are mostly consistent between parents of former BCPS students and parents whose children have only attended charter schools (page 19). The largest gap pertains to smaller school size, which parents of charter-only students value more highly than former BCPS parents (47% vs. 35%, respectively).

KEY FINDINGS

Other Factors

Parents value a variety of additional school choice factors, as several options see high response rates (page 22).

- Overall, the top three additional factors are trust in school leadership and administration (65%), school performance and accountability (63%), and satisfaction with school safety measures (61%). The top factors are consistent for both charter only and former BCPS parents (page 22).
- When asked to only select one factor, 28% of parents choose school performance and accountability, followed by trust in school leadership and administration (18%) (page 24).
- Parents place less emphasis on school autonomy (15%), community partnerships (15%), flexibility in school policies (14%), and an extended school day/year (8%).

KEY FINDINGS

Open-ended Responses

When choosing a school setting, parents take a multifaceted approach. Several key themes emerge from the open-ended responses, including the importance of a strong learning environment, consistent communication, a sense of community, and a focus on safety and discipline.

A central theme is academic quality. Parents frequently highlight the need for a strong curriculum, high academic standards, and caring, effective teachers. One parent shares, *"Academic quality and a strong curriculum are important, but equally vital is the presence of a supportive and nurturing environment that promotes social-emotional growth."* Others note the importance of investing in teachers and access to resources: *"I look for a school that will invest in their teachers, children, and access to resources to learn."* Many families value advanced academic options, particularly for gifted learners: *"I would like to see more opportunities for truly gifted learners, not just high achieving classes."* Some parents opt for charter schools due to a perception of stronger academics: *"Charter tends to be much more academically strong from my opinion as I have had experience in both."*

Safety and discipline are also top priorities. Parents want protection from bullying, violence, and classroom disruptions. One notes, *"The safety and protection of my child is my number one priority."* Many select charter schools believing they offer more structured, disciplined environments: *"I chose a charter school for my child because it fosters an environment where students are focused on learning, and discipline is handled effectively."* Another comments, *"In the three years my child has attended [charter], there have only been two fights. In contrast, the local zoned school averages about two fights a day."* Public schools are often perceived as lacking effective disciplinary practices: *"I find that the biggest problem in public schools lately is lack of respect for adults and disruptive behavior."*

Communication and community involvement are also essential. Parents appreciate open and timely communication with teachers and administrators, as well as feeling part of a school community. "Trust with faculty and parent involvement are big for us," one parent writes. *"The feeling of community and inclusiveness have been a huge factor in our decision to choose our school and stay."* Another adds, *"I love the fact that I am able to communicate with the teachers and Principal through emails, texting and phone calls."* Opportunities for parent-teacher collaboration are especially valued: *"Parent and teacher collaboration is a major factor that contribute to choosing charter."*

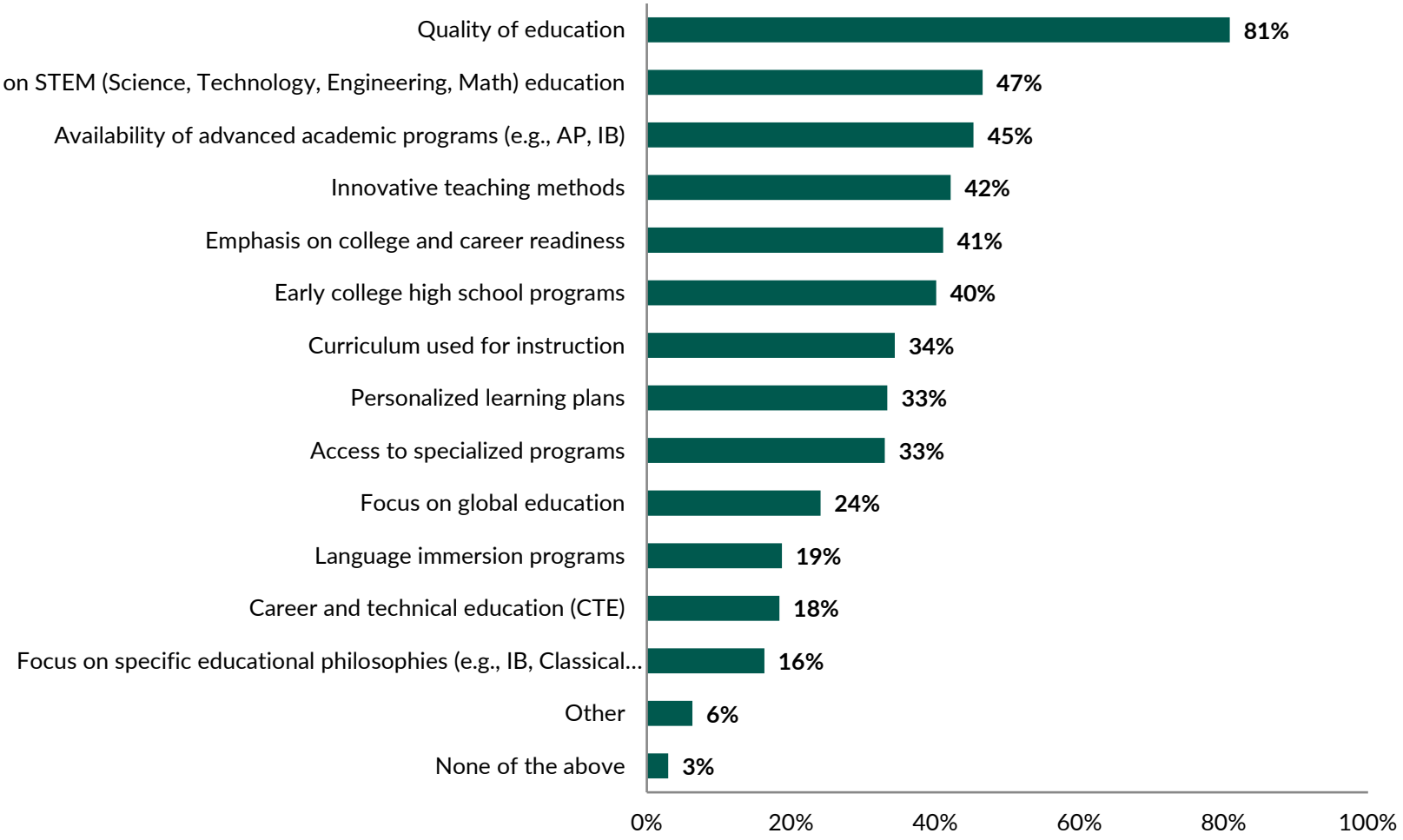
Finally, some parents express dissatisfaction with aspects of both public and charter schools, citing concerns like teacher turnover, limited resources, and insufficient mental health support. For some, choosing a charter school was a reluctant decision due to a lack of quality options within the public school system: *"I hate that my children attend a charter school because I believe in the Broward County School System. Unfortunately, the schools that my children are zoned for are not good, and the school choice did not have any availability for better schools."*

Note: The above analysis is based on qualitative themes from the open-ended survey question, "…please provide any additional thoughts/comments about the factors that contribute to choosing the school setting for your child."
Note: Only English language comments were analyzed.
Note: Sample comments may be modified to enhance grammar and clarity.

