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

TUESDAY, MAY 12, 2026 9:00 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR BOARD WORKSHOP

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

Revised 5/6/26

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 selecting the eComments tab at the following District webpage: https://www.browardschools.com/Page/55263. 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.

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

TOPICS

1. **9:00 A.M. – 12:00 P.M. – Redefining Our Schools Update**
   ADDED EXHIBITS

   Presentation.pdf
   ThoughtExchange - Broward Redefining.pdf

2. **12:00 P.M. – 2:00 P.M. – COMMITTEE REPORTS**
   Audit Committee
   Broward County Association of Student Councils and Student Advisor to the Board
   District Advisory Council

North Area
Central Area
South Area
Diversity Committee
ESE Advisory Council
ESOL Leadership Council
Facilities Task Force
Gifted Advisory Council
Green Advisory Committee
Human Relations Committee
Multilingual Advisory Committee
Parent Community Involvement Task Force
Small Business Advisory Committee
Technology Advisory Committee

3. **2:00 P.M. – 3:00 P.M. – Diversity Committee Report**

Presentation.pdf
Diversity Committee Response Report and Recommendations.pdf
Appendix A.pdf

4. **3:00 P.M. – 3:30 P.M. – 2026 Regular Legislative Session Recap**

Presentation.pdf
2026 Legislative Session Review.pdf
2026 Education Pre-K 12 Bill Summaries.pdf
2026 Southern Group Legislative Summary - Education.pdf

5. **3:30 P.M. – 4:30 P.M. – Rule Development for Policy 8020 - Use of Broward County School Facilities for Non-School Purposes**
ADDED EXHIBITS

Presentation.pdf
Policy_8020_Draft.pdf
Facility_Rental_Business_Review.pdf

5. ~~**Rule Development 2 SSEP Policies**~~
WITHDRAWN

Presentation.pdf
Policy 2090 Draft.pdf
Policy 2080 Draft.pdf

6. **4:30 P.M. – 5:00 P.M. – Office of Safe Schools Quarterly Report: 2025-2026 Q3**

Presentation.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.





Strategy & Innovation Division

Redefining Our Schools Implementation Update

May 12, 2026
School Board Workshop

Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Adrian Parker, Executive Director, Strategic Initiative Management
Joseph Beck, Director, Demographics & Enrollment Planning
Donte' F. Collins, Director, Charter Schools Management/Support
Dr. Kassandra Fried, Director, Magnet & Innovative Programs
Willie Wood, Director, Performance Management



Established 1915
BROWARD
County Public Schools

INTRODUCTION

Presentation Rationale:	Pursuant to the guidelines in Policy 8010, School Attendance Zone Boundaries and School Usage, the School Board established the 2026-2027 school attendance boundaries and school usage at the January 21, 2026, Regular School Board Meeting. Staff advised the Board that a Redefining Our Schools Update would be provided at the May 12, 2026, School Board Workshop to provide an update on the implementation strategies and programmatic innovations. The presentation would also afford an opportunity for Board members to discuss and provide guidance on the 2026-2027 Redefining Our Schools process.
Purpose:	The purpose of this presentation is to deliver a Redefining Our Schools Implementation Update to the School Board and community. Additionally, Board members will discuss and provide guidance on the 2026-2027 Redefining Our Schools process .
Connection to the 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 to the School Board:	Please provide feedback on the 2025-2026 implementation update and programmatic innovations, as well as guidance on the 2026-2027 Redefining Our Schools process. **Financial Impact:** There is an estimated $5.7M financial impact for the 2025-2026 Redefining Our Schools implementation and programmatic innovations ($2M for Transportation; $645K in existing allocations; $218K in General Fund request; and $2.84M in Capital Fund request).

Agenda

1. Board Actions Recap
January 21, 2026, School Board Decisions

2. Implementation Progress Update
Project Status Since the March 24, 2026, School Board Workshop

3. Programmatic Innovations
Next Year's Offerings and Future Planning

4. Planning for Redefining Our Schools 2026-2027
School Criteria, Stakeholder Engagement, and Timeline

5. Upcoming Board Workshops
Preparations for June, July, and September School Board Workshops

6. Next Steps and Board Guidance
Direction Needed and Upcoming Actions

January 21, 2026, School Board Actions

School Consolidations

- North Fork ES into Croissant Park ES, Dr. Martin L. King, Jr. ES, Thurgood Marshall ES, and Walker ES
- Palm Cove ES into Lakeside ES and Pines Lakes ES
- Panther Run ES into Chapel Trail ES and Silver Palms ES
- Seagull Alt. HS into Whiddon-Rogers Ed. Ctr.
- Sunshine ES into Fairway ES

January 21, 2026, School Board Actions

Feeder Pattern Alignment

- Walter C. Young MS to Silver Trail MS
- Hallandale HS to Miramar HS
- Charles W. Flanagan HS to West Broward HS

Grade Reconfiguration

- Thurgood Marshall ES from K-5 to Birth to Grade 5
- Plantation MS and Plantation HS to Plantation HS 6-12

School Model Redesign

- Hallandale HS to Four-Day-Week Magnet School Following the Pompano Beach HS Model

Updates Since March 24, 2026

- **Project Implementation** is actively underway across consolidations, feeder pattern alignments, and reconfigurations.

- **Collaboration** with school leaders (principals and assistant principals) and other essential staff has moved from planning to initiation to prepare for *First Day of School.*

- **Data availability** has increased across:
  - Academic Progress
  - Enrollment Projections
  - Facilities Readiness
  - Transportation and Technology Needs

School Consolidations Overview

School Consolidations

- North Fork ES into Croissant Park ES, Dr. Martin L. King, Jr. ES, Thurgood Marshall ES, and Walker ES
- Palm Cove ES into Lakeside ES and Pines Lakes ES
- Panther Run ES into Chapel Trail ES and Silver Palms ES
- Seagull Alt. HS into Whiddon-Rogers Ed. Ctr.
- Sunshine ES into Fairway ES

Workstream Focus

- Aligning cross-functional operations, logistics, and stakeholder engagement are our key levers.
- The work will ensure smooth transitions for students, staff, and receiving schools.

Where We Are

- Implementation is underway across multiple schools and departments.
- Regular progress monitoring and collaboration are driving execution.

School Consolidations Progress

Progress Highlights

- A centrally developed, standardized consolidation framework and deliverable tracker is guiding implementation across consolidated schools.
- Cross-functional District offices representing every division are actively executing coordinated deliverables aligned to transition timelines.
- Key operational milestones including materials inventory, planned packing and relocation of furniture, equipment, and instructional materials aligned to end-of-year timelines.
- Staffing coordination, transportation planning, and stakeholder communication are in progress or completed, positioning schools for successful transitions.
- Ongoing bi-weekly coordination meetings with District departments are ensuring accountability, alignment, and timely resolution of implementation challenges.

Feeder Pattern Alignment Overview

Feeder Pattern Alignment

- Walter C. Young MS to Silver Trail MS
- Hallandale HS to Miramar HS
- Charles W. Flanagan HS to West Broward HS

Workstream Focus

- Ensuring planned, seamless, and well-communicated transitions for students and families within new and existing feeder patterns and boundary changes drive our work.

Where We Are

- Ongoing work is centered on preparing schools, families, and systems for successful transitions into their next assigned schools.
- Providing stability, continuity, and clarity for families during a time of significant change is a must.

Feeder Pattern Alignment Progress

Progress Highlights

- Transition planning is underway to help students move seamlessly to their next schools, including consideration of academic and extracurricular program progression and opportunities, as well as family choice options.

- Coordination with schools and District systems is focused on readiness, capacity, and welcoming activities so students and families feel supported before and during transitions.

K-8 & 6-12 Next Grade Addition Overview

Next Grade Additions

Coconut Creek K-8

Coral Cove K-8

Hollywood Central K-8

Silver Shores K-8

Pines 6-12

Workstream Focus

- Supporting schools, families, and staff as elementary schools transition to K–8 configurations and a middle school transitions to a 6-12 configuration.
- Ensuring continuity of instruction, strong school culture, and clear communication throughout the process is vital to success.

Where We Are

- Planning and coordination are underway.
- The team is concentrating on instructional alignment, campus use, staffing considerations, and family engagement to ensure readiness for students and communities.

K-8 & 6-12 Next Grade Addition Progress

Progress

- Schools are preparing to expand to Grade 7 in K-8 schools.
- The school is preparing to expand to Grade 10 in the 6-12 school.
- Transition in all schools reflects strong operational readiness, instructional alignment, and positive school climate indicators.
- The schools are strategically planning for grade-level expansion of remaining grades.

Highlights

- School teams are being supported as they plan for academics, operations, and expanding enrollment.
- The delivery of science instruction has been planned. Materials and supplies have been ordered.
- District teams are collaborating to align instructional programming, staffing considerations, and student support across the grade bands.

Early Learning Expansion Overview

Early Learning Expansion

Thurgood Marshall ES from K-5 to Birth to Grade 5

Workstream Focus

This workstream focuses on expanding and aligning early learning opportunities to better serve families and young learners.

Where We Are

Planning and coordination efforts are underway to align program capacity, facilities, and staffing needs.

Progress Highlights

- Collaboration between instructional and operational teams is underway.
- Program and facility considerations are advancing toward completion.
- Applications are being processed and acceptance letters sent to families.
- Planned visits, including Broward Child Care Licensing, are taking place to ensure compliance and continued timeline progress.
- Playground construction is in progress for an early childhood play area.

School Model Redesign Overview

School Model Redesign

- Hallandale HS to Four-Day-Week Magnet School Following the Pompano Beach HS Model
- Plantation HS to a 6-12 School with a Public Safety Pathway in Collaboration with the City of Plantation

Workstream Focus

This workstream supports redesigned school models, including magnet positioning, schedule changes, academic programming, and site improvements.

Where We Are

Planning and coordination are underway to support a smooth transition. The design teams for both schools are focused on student transition, instructional design, staff preparation, recruitment, and campus readiness.

School Model Redesign Progress

Progress

- Cross-functional coordination is actively underway across Academics, Human Resources, Regional Offices, School Choice, and Transportation to support seamless student and staff transitions.
- Operational planning for materials, equipment, technology, and specialized program transfers is moving forward on schedule.

Highlights

- Parent communication and recruitment materials are being used to explain model changes and attract incoming students.
- Academic teams are building curriculum maps, professional learning plans, and course readiness for magnet, AP/AICE, and extended-block implementation.
- Facilities and operational work, including signage, repairs, beautification, and student supports, are being sequenced to reinforce the redesigned experience.

AP: Advanced Placement
AICE: Advanced International Certificate of Education

School Model Redesign Site-Specific Progress

Progress Highlights – Hallandale HS

- Embry Riddle Aeronautical University dual enrollment class will begin 2026-2027. Classroom is being remodeled with new technology, simulators, and furniture. A $50,000 grant from Florida Power & Light is the funding source.
- Coordination with Pompano Beach HS faculty to observe and collaborate on pacing and transition strategies to the 4-day school day is ongoing.
- Academic partnerships and internships for students on Fridays are being developed.

Progress Highlights – Plantation HS

- The school renaming process is in progress.
- A team comprised of school and District staff is collaborating with the City of Plantation on the creation of Public Safety Pathway programs.
- The school is positioning itself to be branded as the premier dual enrollment pathway (advanced academics and career preparation) school in the heart of Broward County.

Hazardous Walking Review

School	Intersection	City	Date Reviewed	"State Hazard"?	Transport.	Crossing Guard	Include Needed Crossing Guards
Fairway ES	Miramar Blvd and Island Dr	Miramar	30-Mar	NO	NO	YES	NO
Fairway ES	La Salle Blvd and Island Dr	Miramar	30-Mar	NO	NO	YES	NO
Fairway ES	Miramar Pkwy and Island Dr	Miramar	30-Mar	NO	NO	YES	NO
Chapel Trail ES	NW178th Ave and NW 9th St	Pembroke Pines	10-Apr	NO	NO	YES	YES
Chapel Trail ES	NW 9th St and NW 184th Ave	Pembroke Pines	10-Apr	**YES**	YES	NO	YES
Chapel Trail ES	NW 17th St and NW 184th Ave	Pembroke Pines	10-Apr	NO	NO	YES	YES
Silver Palm ES	SW 5th St and SW160th Ave	Pembroke Pines	14-Apr	NO	NO	NO	YES*
Silver Palm ES	Pines Blvd and SW160th Ave	Pembroke Pines	14-Apr	NO	NO	YES	YES*
Pines Lakes ES	Pines Blvd and Palm Ave	Pembroke Pines	15-Apr	NO	NO	YES	YES
Pines Lakes ES	Pines Blvd and SW 106th Ave	Pembroke Pines	15-Apr	NO	NO	YES	YES
Lakeside ES	Flamingo Rd and Pines Blvd	Pembroke Pines	20-Apr	**YES**	YES	NO	YES
Lakeside ES	Pines Blvd and 129th Ave	Pembroke Pines	20-Apr	NO	NO	NO	N/A
Croissant Park ES	Ave of the Arts/ 4th Ave (BRIDGE)	Fort Lauderdale	27-Apr	**YES**	YES	NO	YES
Croissant Park ES	Davie Blvd and SW 4th Ave	Fort Lauderdale	27-Apr	NO	NO	YES	YES
Croissant Park ES	Davie Blvd and SW 15th Ave	Fort Lauderdale	27-Apr	NO	NO	NO	N/A
T. Marshall ES	Chateau Park Dr and NW 15th Ave	Fort Lauderdale	27-Apr	**YES**	YES	NO	YES
Walker ES	NW 15th St and NW 4th St	Fort Lauderdale	27-Apr	NO	NO	YES	YES
Silver Trail ES	NW172nd Ave and Sheridan St	Pembroke Pines	20-Apr	NO	NO	YES	YES
Silver Trail ES	Jaguar Way and Sheridan St	Pembroke Pines	20-Apr	NO	NO	EXTEND	YES
Silver Trail ES	163rd Ave and Sheridan St	Pembroke Pines	20-Apr	NO	NO	YES	YES
Plantation HS	NW11Th Pl and NW 70th Ave	Plantation	13-May				Pending
Plantation HS	NW 16th St and NW 70th Ave	Plantation	13-May				Pending

* City will add two additional crossing guard locations not needed by Statute.

Crossing Guard Location Summary

Due to the implementation of Redefining Our Schools, there are changes to the number of Crossing Guard locations needed for each city.

- The **City of Miramar** will have a reduction of approx. 3 (7 to 4).
- The **City of Pembroke Pines** will have a reduction of approx. 4 (15 to 9 with 2 additional no statute required)
- The **City of Fort Lauderdale** will have a reduction of approx. 4 (7 to 4).
- The reduction for the **City of Plantation** is to be determined, but there is currently only one location for crossing guards.

Transportation Financial Impact

Schools	Why	What Is The Bus Impact	Costs	Description
Chapel Trail Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
Croissant Park Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
Fairway Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
Flanagan High	Boundary Change/Phase-in	1 REG	$72,000	New Bus
Hallandale High/McNicol Middle	Bell Time Change/Boundary Change/Phase-In	6 REG 1 ESE	$431,000 $117,000	New Bus
Lakeside Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
Miramar High	Boundary Change/Phase-in	3 - 6 REG	$216,000 - $431,000	New Bus
Olsen Middle	Bell Time Change	7 REG 2 ESE	$503,000 $234,000	New Bus
Pines Lakes Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
Plantation High	Reconfigure to Grades 6 - 12	2 ESE	$234,000	New Bus
Silver Palms Elementary	Boundary Change	N/A	Cost Neutral	Existing Bus
TOTAL		**22 -28 Additional Buses**	**$1.8 M - $2.2 M**	

Financial Impact

- The estimated total financial impact of the 2026-2027 school boundary implementation (excluding transportation) is approximately **$3.7M**, reflecting a combination of existing funding and additional investments needed to support implementation.
  - Funded from Existing Budget Allocations: $645K
  - General Fund – Additional Funding Needed: $218K
  - Capital Fund – Additional Funding Needed: $2.84M
  - **Total Cost Impact: $3.7M**

Programmatic Innovations

Workstream Orientation

This workstream focuses on expanding and developing innovative program offerings that integrate academics, career exposure, and real-world learning. The focus is on building cohesive models that respond to evolving educational, industry and community needs.

Where We Are

This workstream has established program concepts and is actively refining design, staffing, academic alignment, and partnerships with workforce and community stakeholders.

Progress Highlights

New and enhanced program offerings are being developed at several schools across the District.

Programmatic Innovations Continued

New and enhanced program offerings are being developed at the following schools:

Magnet/CTACE Programs/Gifted

Hallandale HS
- Academy of Entrepreneurship and Technology

Plantation HS 6-12
- Civics Career Academy (ACES)
- 6-12 Gifted Academy

Northeast HS
- Marine Mechanics (ACES)

Stranahan HS
- Maritime Technology Academy (iCAN)

Deerfield Beach Feeder Pattern
- Artificial Intelligence and Media (AIM)

(Deerfield Beach HS, Deerfield Beach MS, Deerfield Park ES)

ACES: Achieving Career Equity for Students
iCAN: Integrated Career and Academic Networks

Innovative/CTACE Programs

Fort Lauderdale Feeder Pattern
- Sports Recreation & Entertainment Marketing (SREM)

(Fort Lauderdale HS, Sunrise MS, Bennett ES)

Coral Springs HS
- Aerospace/Aircraft Assembler

North & South Region
- Regional Performing Arts Program

Programs Under Consideration

Horizon ES
- Montessori

Fairway ES
- International Baccalaureate (IB) Primary Years Programme (PYP)

Redefining the Nova Innovation Zone

Nova will become a vertically aligned college and career-ready, AI-powered Innovation Zone preparing students for an immersive technology driven future workforce, without losing human connection, maintaining academic rigor, or sacrificing innovation.



Redefining the Nova Innovation Zone

To design and implement a nationally recognized, scalable K–12 model that integrates immersive technology, workforce pathways, industry partnerships, and continuous teacher innovation into a cohesive, future-ready system

Strategic Outcomes:

- Workforce-ready graduates with industry certifications
- AI-integrated teaching and learning system
- National model/playbook for replication
- Increased enrollment (recapture charter/private students)
- Deep industry and university partnership

Milestone	Date
Task Force Launch	May 2026
Concept Framework Complete	August 2026
Full Design Blueprint	June 2027
Board Approval	Summer 2027
Prototype Launch	August 2027
Pilot Expansion	August 2028
Full Implementation	August 2029

Nova Innovation Zone: University Partnerships

NOVA INNOVATION ZONE UNIVERSITY PARTNERSHIPS & STUDENT INTERNSHIPS

LEARN.
COLLABORATE.
INNOVATE.



Nova Innovation Zone: Business Community Potential Partnerships



Academics Priorities

BROWARD County Public Schools
ACADEMICS

OPERATIONAL ACADEMIC SUPPORT AND ACADEMIC ACCELERATORS TO TEACHER SUCCESS

EXPLORE. REDEFINE. SUPPORT. SUCCEED.

REDEFINE
REIMAGINE • REALIGN • REACH
Every Student. Every Day. The BCPS Way

EXPLORING
We investigate needs, trends, and opportunities to shape the future of learning.

REDEFINING
We reimagine systems, structures, and experiences to better serve students and schools.

SUPPORTING
We provide targeted resources, coaching, and tools to bring redefined ideas to life.

ACCELERATING
We measure impact, refine practices, and scale what works to drive continuous improvement.

SUCCEEDING
We empower educators and unlock potential to ensure every student achieves success.

OPERATIONAL ACADEMIC SUPPORT

SCHOOL PROCESS REVIEW
We explore and refine academic structures, programs, and processes to ensure alignment, efficiency, and impact.



SCHOOL CLOSURE PROCESSES
We provide data-informed guidance and stakeholder support to navigate the closure process with care, transparency, and a focus on student continuity.



INTERNAL AUDITS
We conduct internal academic audits to ensure compliance, fidelity of implementation, and continuous improvement.



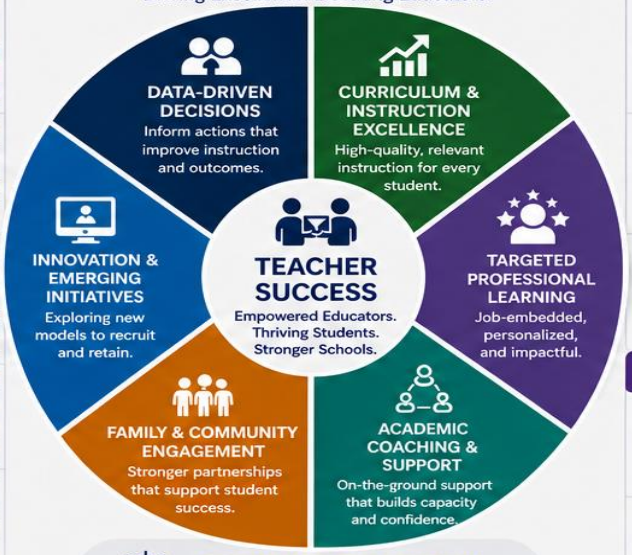
ROI OF PROGRAMMING
We analyze academic and operational data to determine return on investment and inform strategic decisions.



RECOMMENDATIONS & OPTIMIZATION
We deliver actionable recommendations to strengthen programs, reallocate resources, and maximize student outcomes.



ACADEMIC ACCELERATORS
Driving Excellence. Elevating Educators.



CONTINUOUS IMPROVEMENT
Reflect. Refine. Elevate.
Together, we redefine what's possible.

EXPLORING NEW ACADEMIC INITIATIVES

RECRUIT STUDENTS
Innovative programs and pathways that spark interest and expand opportunities.



RETAIN STUDENTS
Engaging, relevant learning experiences that build connection and long-term success.



ENGAGE PARENTS
Transparent communication and meaningful partnerships that build trust and support.



REDEFINING PROFESSIONAL LEARNING

NEW MODELS OF SUPPORT
Flexible, collaborative, and ongoing models that meet educators where they are.



PRACTICE. APPLY. IMPACT.
Hands-on learning that translates to classroom impact and student growth.



STUDENT-CENTERED
Every decision is made with students at the center.

INNOVATION-DRIVEN
We embrace bold ideas and forward-thinking solutions to shape the future.

COLLABORATIVE
We work together across schools, departments, and communities.

RESULTS-ORIENTED
We measure what matters and make continuous strides forward.

EVERY STUDENT. EVERY DAY. THE BCPS WAY.

REDEFINING TODAY. TRANSFORMING TOMORROW.
Learn more about our academic initiatives and how we support every school, every learner.

Ongoing Redefining Strategies

- Placement of ESE Special Programs at the Elementary Level
- Dual Language Programs Within Innovation Zones or Regions
- Gifted Pathways Within Innovation Zones or Regions
- Implementation of Space Florida Academy Program
- Grant Exploration With the Office of Naval Research
- Education Market Assistant Vendor for Step Up for Students
- Program Exploration for New Magnet and Innovative Program Pathways

ESE: Exceptional Student Education

Planning for Redefining Our Schools 2026-2027

- Redefining Our Schools is a **multi-year** strategy.
- What the **Community** Reinforces (Core Themes):
  - Protect Rigorous Academic Programs
  - Guarantee ESE / ASD Continuity
  - Preserve Safety and Age-Appropriate Environments
  - Communicate Early and Clearly
  - Maintain Community Identity Where Possible
  - Fully Supported Schools (Resources)

ESE = Exceptional Student Education ASD= Autism Spectrum Disorder

Streamlining Community Engagement

- Move From Multiple School Meetings to a Regional Session Approach
  - **North Region Session**
  - **Central Region Session**
  - **South Region Session**
- Increase Transparency
- Respect the Community's Time
- Clear Communication Timelines

Ongoing Data Collection

- Enrollment Trends by Grade and Location
- Facility Condition and Utilization
- Program Demand Signals (Cambridge, Dual Language, ESE continuity)
- Transportation, Safety, and Operational Readiness Indicators
- Community Input (ThoughtExchange)

ESE: Exceptional Student Education

What the Data is Consistently Telling Us

- Underutilization is no longer isolated. It is a District-wide dilemma.
- Program success links directly to concentration of enrollment.
- Delay increases:
  - School Program Instability (Funding)
  - Staff Uncertainty
  - Community Frustration and Student Departures

What the Data is Consistently Telling Us

- Under-enrollment and aging facilities still impact budgets and programs.
- Families want certainty:

  "***Tell us early so we can plan.***"

- Continuing to right-size while safeguarding academic excellence, access, and community identity leads to long-term stability.

School Repurposing in Florida

School Consolidations in Other Large Florida Districts

District	School Repurposing
Duval	• 5 elementary school closures for 2025-2026 • 2 additional planned closures (1 for 2026-2027 and 1 for 2027-2028)
Hillsborough	• 5 closures for 2024-2025 (3 elementary, 2 middle) • 3 closures for 2026-2027 (1 elementary, 1 middle, 1 K-8)
Miami-Dade	• 9 potential closures for 2026-2027 (vote will occur in June 2026) (6 elementary, 2 middle, 1 K-8)
Orange	• 7 closures for 2026-2027 (6 elementary, 1 middle)
Palm Beach	• 1 closure for 2026-2027 (1 elementary to reopen as a high school in 2027-2028)
Pinellas	• 2 elementary closures for 2026-2027

Criteria for Repurposing, Consolidating, & Closing Schools

Per School Board Policy 8010:

"Schools that are being considered for repurposing, consolidation, and/or closing shall be identified using one (1) or more of the following criteria:"

1. Relevant factors for consideration are the overall financial impact on the District, cost effectiveness (including capital outlay), adjacent capacity, transportation requirements, and historical and projected enrollment for the affected geographical areas.

2. The schools have enrollments below seventy percent (70%) of their permanent FISH capacity that have had a five-(5) year trend of having an enrollment below seventy percent (70%) of permanent FISH capacity and are projected to continue to be below seventy percent (70%) of permanent FISH capacity for the next five (5) years.

3. The general condition of the building is poor and/or design is educationally obsolete, and exceptionally large amounts of capital outlay are needed to continue the operation of the school.

Initial Criteria to Evaluate Proposals

- Impact on Enrollment
- Impact on Feeder Patterns
- Impact on Neighborhood Integrity
- Impact on Distance to School
- Impact on School Diversity
- Impact on Students with Special Needs

School Boundary Advisory Committee

Option 1	Option 2
• Each School Board member appoints a representative • The Superintendent appoints a representative • Each Board-identified committee appoints a representative	• Each impacted school has representation (1 or 2 appointees) • Each Board-identified committee appoints a representative

All committee members must complete Ethics Training, attend a committee orientation meeting, attend the three regional stakeholder meetings, and participate in the deliberation meeting.

Update on Sale of Surplus Property

Name	Location	Size in Acres	Municipality	Status
Elementary D-1 School Site	S Hiatus Road and W Broward Blvd	11.84	Plantation	In April 2026, a Voluntary Source Removal Plan (VSRP) was prepared by the BCPS retained consultant to address identified localized soil contamination found in the northern portion of the site. Plans are currently underway to implement regulatory closure of the contamination consistent with the State of Florida commercial cleanup standards. The VSRP requires the approval of Broward County before remedial action can begin, possibly in June 2026. In the interim, staff is working to obtain new appraisals for the site with the intent of providing the VSRP to the appraisers.
Elementary A-1 Site (Trails End)	University Drive and Trails End	10.14	Parkland	On 12/19/2023, the Negotiation Parameters Committee (NPC) established the minimum asking price as $13,937,500 for the site. As directed by the School Board, staff is currently engaged in direct negotiations with Broward Health (BH) for sale of the real property to BH, who offered to purchase site for $14,000,000. Current stalemate regards the Board's motion for lease of space, free of charge to Eagles Haven and who (School Board or Eagles Haven) will be responsible for cost to build out space.
Southwest Ranches Site	Sheridan Street and NW 190th Avenue	30.1	Southwest Ranches	On 8/19/2025, Board approved lease of 8.25 acres of the site to South Florida Wildlife Center. On 2/27/2026, NPC established the minimum asking price as $6,000,000 for the remainder 20.59 acres. Current plan is to issue an Invitation to Bid in May 2026 to the sell the 20.59 acres. Encumbered by 2006 COPs.