CHARTS

ACADEMIC FACTORS

What are the primary academic factors you consider when choosing the school setting for your child? Please select all that apply. (n=2824)

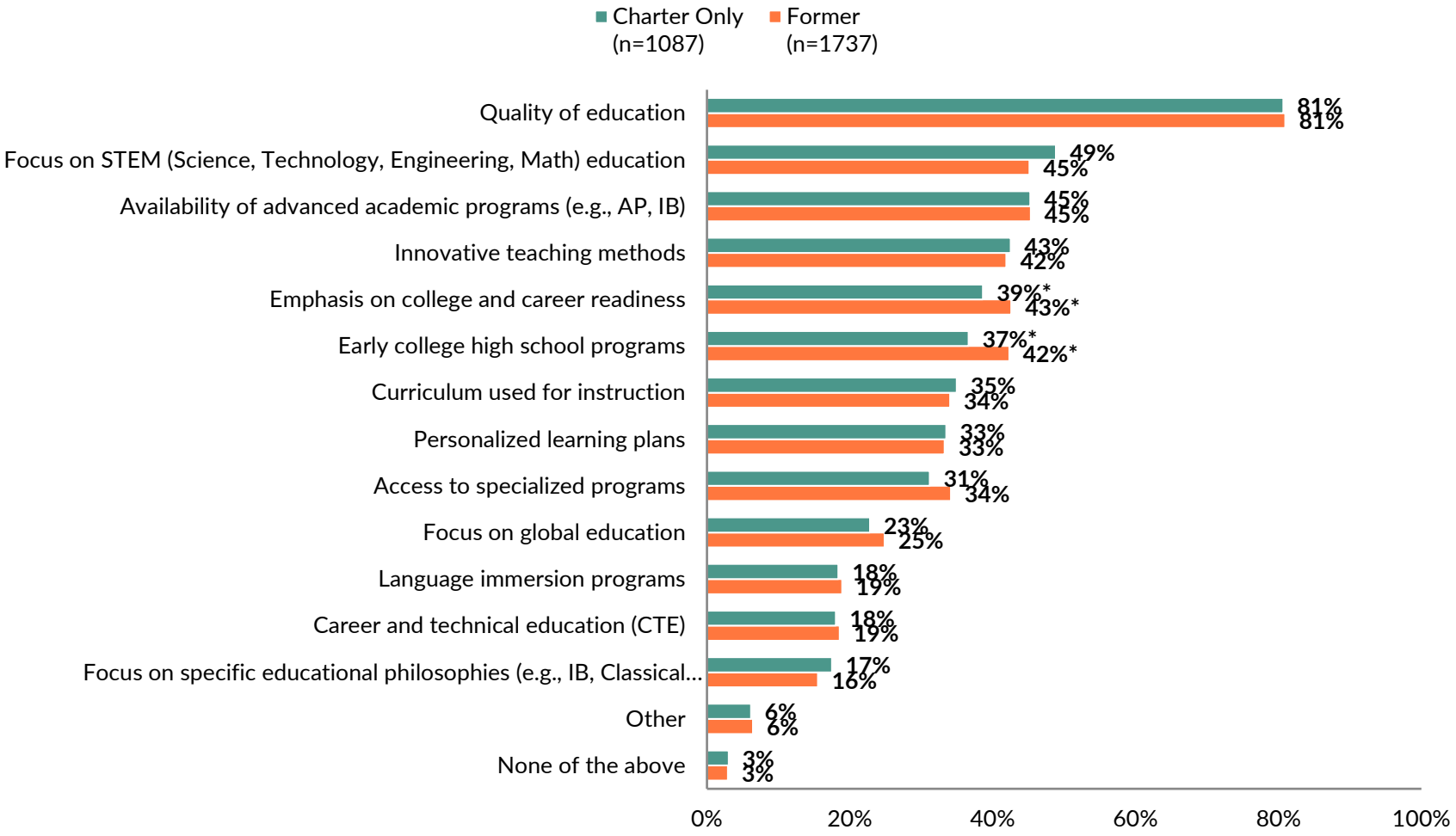


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Back to Recommendations

ACADEMIC FACTORS

What are the primary academic factors you consider when choosing the school setting for your child? Please select all that apply.



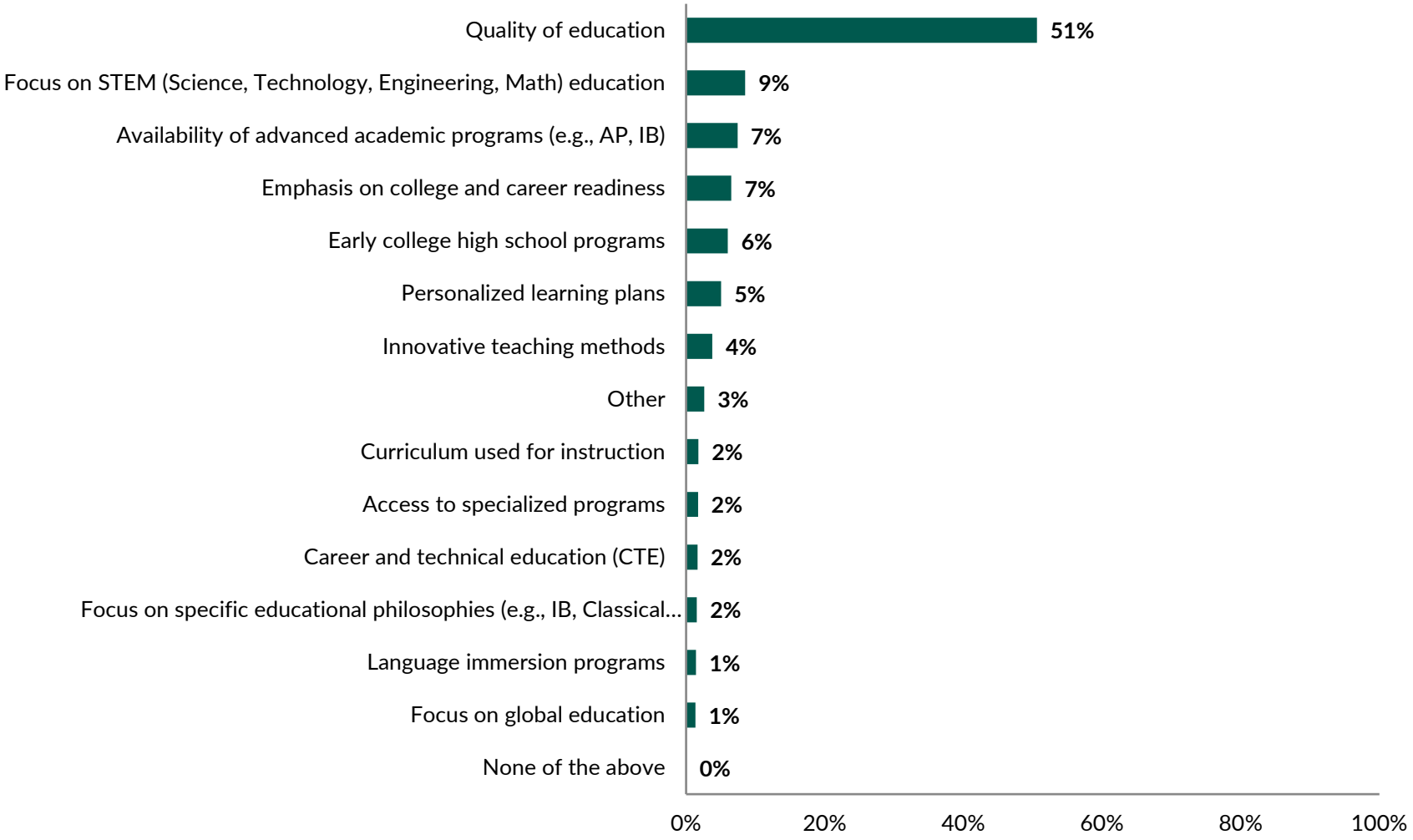
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Note: * indicates statistically significant differences between groups at the 95% level.

ACADEMIC FACTORS

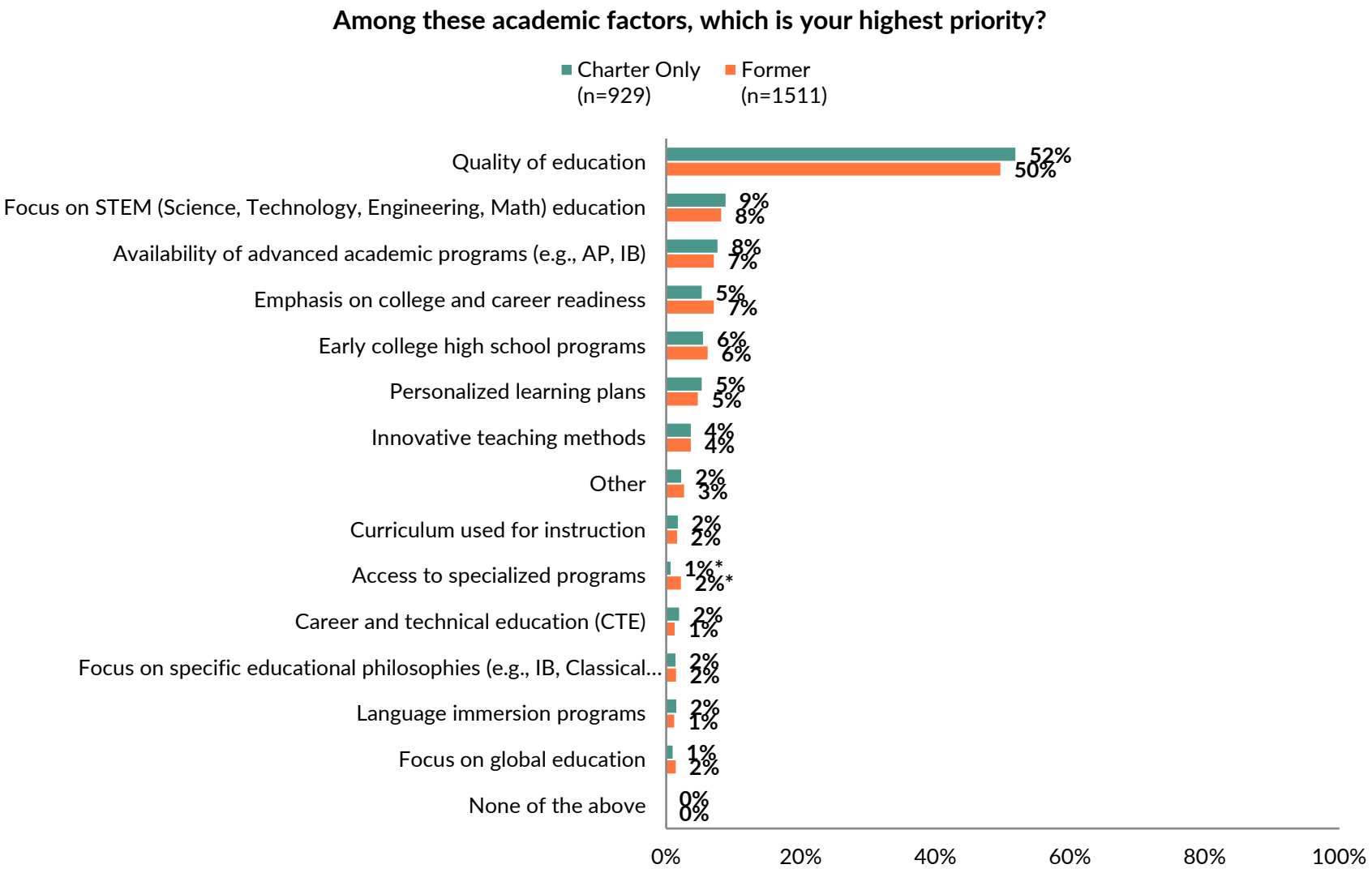
Among these academic factors, which is your highest priority? (n=2440)