Update on Sale of Surplus Property

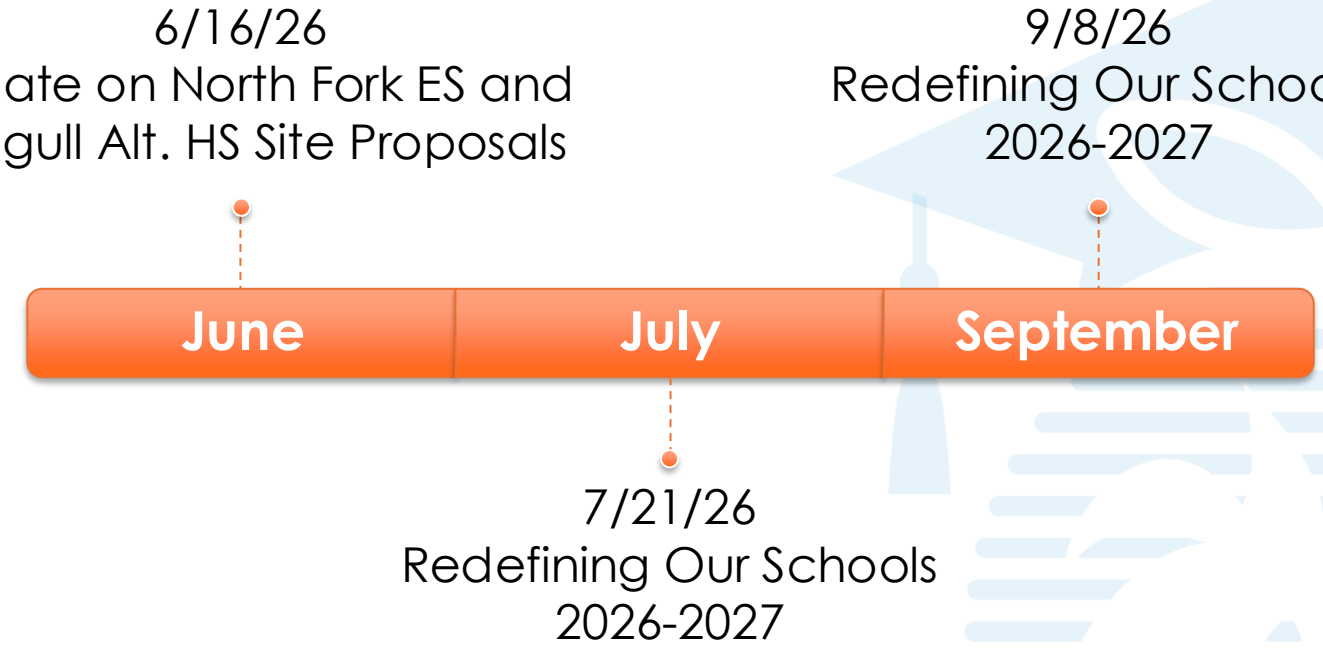
Name	Location	Size in Acres	Municipality	Status
Technology & Support Services Facility	W Oakland Park Blvd and W Atrium	4.73	Sunrise	On 11/12/2025, the School Board approved Resolution No. 26-120, which declared the building as surplus. On 2/27/2025, the NPC established the minimum asking price as $12,873,333. Broward County and City of Sunrise have expressed interest in purchasing the building. Staff is currently awaiting the relocation of departments from the building; thereafter, it will be marketed for sale or if directed, sell it to either Broward County or City of Sunrise.
Technology & Support Services Center Annex	W Oakland Park Blvd and W Atrium	4.71	Sunrise	On 11/12/2025, the School Board approved Resolution No. 26-120, which declared the building as surplus. On 2/27/2025, the NPC established the minimum asking price as $6,936,666. Staff is currently awaiting the relocation of departments from the building; thereafter, it will be marketed for sale or if directed, sell it to either Broward County or City of Sunrise.
Coral Springs High Acreage Site	N Rock Island Road and W Sample Road	2.86	Coral Springs	New appraisals were obtained for the vacant land in November and December 2025, and January 2026. On 4/10/2026, the NPC established the minimum asking price as $700,000. The current plan is to issue an Invitation to Bid in May 2026 to sell the vacant land.

Redefining Our Schools Deliverables

Proposed Redefining Our Schools 2026-2027 Timeline

→	**5/12/2026**	**School Board Preliminary Workshop for Guidance on Redefining Our Schools 2026-2027 Goals**
	June 2026	Data Refresh, Confirm School Recommendations, Initial Stakeholder Notification
	July 21, 2026	School Board Workshop 1: Redefining Our Schools 2026-2027 Proposed Schools to Address, Process, and Timeline
	August 19, 2026	School Board Resolution to Establish School Boundary Advisory Committee
	September 22, 2026	School Board Workshop 2: Redefining Our Schools 2026-2027 Fall Enrollment Update and Finalized School Proposals
	September - October 2026	Three Regional Community Meetings to Discuss Options for Schools Being Addressed
	September - October 2026	Targeted Stakeholder Meetings (Advisory Groups, Municipalities, Staff)
	September - October 2026	School Boundary Committee Orientation & Training, Deliberation Meeting
	November 4, 2026	School Board Workshop 3: Redefining Our Schools Update on Community Input and Boundary Committee Recommendations Final List of Schools to be Addressed with Proposed Changes
	November 2026	Superintendent's Final Recommendations Memo
	December 2026	School Board Rulemaking Meeting: Final Vote
	December 2026	Notification to Impacted Families and Staff
	December 2026	School Choice Application Window Closes
	January 2027	Transition Planning for 2027-2028 School Year

Upcoming Workshop Updates



Board Direction Requested

- Confirm continuation of Redefining into 2026-2027
- Approve timeline, community engagement model, and School Boundary Advisory Committee composition
- Endorse use of data guardrails
- Provide feedback on criteria for evaluating proposals for schools to be included in the 2026-2027 process

Redefining Our Schools maintains the District's obligation to our community by acting responsibly on today's reality while planning for the future. This is how we protect excellence and garner trust.

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
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

APPENDIX

Financial Impact

- Funded from Existing Budget Allocations: $645K

Deliverable by School	Funded from Existing Budget Allocations
AI Extra Periods	**$12,000.00**
Deerfield Beach Middle School	$12,000.00
AI Teacher	**$87,000.00**
Deerfield Beach High School	$87,000.00
AICE Teacher Training	**$4,144.00**
Hallandale High School	$4,144.00
Aviation Classroom Remodel	**$50,000.00**
Hallandale High School	$50,000.00
Early Learning Playground	**$175,000.00**
Thurgood Marshall Early Learning Expansion	$175,000.00
EMT Program (Barry University)	**$143,137.00**
Hallandale High School	$143,137.00
Maritime Technology Teacher	**$87,000.00**
Stranahan High School	$87,000.00
Marine Mechanics Teacher	**$87,000.00**
Northeast High School	$87,000.00
Grand Total	**$645,281.00**

Financial Impact

- General Fund – Additional Funding Needed: $218K

Deliverable by School	General Fund - Additional Funding Needed
Hire a PE Teacher	**$40,000.00**
Bennett Elementary School	$40,000.00
Library Media Resources to Assist Schools Unable to Meet Deadline	**$15,600.00**
Plantation Middle School	$15,600.00
Multimedia Production Equipment	**$25,000.00**
Hallandale High School	$25,000.00
Multimedia Teacher	**$87,000.00**
Hallandale High School	$87,000.00
Sports Academy Three Extra Periods	**$18,000.00**
Sunrise Middle School	$18,000.00
Student Laptop Devices	**$18,000.00**
Hallandale High School	$18,000.00
Supplies and Equipment (Non-Capital)	**$15,000.00**
Bennett Elementary School	$5,000.00
Sunrise Middle School	$10,000.00
Grand Total	**$218,600.00**

Financial Impact

- Capital Fund – Additional Funding Needed: $2.84M

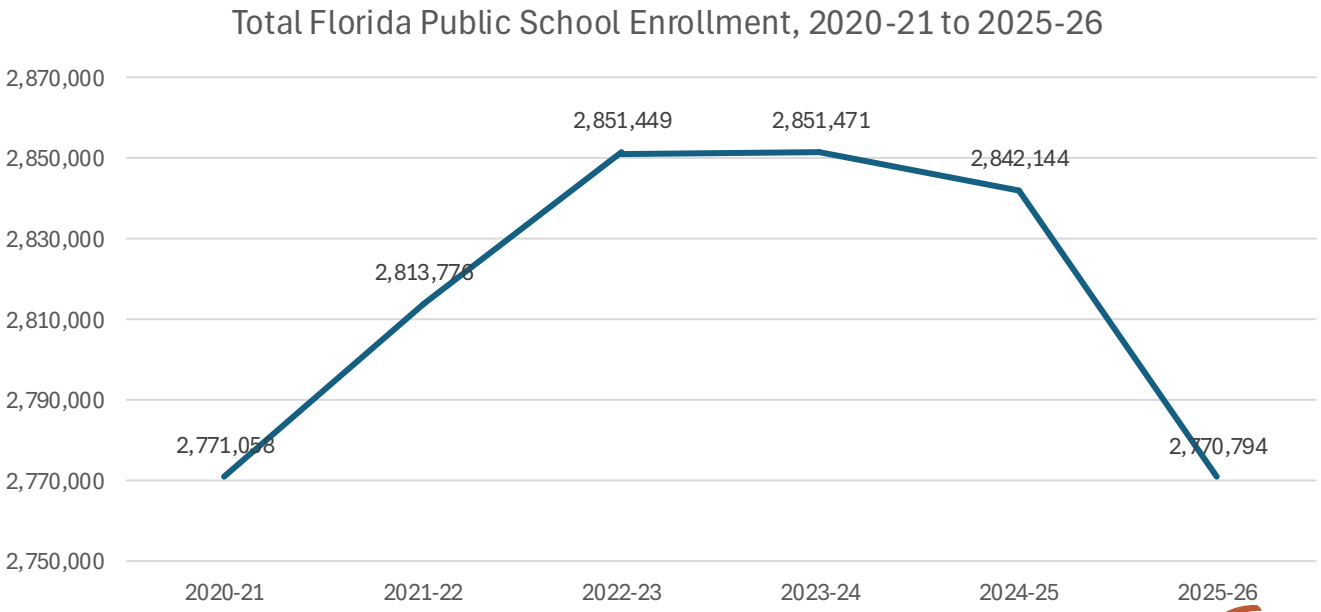
Deliverable by School	Capital Fund - Additional Funding Needed
Three Grade 7 Classrooms for Each of the Four Schools	**$0.00**
All K-8	$0.00
Early Learning Playground	**$92,000.00**
Thurgood Marshall Early Learning Expansion	$92,000.00
Relocate Department, Includes I&T & Electrical	**$1,191,800.00**
ESE to Miramar Elementary School	$394,600.00
ESE to Tamarac Elementary School	$402,600.00
ESE to Thurgood Marshall Elementary School	$394,600.00
Relocate/Stage School's Entire Content	**$943,078.00**
North Fork Elementary School	$137,541.00
Palm Cove Elementary School	$193,032.00
Panther Run Elementary School	$153,458.00
Plantation Middle School	$227,496.00
Seagull Alternative High School	$97,047.00
Sunshine Elementary School	$134,504.00
Upgrade Existing Classrooms for K-8	**$422,189.02**
Coconut Creek K-8 Academy of Excellence	$153,213.83
Coral Cove Academy of the Arts K-8	$61,539.78
Hollywood Central Preparatory K-8	$112,533.24
Pines Collegiate Academy 6-12	$17,499.13
Silver Shores STEAM Academy K-8	$77,403.04
Zone 2 to Twin Lakes, Custodial to Stranahan, Grounds to West Central Bus Lot	**$195,000.00**
PPO Moves to Vacate Zone 2 Leased Building	$195,000.00
Grand Total	**$2,844,067.02**

Broward County Public Schools (BCPS) Enrollment Loss Update

May 2026

Total Florida Public School Enrollment, 2020-21 to 2025-26

Public school enrollment decline is not unique to Broward County. It is now a statewide phenomenon. Overall, public school enrollment, including enrollment at charter schools, had been growing in Florida from 2020-21 to 2024-25, during which period it increased by 71,086 students. However, the widespread enrollment declines that occurred from 2024-25 to 2025-26, a statewide loss of 71,350 students, **completely erased the gains of the previous five years**.