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ACADEMIC FACTORS



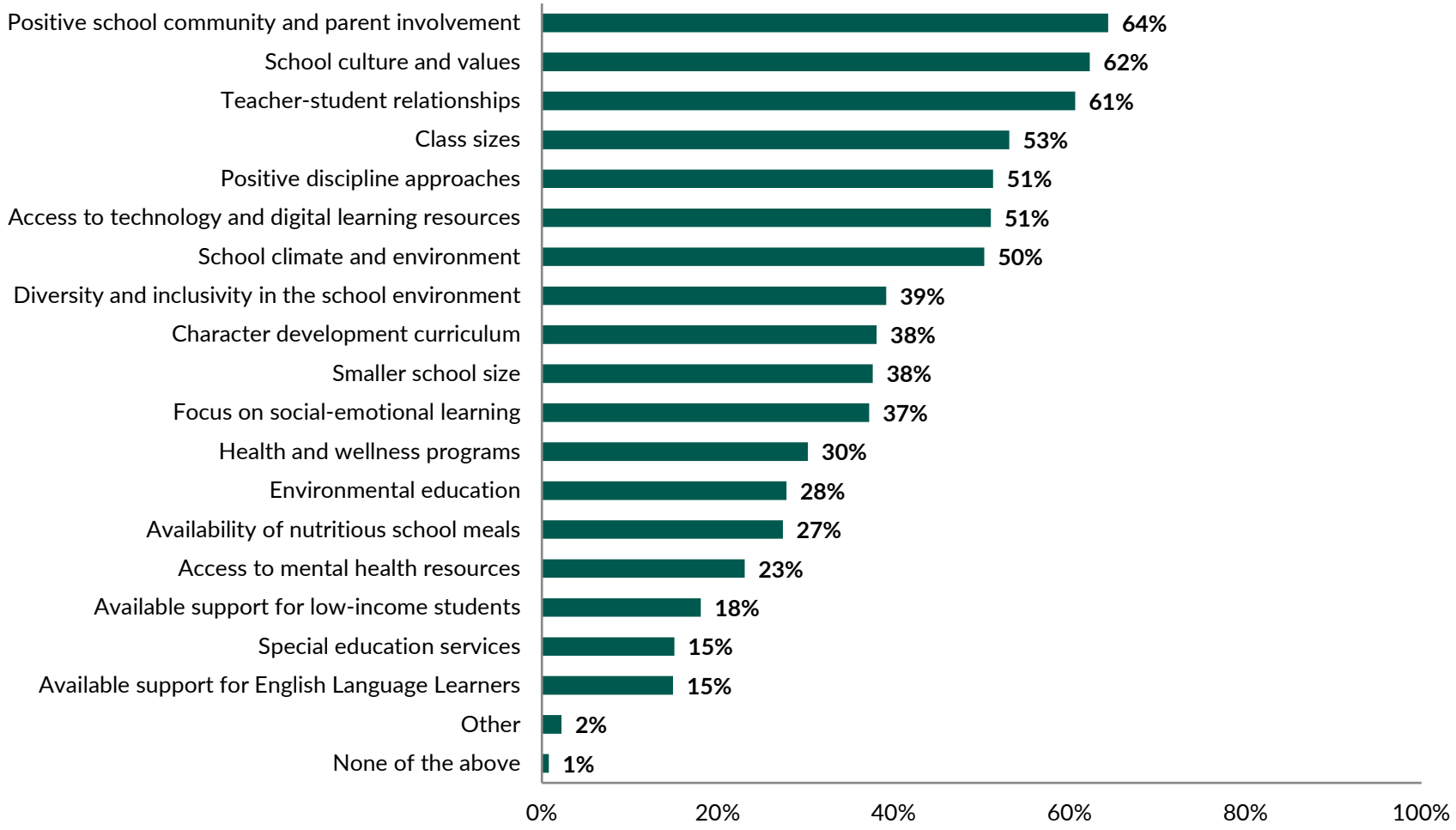
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Note: * indicates statistically significant differences between groups at the 95% level.

SCHOOL ENVIRONMENT/CULTURE FACTORS

What are the primary school environment or school culture factors you consider when choosing the school setting for your child? Please select all that apply. (n=2651)

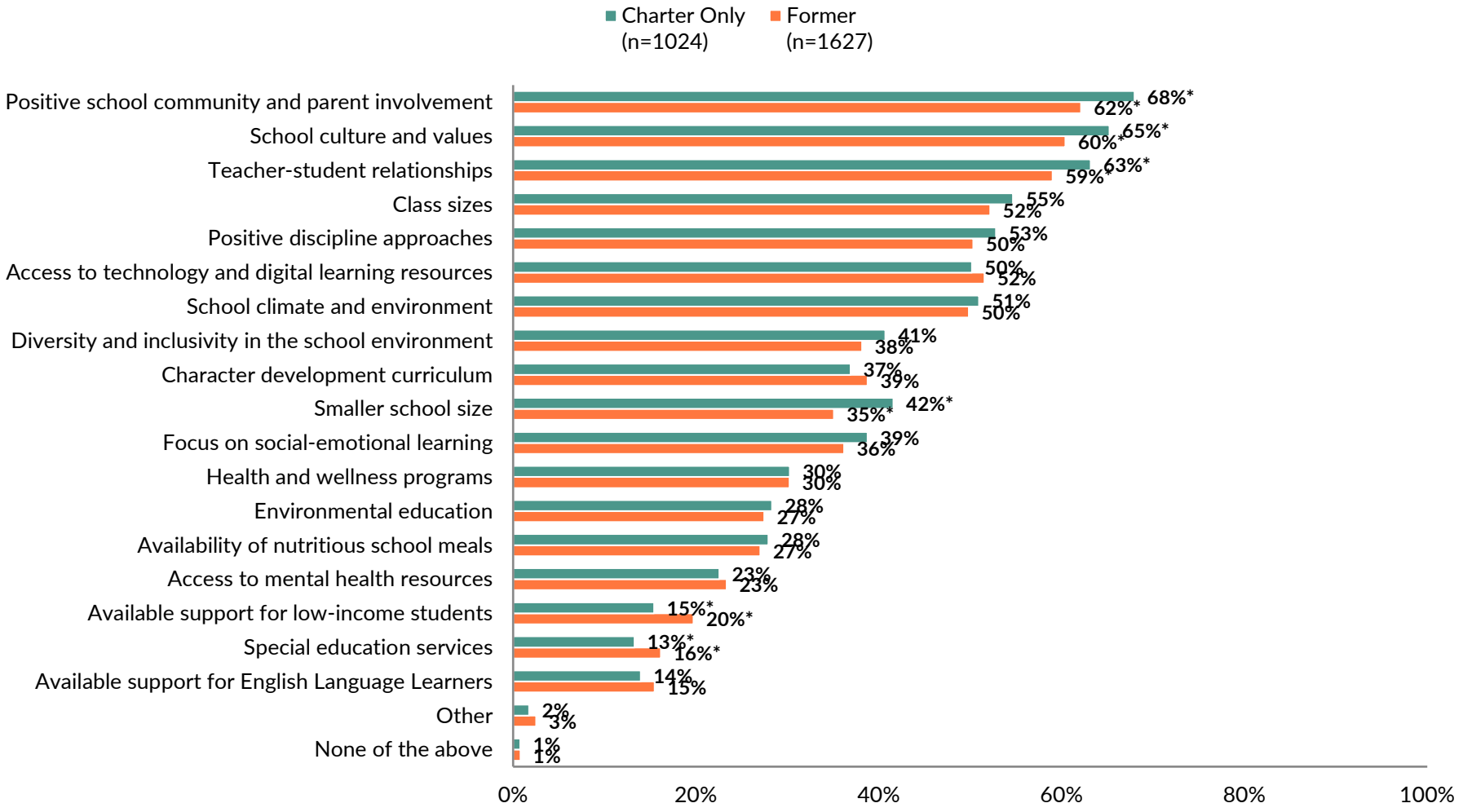


Back to Key Findings

Back to Recommendations

SCHOOL ENVIRONMENT/CULTURE FACTORS

What are the primary school environment or school culture factors you consider when choosing the school setting for your child? Please select all that apply.



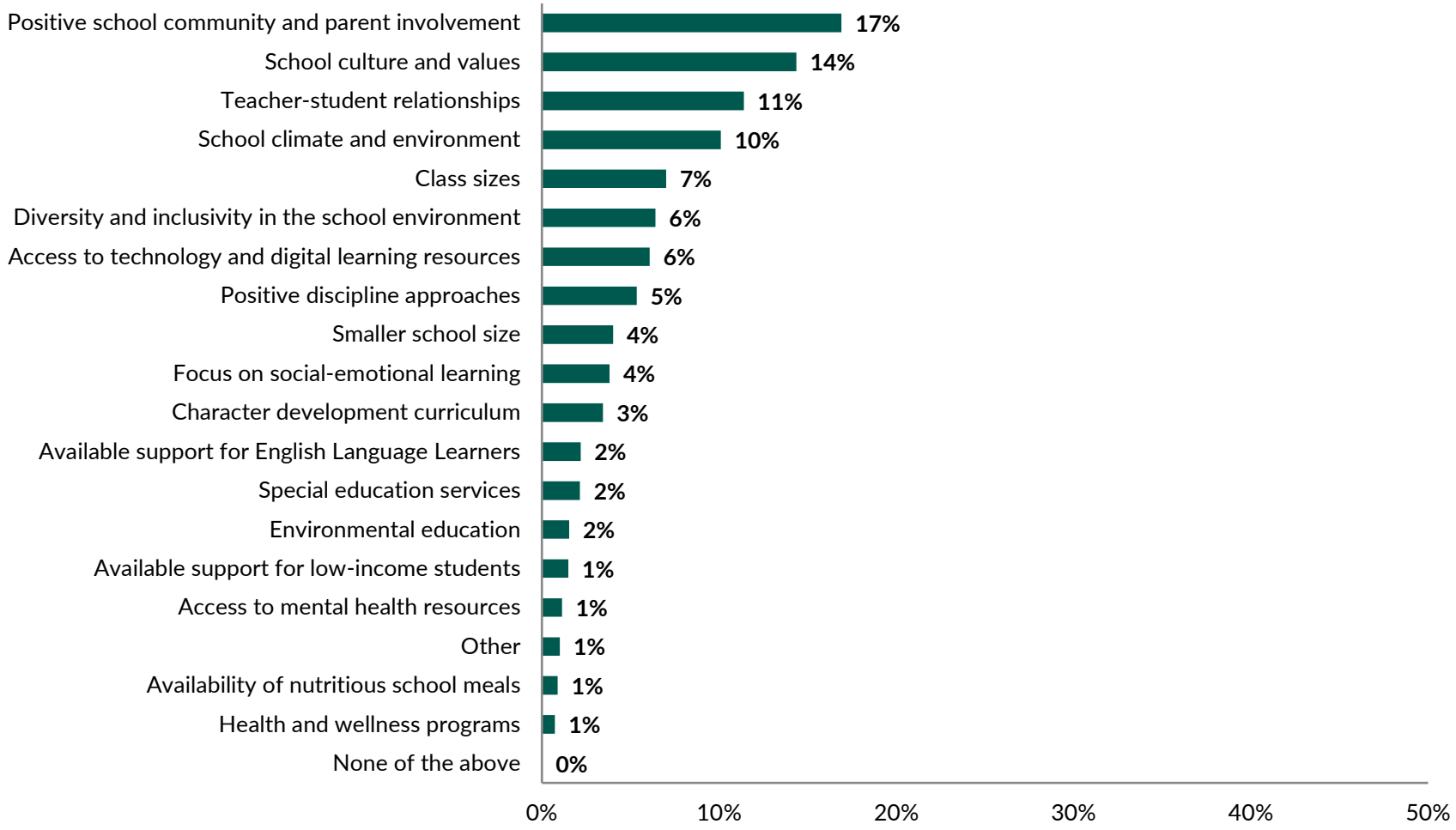
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Note: * indicates statistically significant differences between groups at the 95% level.

SCHOOL ENVIRONMENT/CULTURE FACTORS

Among these school environment or school culture factors, which is your highest priority? (n=2467)