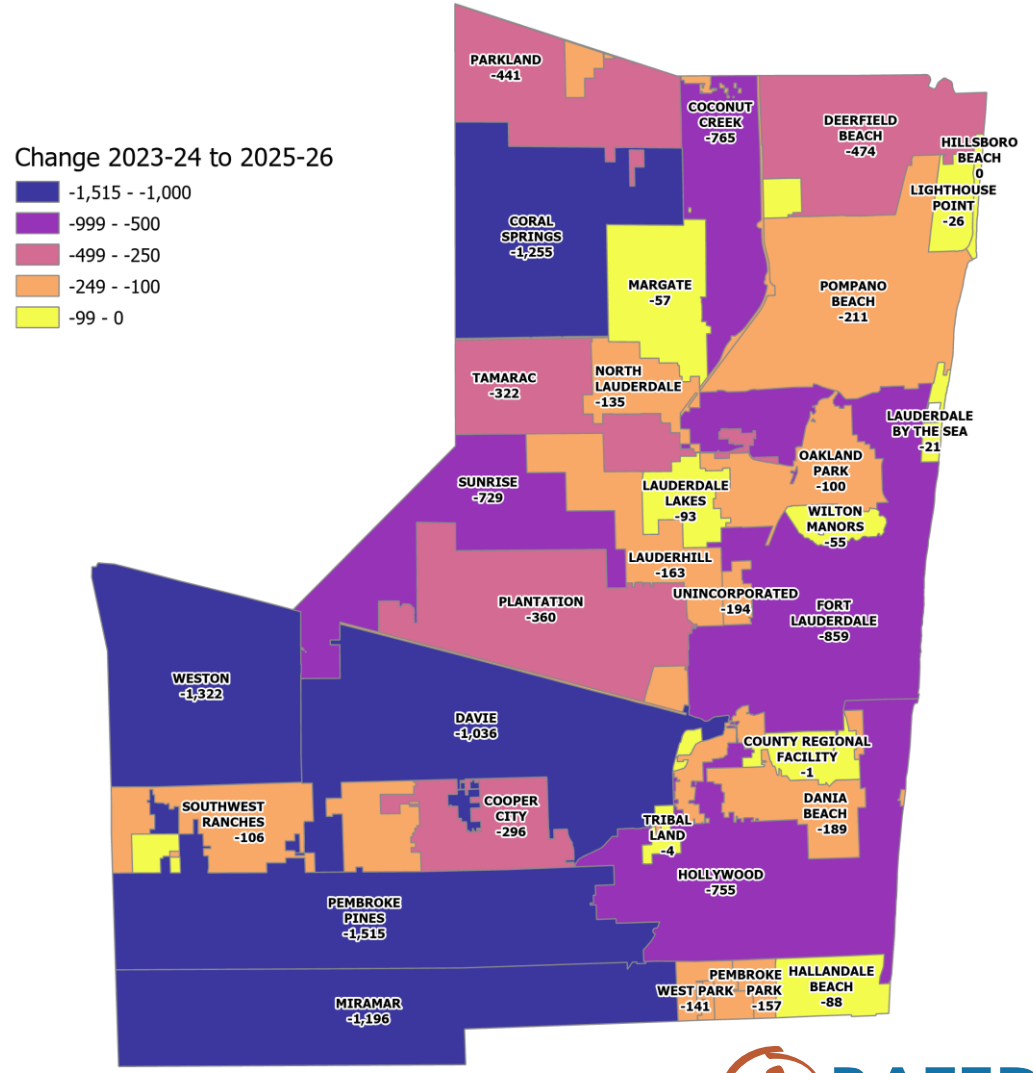
Enrollment Change in Florida's Five Largest School Districts, 2021-22 to 2025-26

Within Florida's five largest school districts the pattern has been similar. From 2020-21 to 2024-25, Broward County was the only big-five district to lose enrollment, with a decrease of 13,214 students, whereas the other districts all increased in enrollment, by 903 students (Miami-Dade) to 7,457 students (Orange). From 2024-25 to 2025-26, however, all of the big five districts lost enrollment, amounting to a combined total loss of 44,431 students, with Miami-Dade County losing the largest number, 14,331 students.

County	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Change 2020-21 to 2024-25	Change 2024-25 to 2025-26
Broward	260,715	256,021	254,384	251,106	247,501	236,667	(13,214)	(10,834)
Miami-Dade	334,937	329,575	335,929	337,719	335,840	321,509	903	(14,331)
Hillsborough	218,943	224,149	224,538	224,152	220,437	213,403	1,494	(7,034)
Orange	199,851	204,058	208,445	207,695	207,308	201,585	7,457	(5,723)
Palm Beach	188,832	189,659	190,567	191,398	191,304	184,795	2,472	(6,509)
TOTAL	**1,203,278**	**1,203,462**	**1,213,863**	**1,212,070**	**1,202,390**	**1,157,959**	**(888)**	**(44,431)**

Enrollment Change by Residing Municipality, 2023-24 to 2025-26

The number of public school (District + Charter) students residing in all of Broward County's municipalities decreased from 2023-24 to 2025-26 (except Hillsboro Beach which maintained its 4 students). **Five municipalities decreased by more than 1,000 residing students each,** with Pembroke Pines having the greatest overall loss at -1,515 students.



BCPS Greatest Enrollment Losses

- Since 2000, three school years have experienced much higher than normal enrollment loss: 2005-06 to 2006-07, 2019-20 to 2020-21 and 2024-25 to 2025-26.

- 2005-06 to 2006-07 was primarily due to the impacts of Hurricane Wilma; 2019-20 to 2020-21 was due to impacts of the Pandemic;
  2024-25 to 2025-26 stemmed from a combination of new drivers including school vouchers, lack of affordable housing, lower birth rates, and new immigration policies.

- 2024-25 to 2025-26 saw the greatest total enrollment loss for District + charter schools, at **-10,834**.

- 2005-06 to 2006-07 was the greatest loss for District traditional PK-12 schools (not including centers), at **-10,062**. Both centers and charters increased during that year.

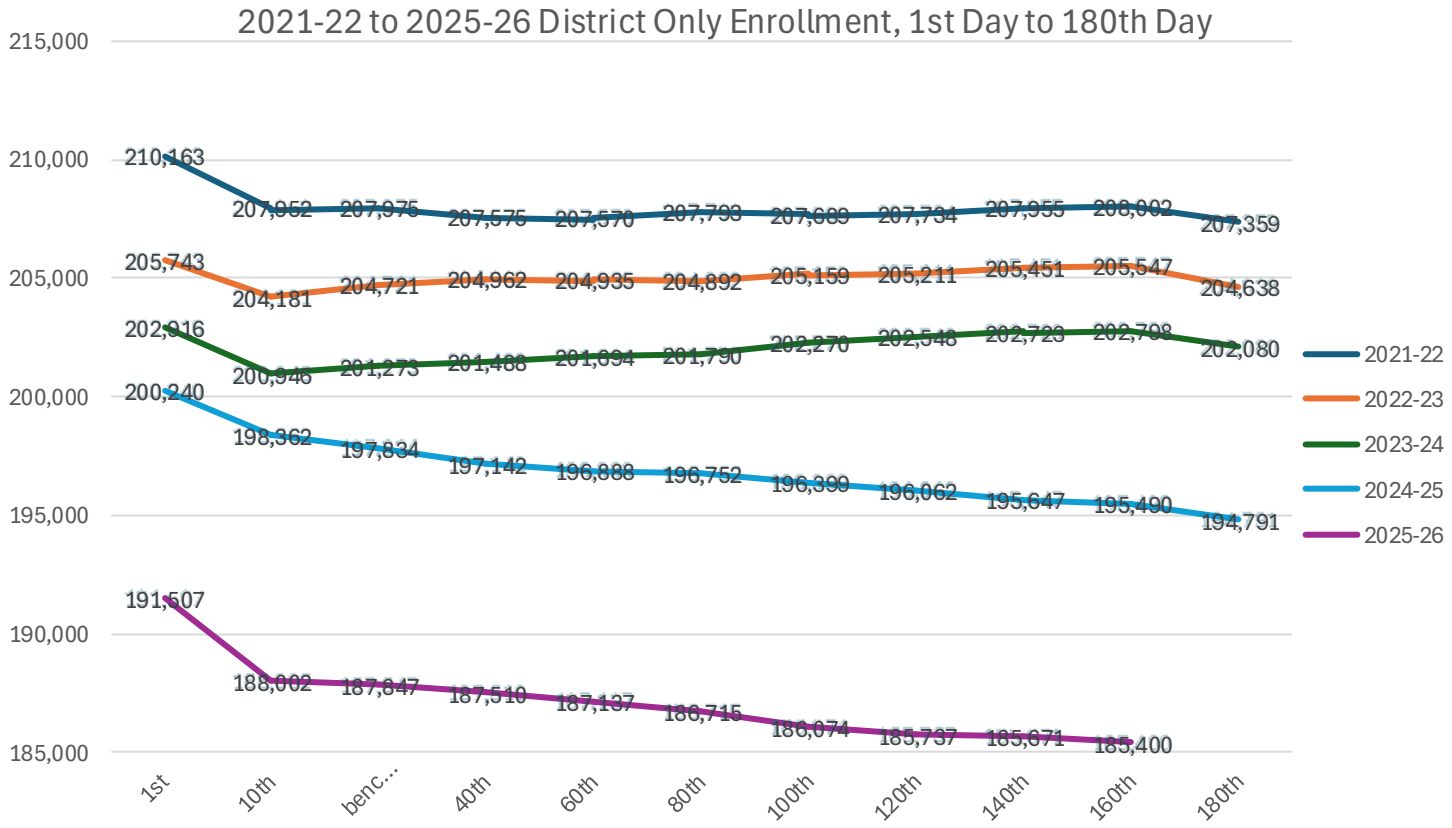
Years with Significant Enrollment Losses

Years with the Single Highest Enrollment Declines:
2004-05 to 2005-06, 2019-20 to 2020-21, and 2024-25 to 2025-26

	2005-06	2006-07	Difference	2019-20	2020-21	Difference	2024-25	2025-26	Difference
PreK	4,321	3,876	(445)	5,714	5,061	(653)	5,554	5,244	(310)
K	18,086	17,039	(1,047)	14,280	12,304	(1,976)	11,912	10,790	(1,122)
1	19,039	18,571	(468)	15,199	14,049	(1,150)	12,847	12,129	(718)
2	19,205	17,918	(1,287)	15,314	14,447	(867)	13,345	12,695	(650)
3	20,757	18,926	(1,831)	16,126	14,788	(1,338)	14,503	13,242	(1,261)
4	18,580	18,916	336	15,469	15,313	(156)	13,531	13,455	(76)
5	19,985	17,967	(2,018)	16,085	15,240	(845)	14,181	13,126	(1,055)
6	18,668	19,011	343	16,077	15,328	(749)	12,681	12,875	194
7	19,781	18,069	(1,712)	16,223	15,853	(370)	13,515	12,278	(1,237)
8	19,790	18,875	(915)	16,481	16,128	(353)	14,331	13,263	(1,068)
9	21,676	20,778	(898)	18,068	18,084	16	16,835	16,350	(485)
10	19,236	18,887	(349)	17,729	17,937	208	16,975	16,282	(693)
11	17,336	17,264	(72)	16,974	17,126	152	17,000	16,158	(842)
12	15,403	15,704	301	17,070	16,746	(324)	16,773	16,479	(294)
PK-12 Total	**251,863**	**241,801**	**(10,062)**	**216,809**	**208,404**	**(8,405)**	**193,983**	**184,366**	**(9,617)**
Centers	3,936	4,715	779	4,457	4,103	(354)	3,851	3,481	(370)
District Total	255,799	246,516	(9,283)	221,266	212,507	(8,759)	197,834	187,847	(9,987)
Charters	15,136	16,100	964	46,704	48,208	1,504	49,667	48,820	(847)
District + Charter Total	**270,935**	**262,616**	**(8,319)**	**267,970**	**260,715**	**(7,255)**	**247,501**	**236,667**	**(10,834)**

Year-to-Year vs Within-Year Enrollment Loss

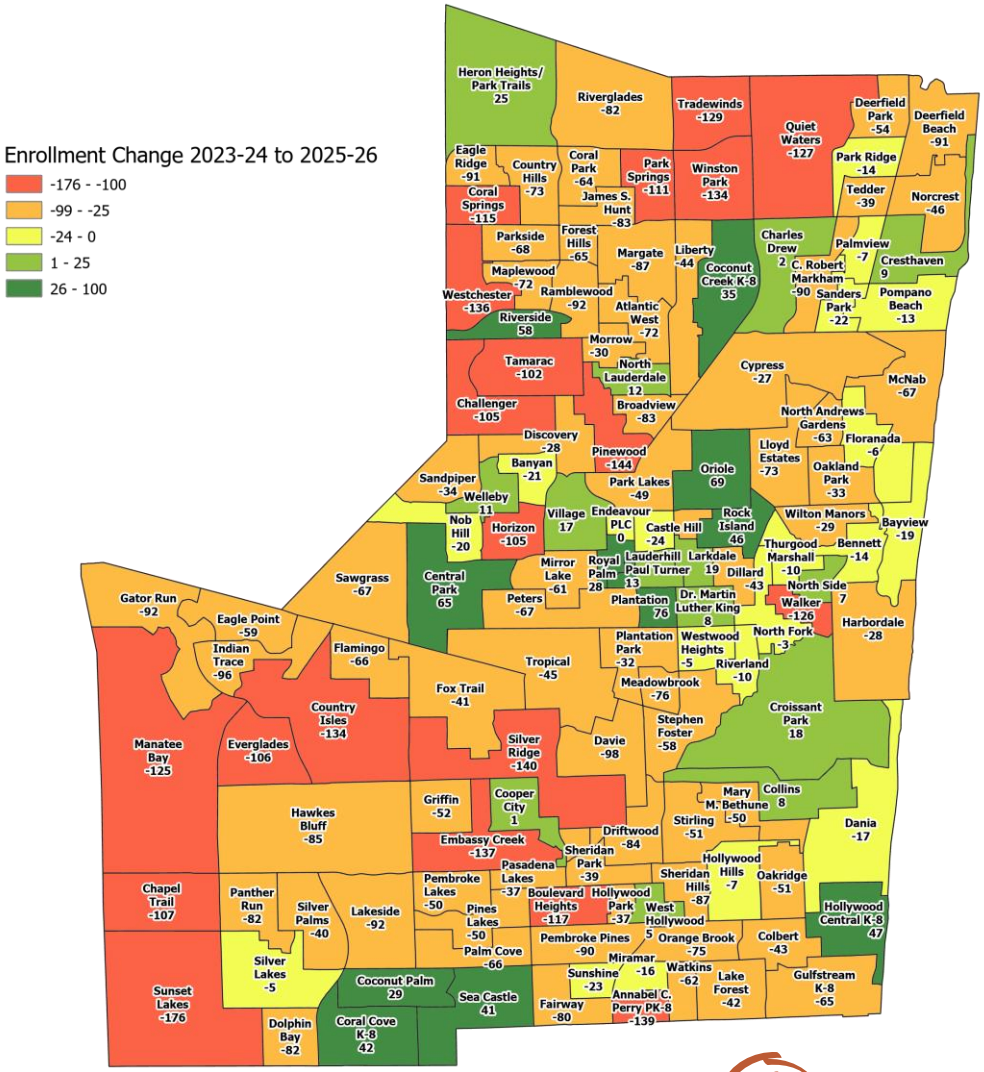
Year-to-year enrollment loss has occurred annually to varying degrees since 2018-19. The 2024-25 school year, however, saw significant enrollment loss during the school year, which is a departure from previous years. So far, 2025-26 has seen a steeper rate of decline than 2024-25, with an overall loss of 2,447 students from the benchmark day to the 160th day of school.



Enrollment Change by Elementary School, 2023-24 to 2025-26

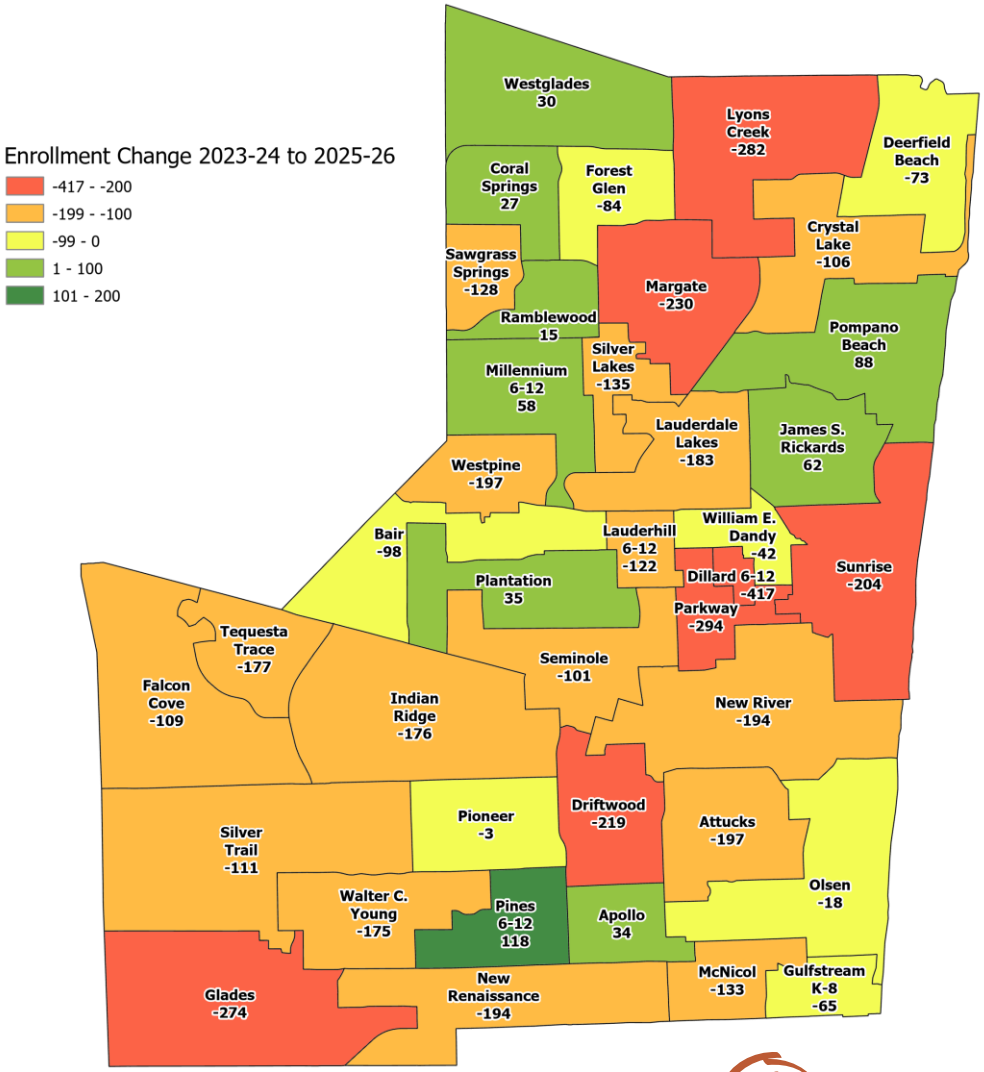
Enrollment at BCPS elementary schools decreased overall by 8,186 students from 2023-24 to 2025-26. Schools losing the most students are largely concentrated in the west and southwest, and the center north.

Schools that were redefined as K-8 schools all increased in enrollment as sixth grade was added to their campuses in 2025-26.



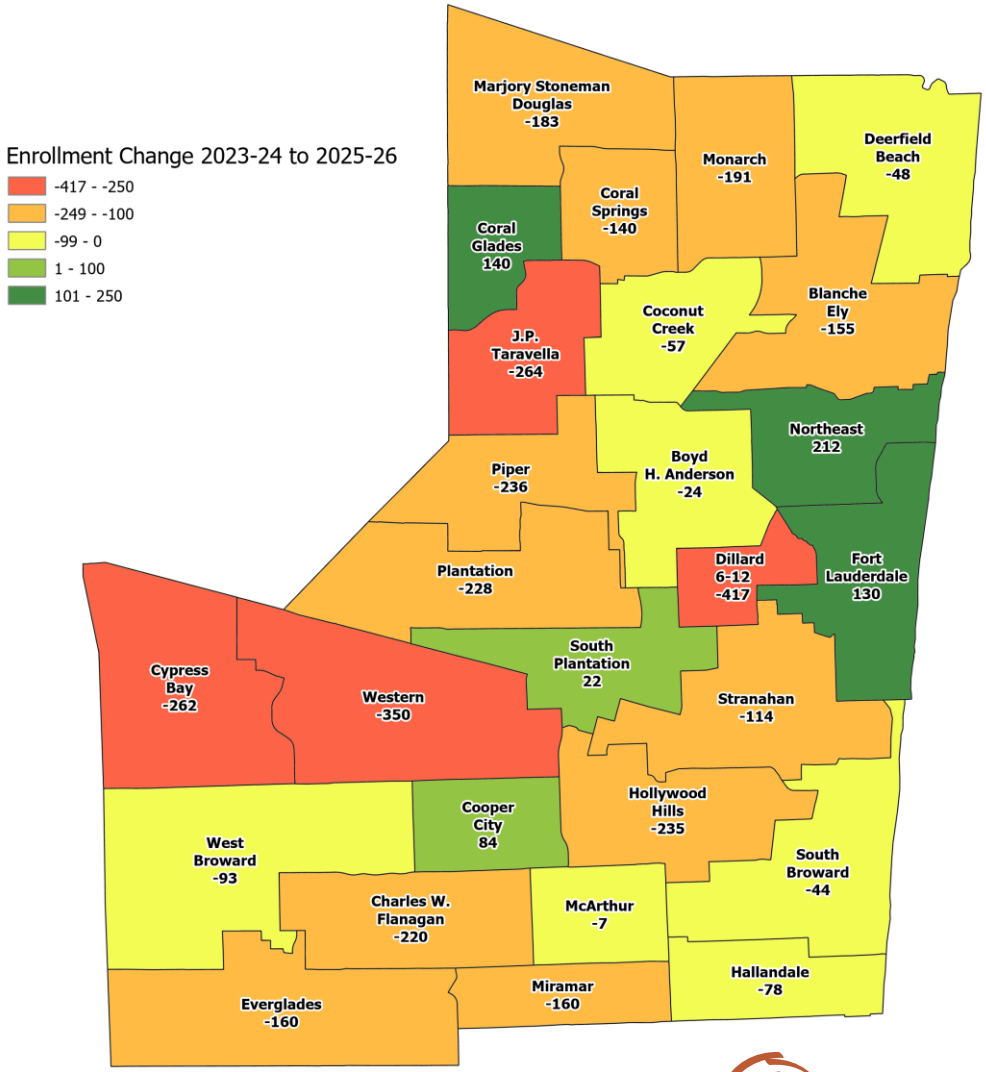
Enrollment Change by Middle School, 2023-24 to 2025-26

Enrollment at BCPS middle schools decreased overall by 4,447 students from 2023-24 to 2025-26. Schools losing the most students are dispersed throughout the District, though the southwest contains only one school site that gained enrollment, Pines 6-12, which was reconfigured through Redefining and added ninth grade in 2025-26.



Enrollment Change by High School, 2023-24 to 2025-26

Enrollment at BCPS high schools decreased overall by 2,360 students from 2023-24 to 2025-26. Schools losing the most students are dispersed throughout the District, though only five high schools- Cooper City, Coral Glades, Fort Lauderdale, Northeast, and South Plantation- gained enrollment during this period.



Students Withdrawing from BCPS

The student population of Broward County has consistently showed a high degree of mobility year to year. In any given year, more than 20,000 typically withdraw from BCPS for the following four reasons: withdrew to other public district in Florida, withdrew to public school out-of-state, private school transfer, and withdrew for home education. Together, these four codes represented an **average of 21,749 withdrawals each year** from 2015 to 2024, with the 2024-25 school year having a slightly lower than average total of 21,382. It is worth noting that District enrollment **increased in the years 2015-16 through 2017-18, despite each having 20,000 students leave BCPS**, as withdrawals are typically replaced by new students registering.

	(W3A) WD to Public School District in FL	(W3B) WD Public School Out-of-State	(W04) Private School Transfer	(W24) WD for Home Education	**Total**
2015-16 Total	7,813	9,124	3,111	702	**20,750**
2016-17 Total	8,547	8,607	3,058	616	**20,828**
2017-18 Total	8,353	9,232	2,488	920	**20,993**
2018-19 Total	8,708	8,472	2,769	1,010	**20,959**
2019-20 Total	7,240	7,424	2,534	1,118	**18,316**
2020-21 Total	6,351	5,634	4,032	1,292	**17,309**
2021-22 Total	12,394	9,212	3,834	1,593	**27,033**
2022-23 Total	10,163	9,981	4,262	1,072	**25,478**
2023-24 Total	10,022	8,742	4,557	1,125	**24,446**
2024-25 Total	8,178	7,471	4,060	1,673	**21,382**
2025-26 Total (Provisional, through 4/27/26)	6,076	5,593	3,177	1,795	**16,641**

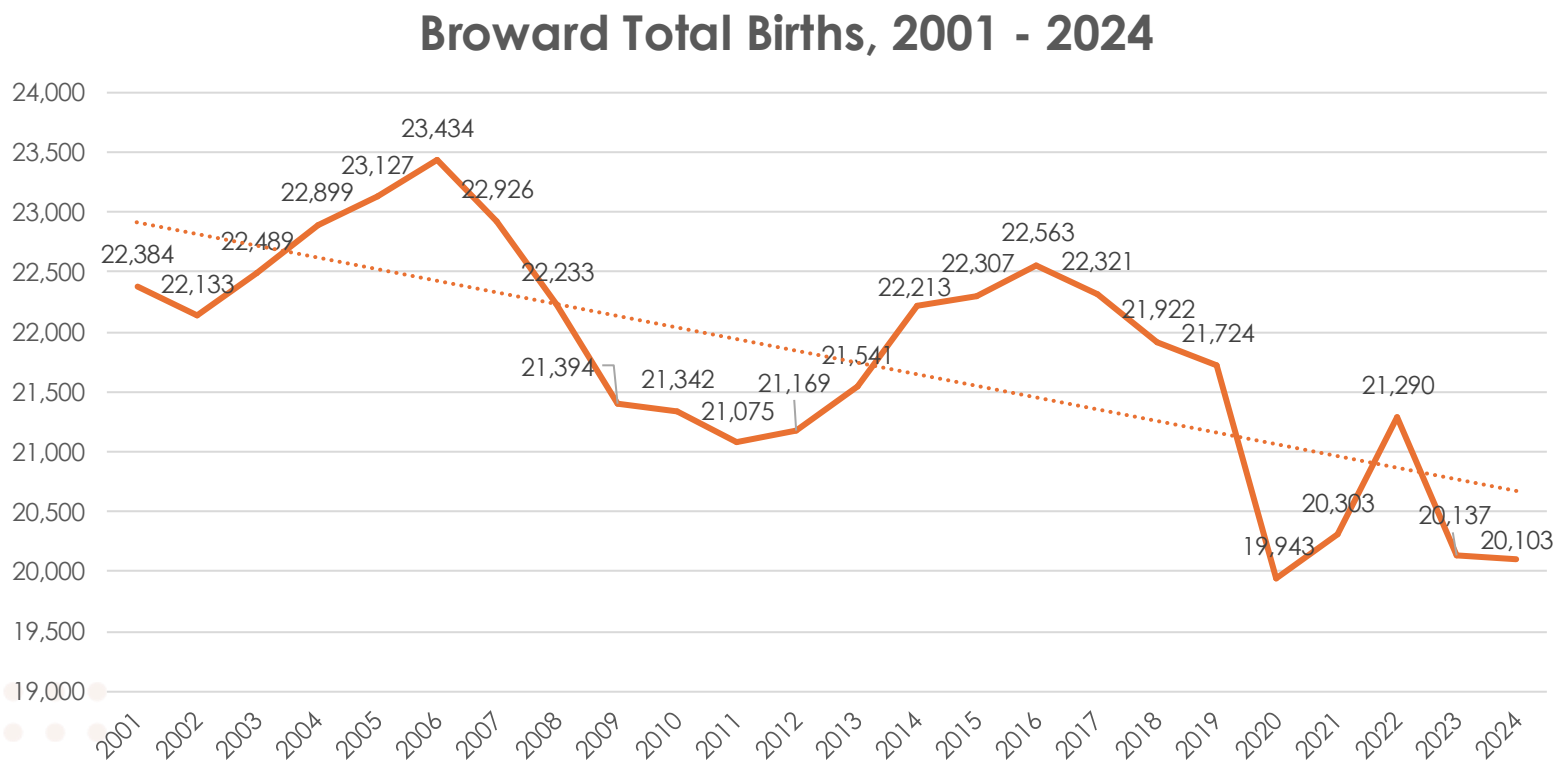
Entries into BCPS vs Withdrawals

Though the annual total of students withdrawing from BCPS to attend public schools in and outside Florida, private schools, or to enroll in home education has been decreasing since the 2021-22 school year, the corresponding number of entries into the District has been lower every year, contributing to enrollment decline.