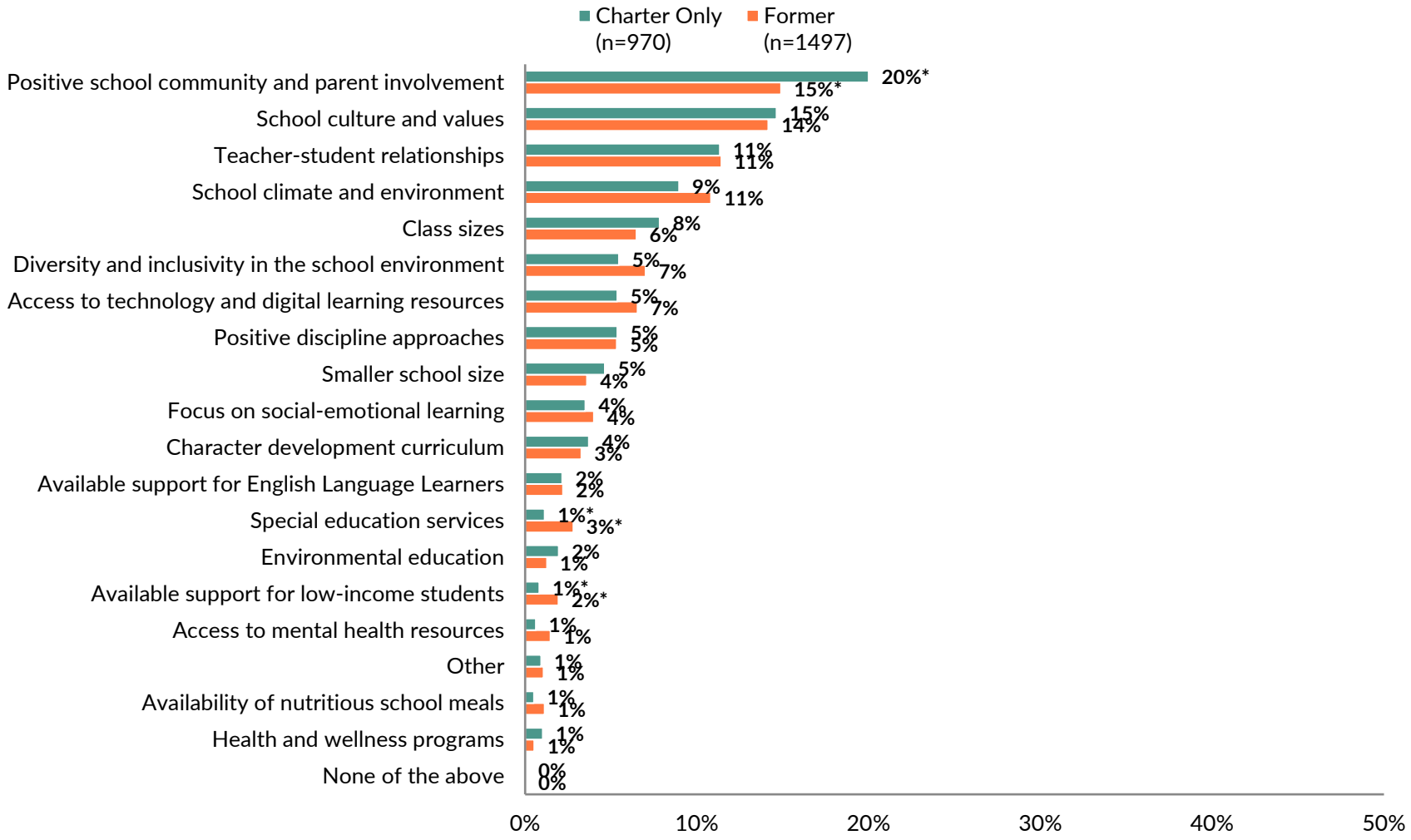


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SCHOOL ENVIRONMENT/CULTURE FACTORS

Among these school environment or school culture factors, which is your highest priority?



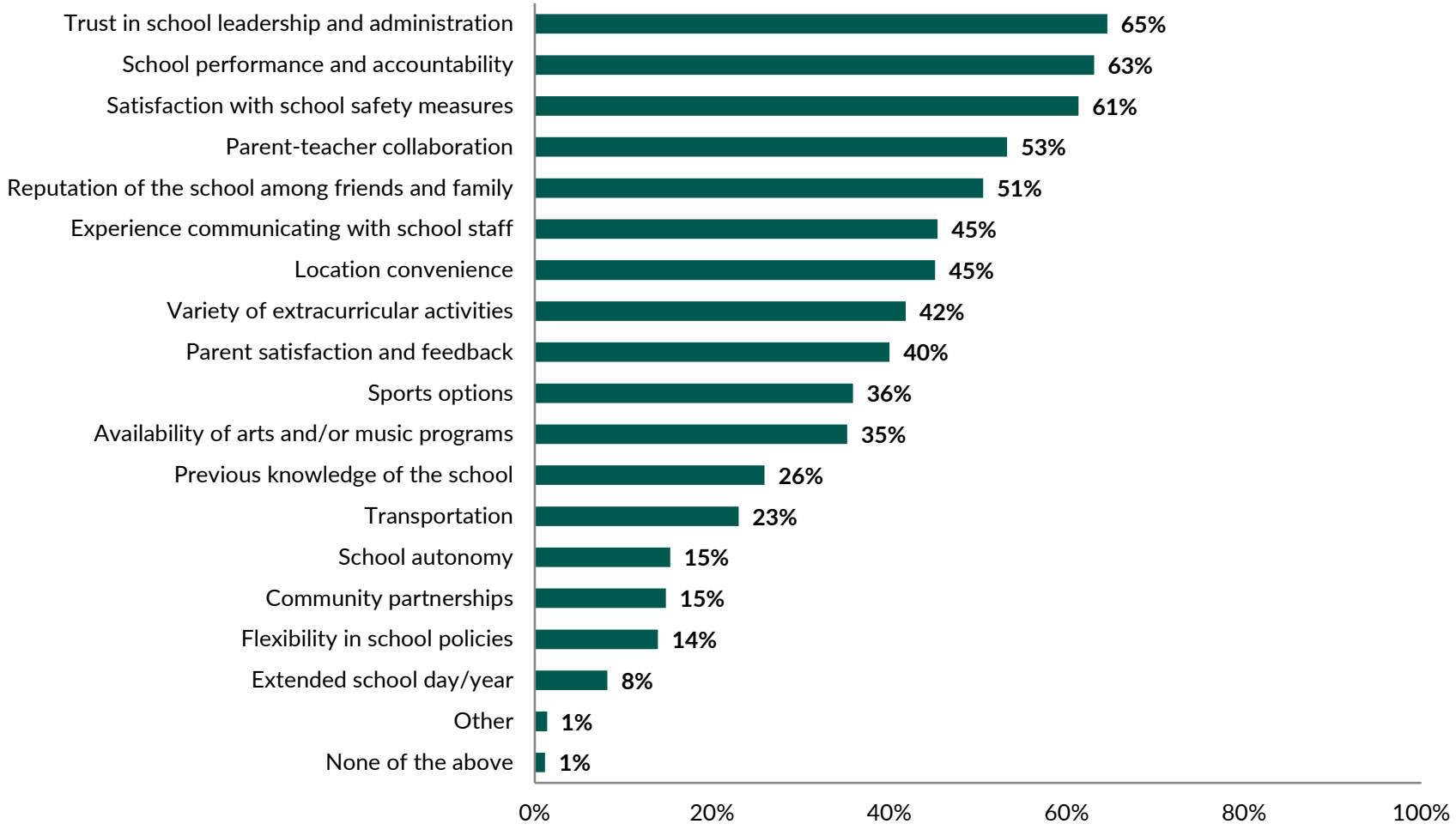
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Note: * indicates statistically significant differences between groups at the 95% level.