	(E02) From Public School out of District	(E2A) From Public Different State / Territory	(E03) Private School Transfer	(E3A) From Private Different State / Territory	(E04) From Home School	(E4A) From Homeschool Different State / Territory	(E09) From Out of Country	Total Entries	Total Withdrawals	Withdrawals Minus Entries
2021-22 Total	7,200	5,648	2,395	213	938	60	7,912	**24,366**	**27,033**	**(2,667)**
2022-23 Total	6,157	4,274	1,990	135	893	44	8,958	**22,451**	**25,478**	**(3,027)**
2023-24 Total	5,824	3,576	2,100	102	680	19	9,785	**22,086**	**24,446**	**(2,360)**
2024-25 Total	6,674	3,684	2,827	98	858	25	6,790	**20,956**	**21,382**	**(426)**
2025-26 Total (Provisional, through 4/27/26)	5,713	3,235	2,657	123	844	15	2,448	**15,035**	**16,641**	**(1,606)**

Total Births in Broward County, 2001 to 2024

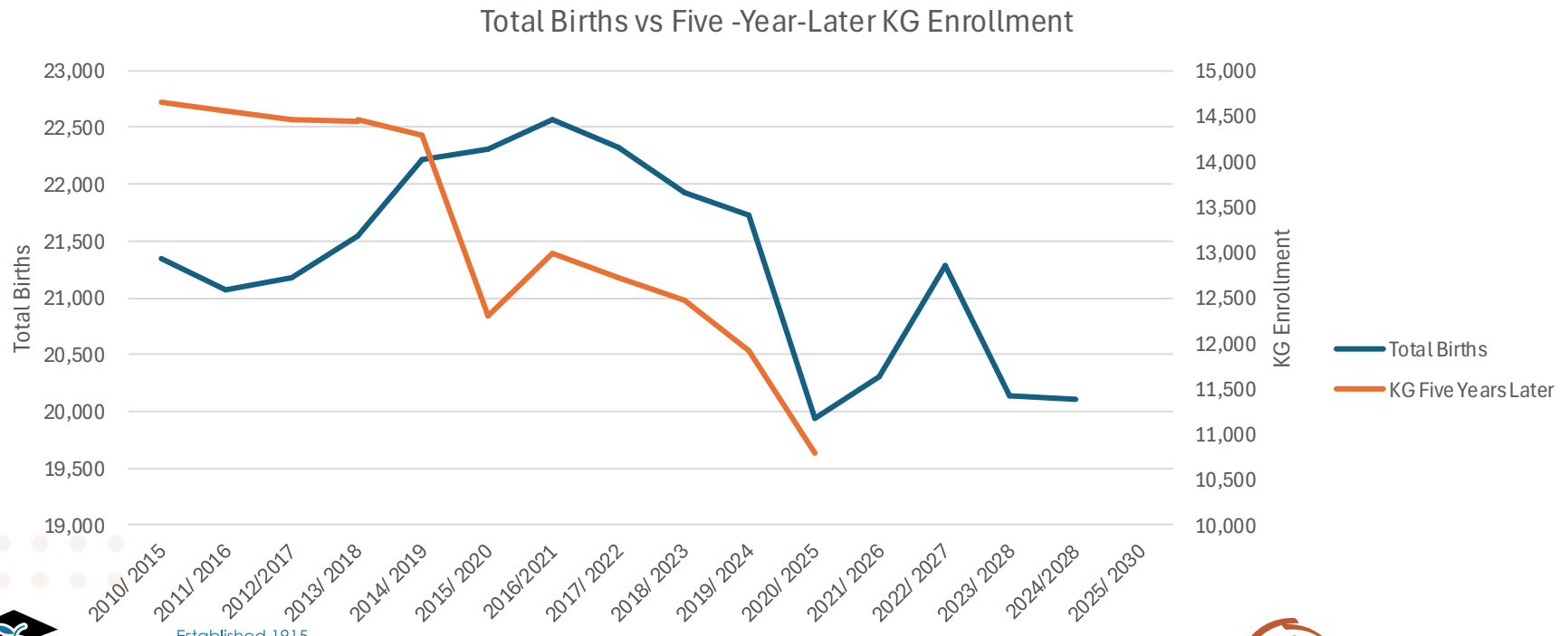
Total recorded live births, rather than a normalized birth rate, are a better statistic for understanding fluctuations in student population at the county level. Though the annual number of births in Broward County rises and falls in response to local, state, and national social and economic conditions, the trend for births in the county is downward. The difference in births between the highest year so far this century, 2006, and the lowest, 2020, was 3,491 births.



Total Births and Kindergarten Enrollment

There is a correlation between the number of total live births in Broward County and the number of students entering BCPS kindergarten when they turn five years old. Years with low numbers of births negatively impact kindergarten enrollment five years later.

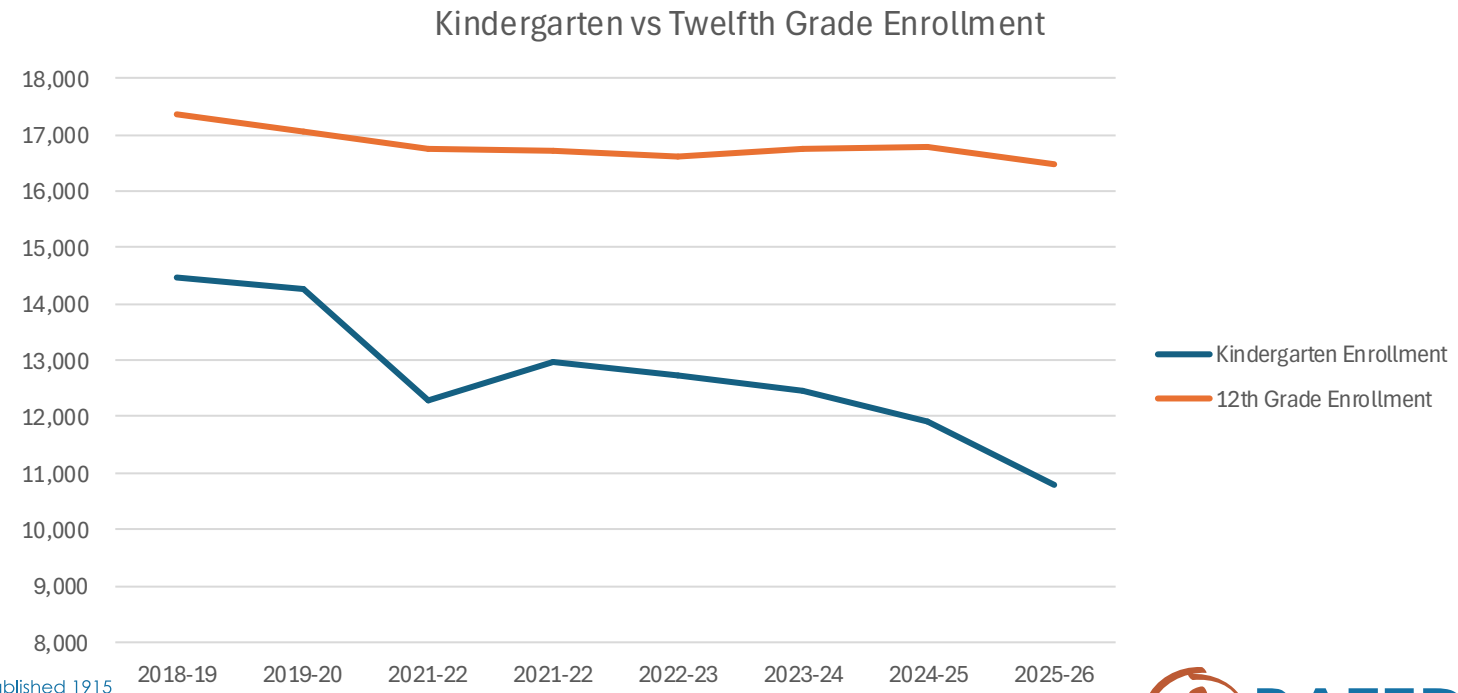
Birth Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total Births	21,342	21,075	21,169	21,541	22,213	22,307	22,563	22,321	21,922	21,724	19,943	20,303	21,290	20,137	20,103	
KG Five Years Later	14,661	14,551	14,459	14,456	14,280	12,304	12,987	12,723	12,469	11,912	10,790					
KG Entry Year	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**					



Kindergarten Versus Twelfth Grade Enrollment

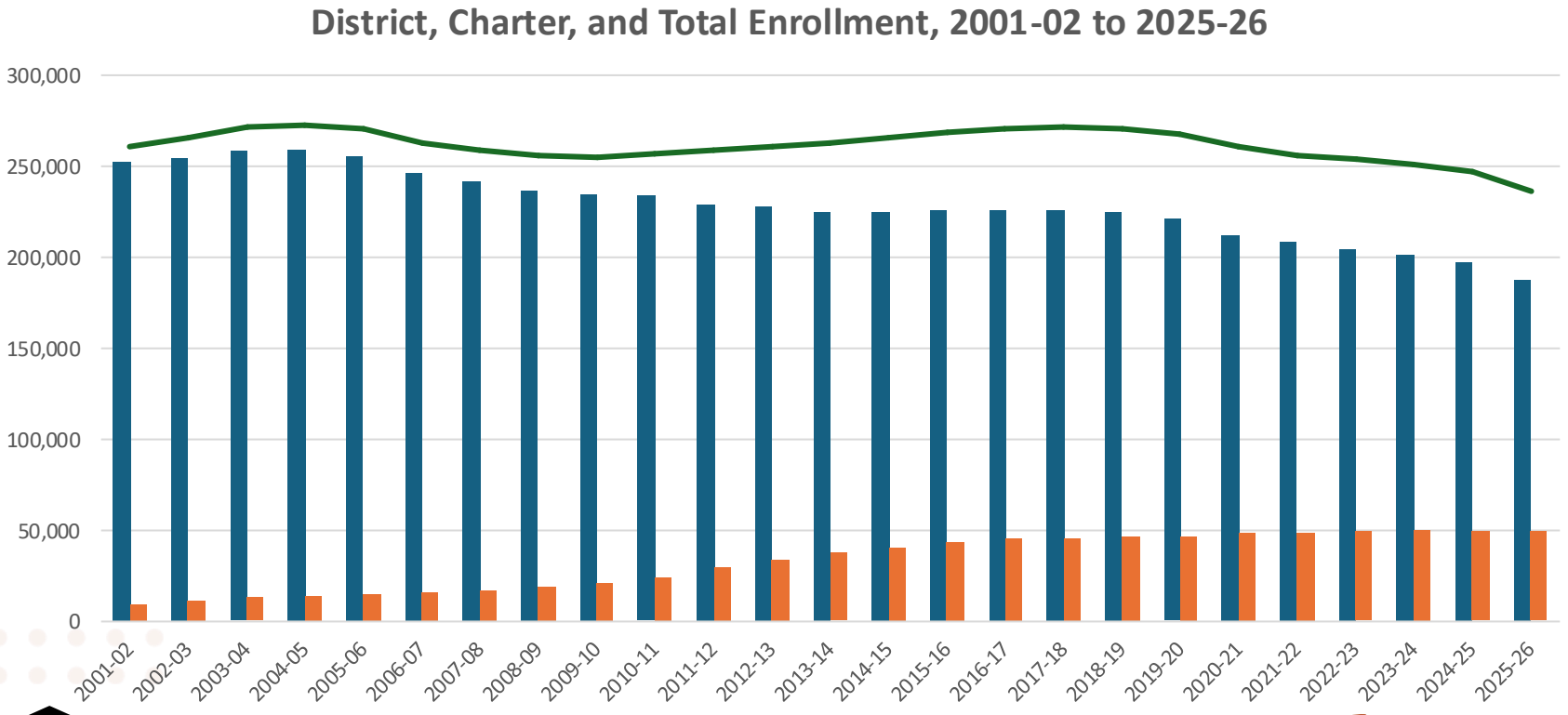
One factor contributing to declining enrollment is the increasing disparity between the number of kindergarten students entering BCPS and the number of graduating twelfth grade students leaving BCPS.

	2018-19	2019-20	2021-22	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten Enrollment	14,456	14,280	12,304	12,987	12,723	12,469	11,912	10,790
12th Grade Enrollment	17,357	17,070	16,746	16,732	16,619	16,766	16,773	16,479
District PK -12 Total	220,184	216,809	208,404	204,532	200,996	197,681	193,983	184,366
12th Grade Minus KG	**2,901**	**2,790**	**4,442**	**3,745**	**3,896**	**4,297**	**4,861**	**5,689**
Enrollment Decrease from Previous Year	**1,150**	**3,375**	**8,405**	**3,872**	**3,536**	**3,315**	**3,698**	**9,617**



District vs Charter School Enrollment, 2001 to 2025

From 2001 to 2025, enrollment in District schools has decreased by 64,365 students, though from the all-time peak enrollment of 259,130 in the 2004-2005 school year, enrollment has decreased by 71,283. During this same time, charter school enrollment increased by 40,140 students. Charter school enrollment peaked in the 2023-2024 school year but has since decreased by 1,013 students. This suggests that charter schools may now be impacted by the same factors driving District enrollment decline.