OTHER FACTORS

What are other school related factors you consider when choosing the school setting for your child? Please select all that apply. (n=2489)

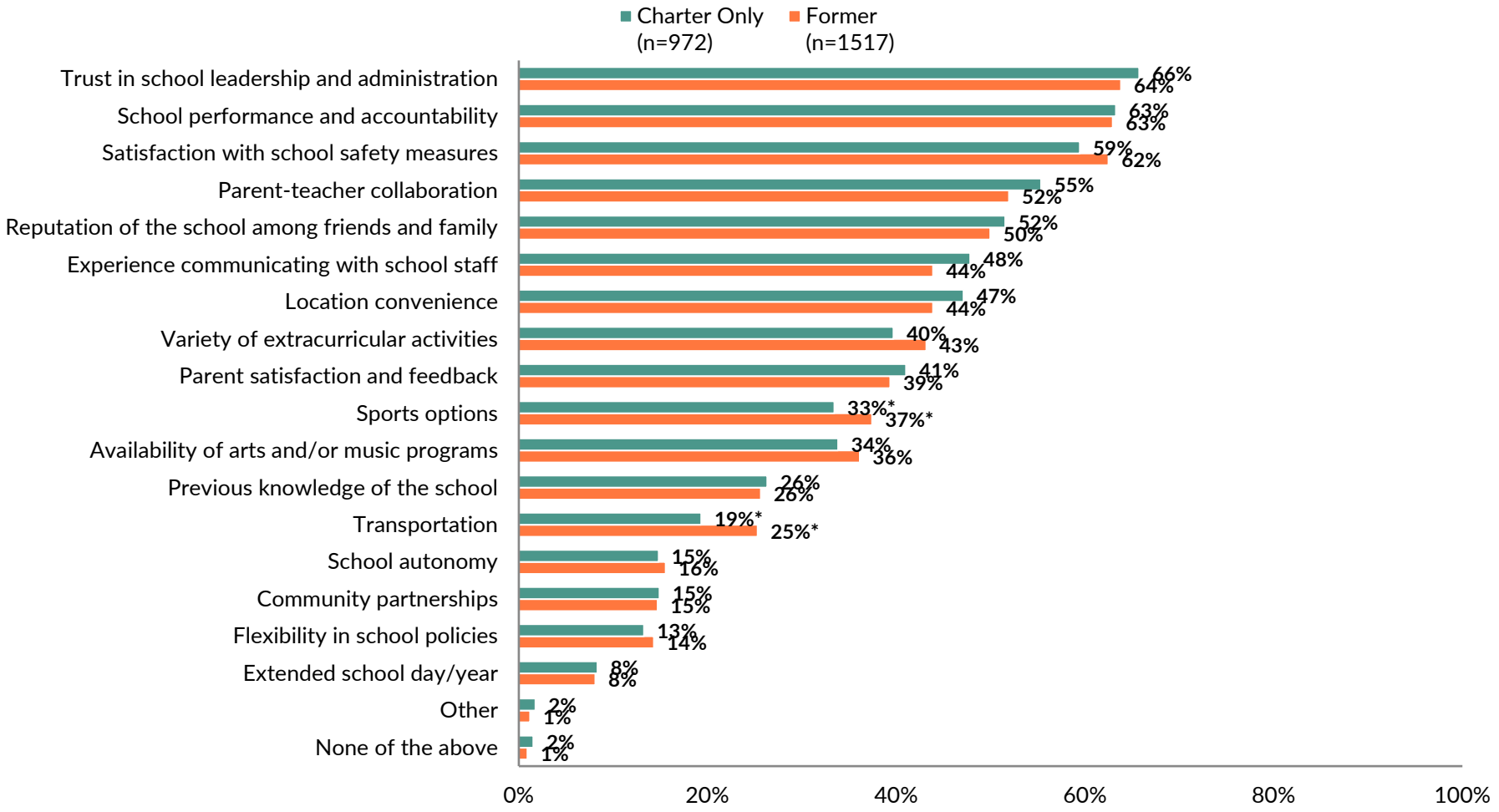


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OTHER FACTORS

What are other school related factors you consider when choosing the school setting for your child? Please select all that apply.