Total School-Aged Population in Broward County

The (estimated) total population in the 5 to 18-year-old cohort in Broward County grew between 2010 and 2020 but decreased between 2020 and 2025. However, the total population in this age group is slightly higher in 2025 than it was in 2010 (+300). Overall population is expected to increase between 2025 and 2030, with the 5 to 18-year-old segment increasing by 5,830.

The numbers of students choosing District versus charter versus other school types has shifted dramatically during this period, however, and is anticipated to continue on this trajectory.

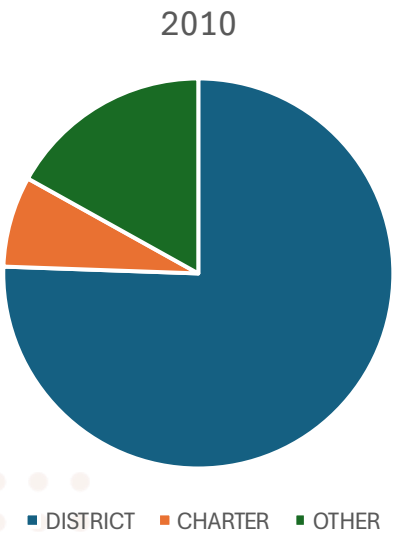
Total Estimated Population of 5 to 18-Year-Olds in Broward County, 2010 to 2030

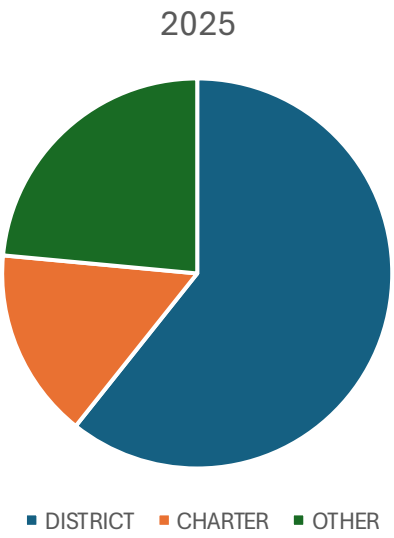
	TOTAL	DISTRICT	CHARTER	OTHER
2010	309,150	233,598	23,274	52,278
2015	312,062	225,554	43,282	43,226
2020	319,707	212,507	48,208	58,992
2025	309,450	187,847	48,820	72,783
2030	315,280	162,096	46,401	106,783
Change 2010 to 2030	**6,130**	**(71,502)**	**23,127**	**54,505**

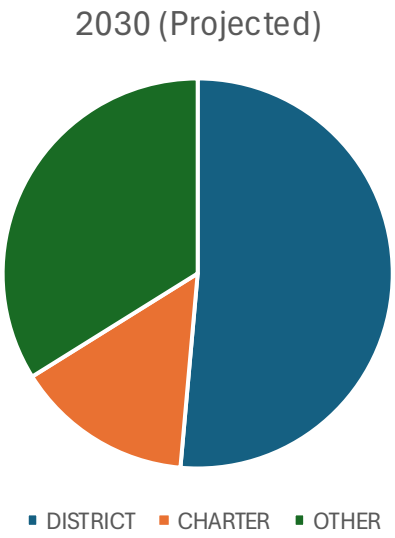
District vs Charter vs Other, 2010 - 2030

% of Population of 5 to 18-Year-Olds in Broward County Attending District, Charter, or Other (Private and Home) Schools, 2010 to 2030

	DISTRICT	CHARTER	OTHER
2010	75.6%	7.5%	16.9%
2015	72.3%	13.9%	13.9%
2020	66.5%	15.1%	18.5%
2025	60.7%	15.8%	23.5%
2030	51.4%	14.7%	33.9%







Impact of Vouchers, 2020 to 2025

Florida's private school and home school voucher program, the Family Empowerment Scholarship (FES) program, began in the 2020-21 school year. Data on enrollment in this program has not been fully accessible to school districts. Likewise, individual student directory and demographic information are not available. Thus, there are gaps in determining the full impact of the voucher program.

Family Empowerment Scholarship (FES) Annual Voucher Participation in Broward County 2020-2021 through 2025-2026

	2020-21	2021-22	2022-23
FES Total	3,446	9,170	13,429
FES In BCPS + Charter Previous Year			997
FES In BCPS Only Previous Year			794
FES In Charter Previous Year			203

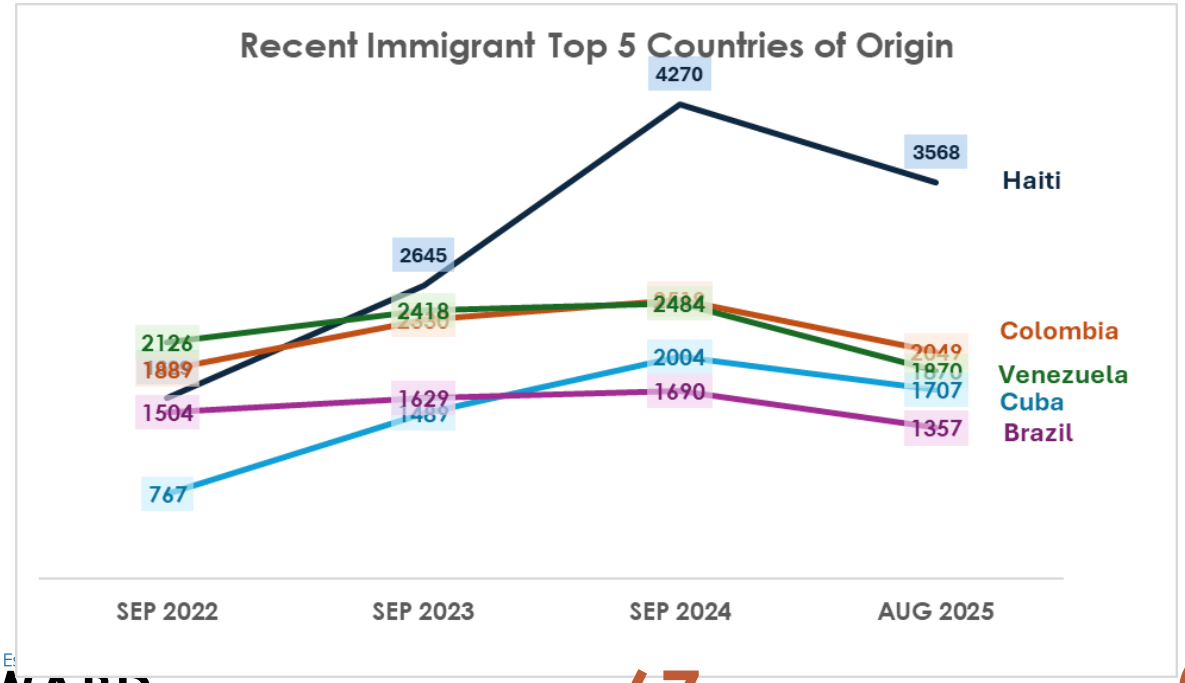
Beginning in 2023-24, students receiving vouchers were no longer maintained in the District's Student Information System, and only through annual payment files that do not include address or demographic information.

	2023-24	2024-25	2025-26	Increase/ (Decrease) 2024-25 to 2025-26
FES-EO Total	Payment file not available.	29,650	35,491	5,841
FES-EO In BCPS + Charter Previous Year		3,013	2,374	(639)
FES-EO In BCPS Only Previous Year		2,293	1,763	(530)
FES-EO In Charter Previous Year		720	611	(109)
PEP Total		3,481	4,224	743
PEP In BCPS + Charter Previous Year		574	473	(101)
PEP In BCPS Only Previous Year		430	321	(109)
PEP In Charter Previous Year		144	152	8

Impacts from Immigration

A more recent factor that may be contributing to under-enrollment has been the impact of immigration policies. While it is not possible to know the exact number of students not enrolling in public schools, there has been a demonstrated drop in the number of recent immigrant students during the past year.

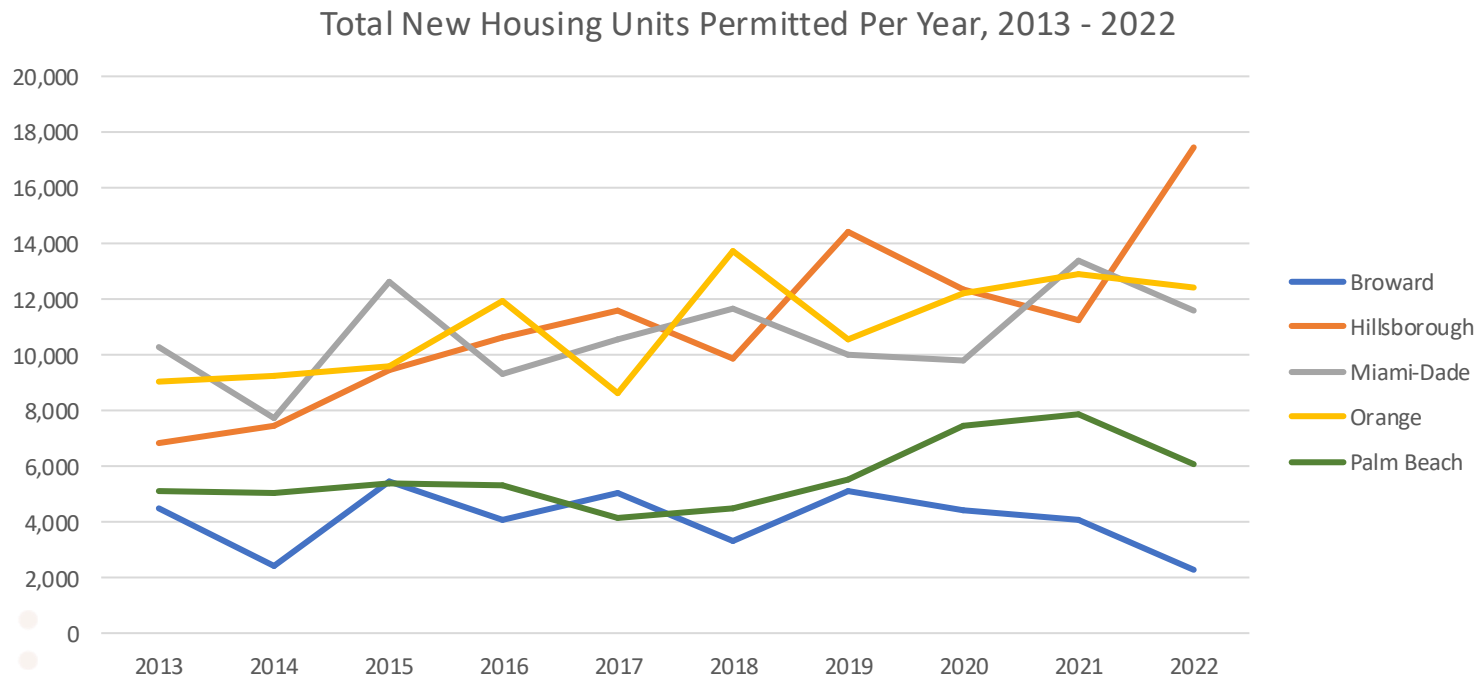
The graph below shows the number of recent immigrants enrolling in BCPS each fall, from 2022 through 2025, from the countries typically having the largest numbers of migrants to Broward County. From 2024 to 2025, students from Haiti decreased by 702 students, students from Venezuela decreased by 614 students, students from Colombia decreased by 470 students, students from Brazil decreased by 333 students, and students from Cuba decreased by 297 students. The decrease in recent arrivals from these five countries alone amounted to 2,416 students, though immigration is reduced from other countries as well.



Data from BCPS
Bilingual/ ESOL Department

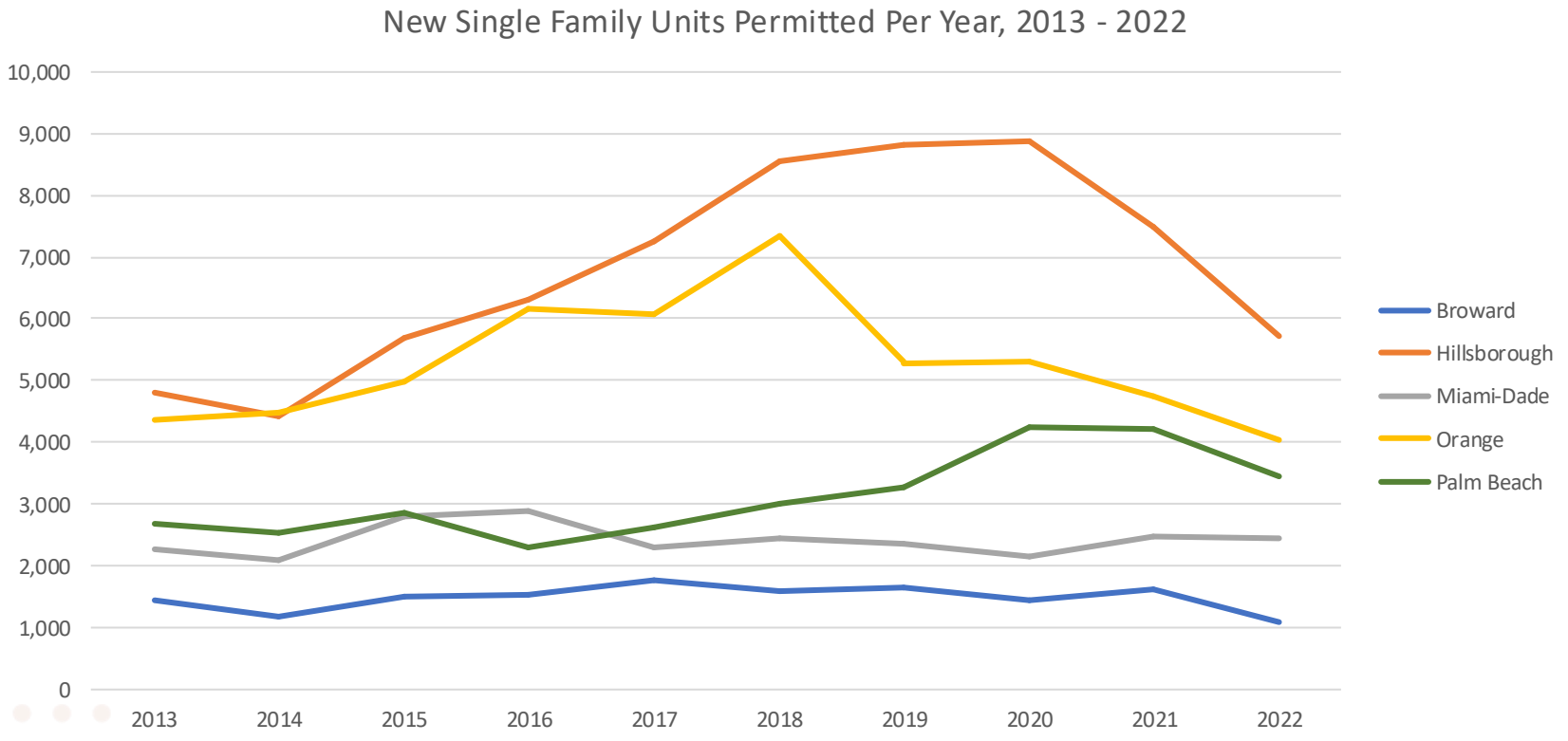
New Housing Availability and Enrollment Growth (or Loss)

The supply of new housing, especially single-family homes, is generally acknowledged to be a prerequisite not only for population growth, but also to maintain status quo in public school enrollment levels. Data obtained from the U.S. Census Bureau Building Permits Survey, November 27, 2023, gives an intriguing look at how the lack of new housing distinguishes Broward from other big districts in Florida and how it may be a major driver in Broward County's persistent enrollment declines.