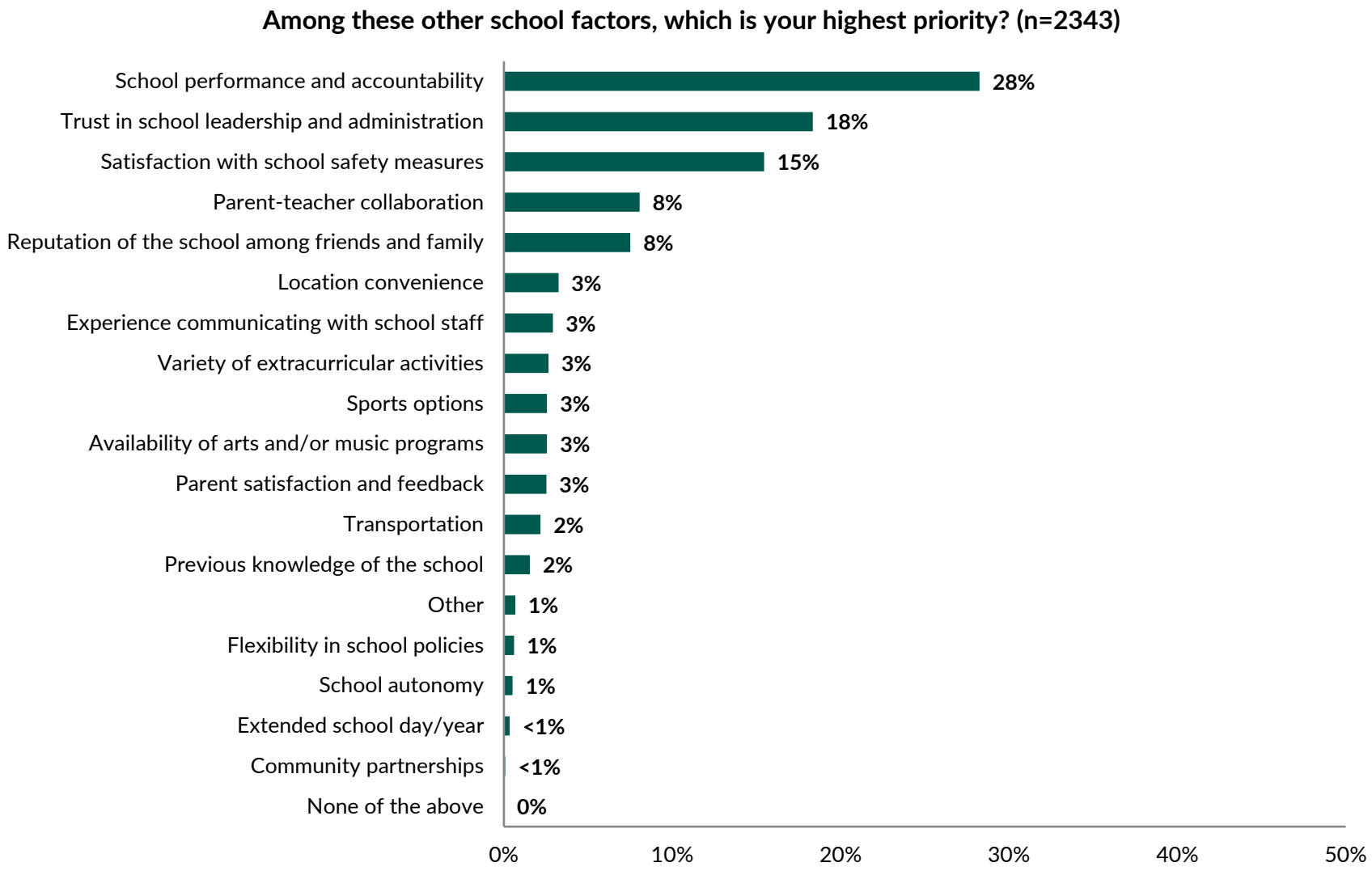


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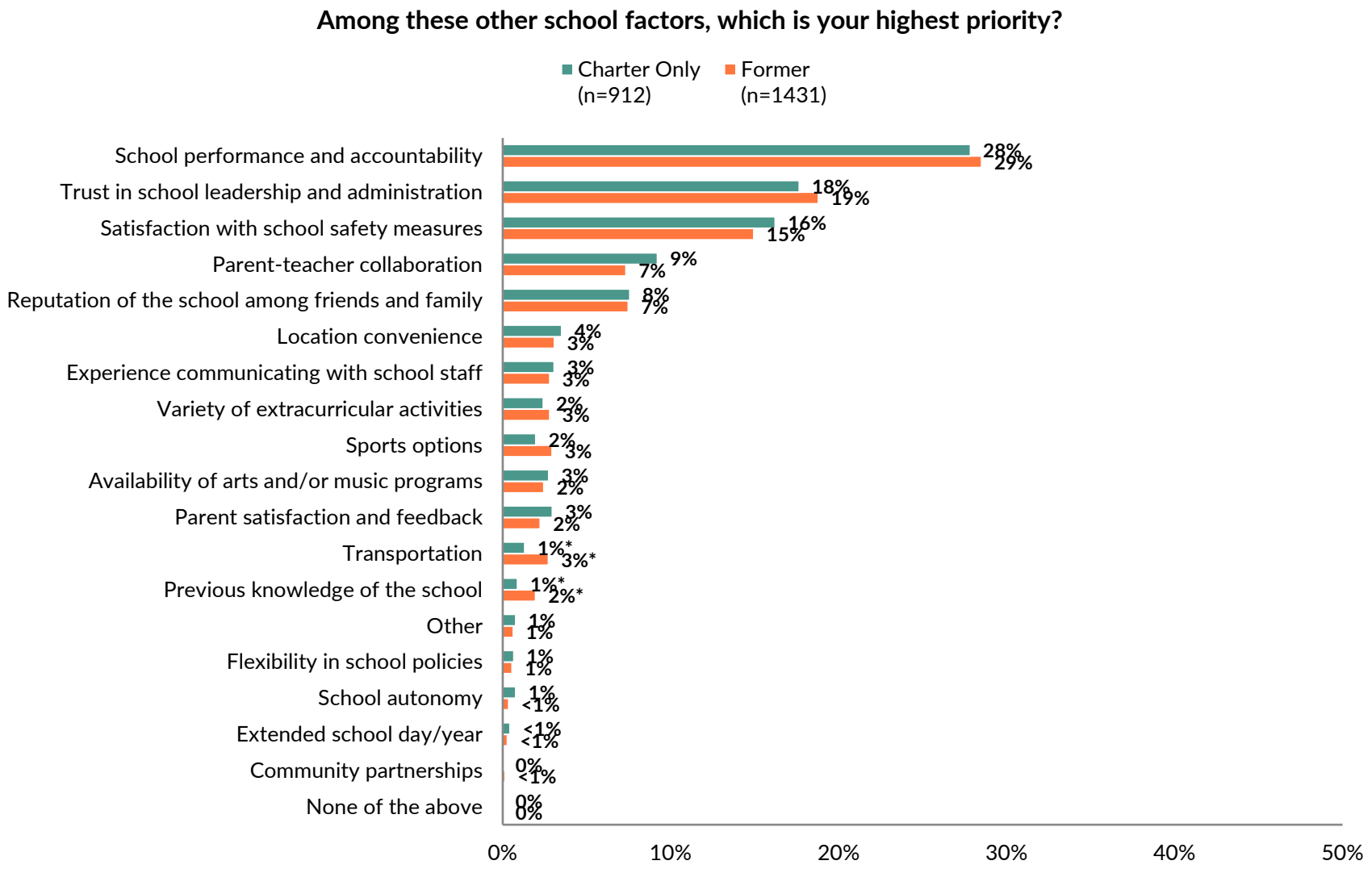
OTHER FACTORS



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OTHER FACTORS



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RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Previously Enrolled in BCPS (n=2824)

Yes (Former)	62%
No (Charter Only)	38%

Special Programs (n=2824)

English Language Learner (ELL)	9%
Special Education	7%
Gifted and Talented	14%
Free or Reduced-Price Lunch (FRPL)	34%
None of the above	48%

Race/Ethnicity (n=2428)

Hispanic or Latin(o/a/x)	43%
White	29%
Black or African American	26%
Asian	5%
Not listed/Prefer to self-describe	3%
American Indian or Alaska Native	1%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	<1%
Prefer not to respond	7%

Gender (n=2421)

Female	50%
Male	44%
Not listed/Prefer to self-describe	1%
Prefer not to respond	5%

Note: Percentages may sum up to more than 100% if respondents could select more than one answer.



HANOVER RESEARCH

Thank you.

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