New Housing Availability and Enrollment Growth (or Loss), Continued

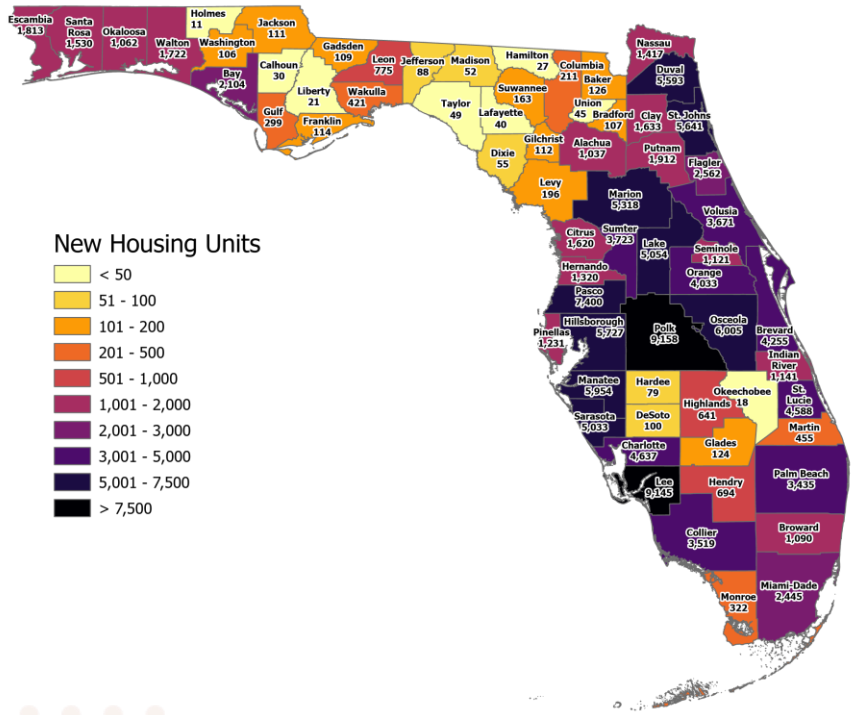
In both total permitted new housing units and in permitted new single-family units, Broward is consistently below the four other big Districts in Florida. This is expected, as Broward is by far the most built-out of these counties.



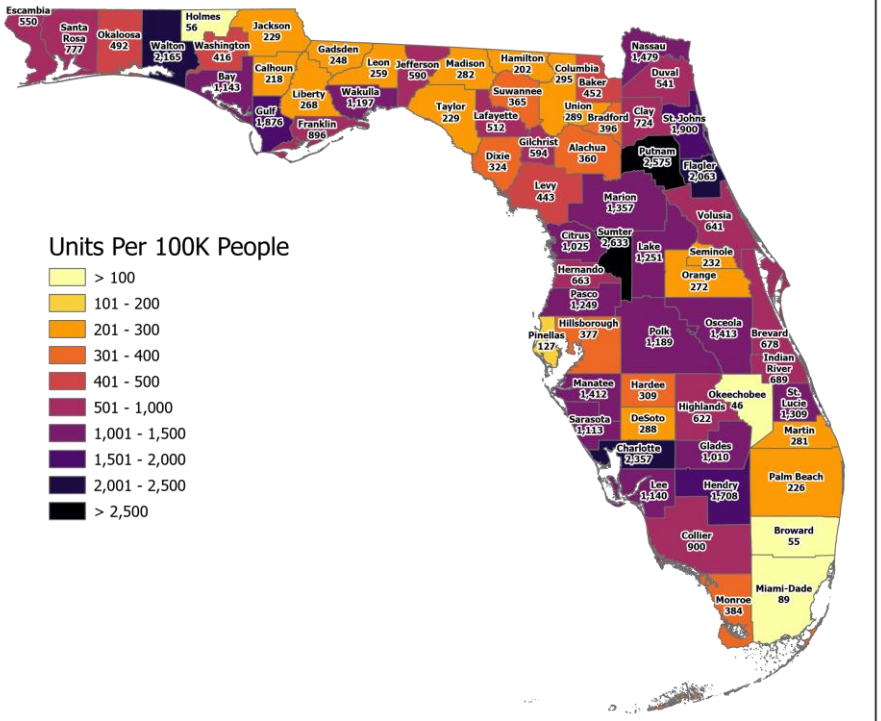
New Housing Availability and Enrollment Growth (or Loss), Continued

When the number of new single-family homes being permitted is normalized by population per 100,000 people, Broward County is the second lowest in the state.

New Single Family Units Permitted by County, 2022



New Single Family Units Per 100,000 People by County, 2022



Takeaways

- **Enrollment decline has been ongoing in Broward County Public Schools since the 2018-2019 school year.**

- **The causes behind the enrollment decline are varied and complex, and include:**
  a. The proliferation of other school choice options including new opportunities, such as private schools and home education vouchers;

  b. Lower numbers of births in the county, which correlate with decreasing kindergarten cohorts every year;

  c. A growing disparity between students entering kindergarten and those leaving twelfth grade;

  d. Slower population growth in all age cohorts;

  e. The unaffordability of housing in the region, and the lack of new housing coming online, particularly in Broward County;

  f. Immigration policies that deter families from entering the country;

  g. And, though the numbers of students withdrawing during the school year has remained consistent at least since 2015-16, the number of new students enrolling is significantly lower.



Strategy & Innovation Division

Redefining Our Schools

Thought Exchange Data Analysis

May 12, 2026
School Board Workshop



Established 1915
BROWARD
County Public Schools

Executive Summary

The "Redefining Our Schools" initiative is a strategic, multi-year approach to ensure every student in Broward County Public Schools has access to high-quality education, robust specialized programs, and fully supported campuses.

This report provides a clear, data-informed assessment of enrollment trends, particularly at the elementary level, and synthesizes extensive community feedback to guide our continued restructuring decisions. The Board' s initial actions on January 21, 2026, represent a starting point, not the endpoint, in our journey to right-size the district.

10,782

Projected fewer K-5 students from 2021-22 2021-22 to 2026-27

27

Elementary "Small-Schools" projected below below 400 students by 2026-27

Right-Sizing

Concentrating funding to deliver promised rigor and experiences

The Necessity of Ongoing Redefining Phases

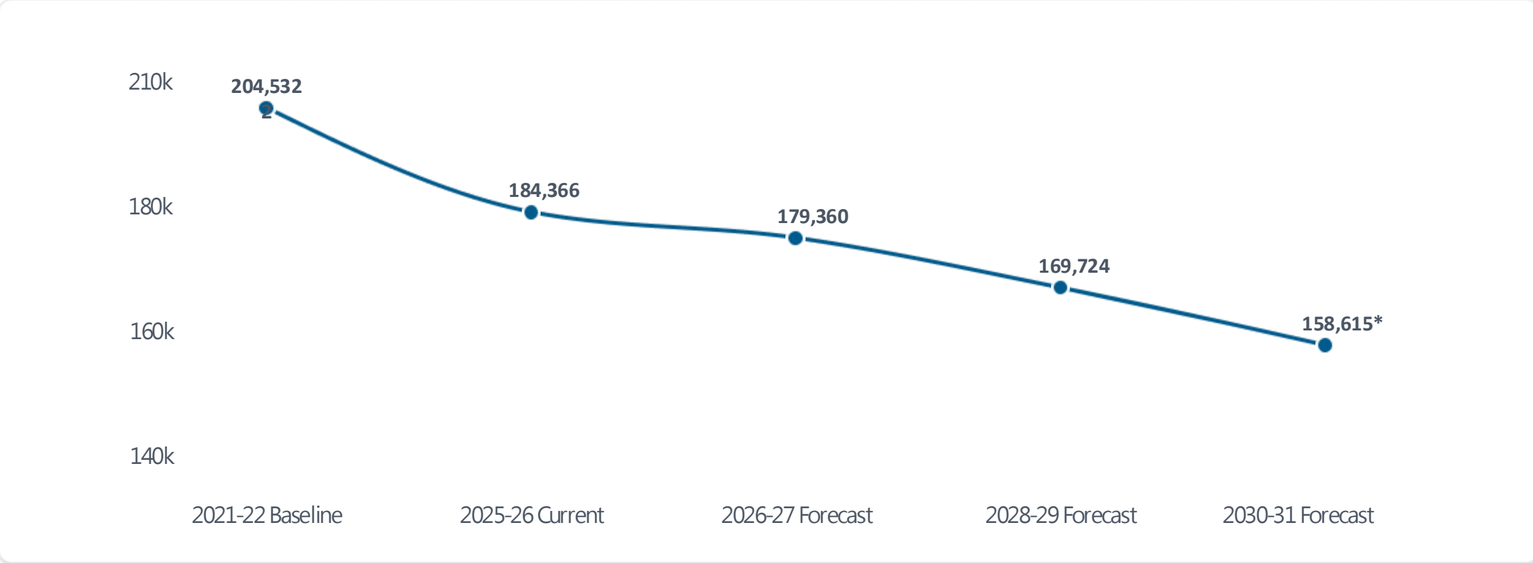
The K-5 enrollment decline and the emergence of "small-schools" (enrollment under 400) make standard staffing models mathematically untenable without consolidation or repurposing. Florida Education Finance Program (FEFP) funds follow students; thus, under-enrolled schools face unsustainable per-student costs for baseline services.

To consistently fund core program breadth such as the arts, STEM, bilingual supports, and required service continuity for ESE and ESOL, we must aggregate student demand. Strategic consolidations can restore critical mass and unlock the programs our families are asking for.

Enrollment Projections

Districtwide PreK-12 Total Enrollment Projections (Excluding Charters)

- **Long-Term Enrollment Decline:** Projections indicate continued declines to 158,615 by 2030-2031 (excluding charters).
- **Aging-Up Trend (Elementary and Middle):** K-5 projected decline: 84,111 → 64,592. 6-8 projected decline: 45,691 → 32,893.



*Excludes 3,481 students who attend the District Center Schools

Implication for strategy: Fewer students mean fewer dollars and fewer course sections. Sustaining robust advanced coursework, arts, athletics, dual language, and ESE services language, and ESE services across many small campuses is financially and operationally infeasible. Strategic consolidations can restore critical mass and unlock the programs unlock the programs families asked for.

Financial & Operational Realities

FEFP/FTE Dynamics

Under the Florida Education Finance Program (FEFP), revenue tracks student Full-Time Equivalent (FTE) counts. Under-enrollment directly reduces operating dollars, while fixed costs (facilities, leadership, and baseline services) persist regardless of student population size.

Fewer students mean fewer dollars and fewer course sections. Sustaining robust advanced coursework, arts, athletics, dual athletics, dual language, and ESE services across many small campuses is financially and operationally infeasible.

Why Scale Matters

Consolidations create the enrollment mass required to fund magnet and elective staffing. Sub-300 elementary schools cannot consistently fund core program breadth (arts, STEM, specials, bilingual supports) or required service continuity (ESE, ESOL, mental health) due to low FTE. Right-sizing concentrates resources to sustain robust offerings.

Parent & Guardian Voices

During the regional engagement meetings across the North, Central, and South areas, we captured raw, verbatim feedback from the community. Below is a synthesis of the priorities and of the priorities and perspectives shared by parents and guardians.

Parents & Guardians

Core Priorities

- Advanced academics (Cambridge/AICE/IB)
- ESE/ASD continuity and dedicated services
- Safety, proximity, and transportation
- Dual Language & biliteracy pathways
- STEM, Robotics, Coding, and CTE

In Their Own Words

> *"The Cambridge Program... challenges my child and will prepare her for post-secondary education... Don't displace Cambridge kids."*
>
> — **Glades MS Parent**

> *"Please allow Panther Run to continue their phenomenal cluster program... program... Returning VPK to Panther Run and expanding to 8th grade will allow allow siblings to stay together in an inclusive setting."*
>
> — **Panther Run ES Parent**

> *"Why are we losing so many students to charters? What is the plan to retain retain families in our public schools?"*
>
> — **Glades Middle Parent**

> *"I do not have a clear understanding of just what is a feeder pattern."*
>
> — **Charles W. Flanagan HS Parent**

Student Voices

Students

Core Priorities

- Maintaining rigorous programs and electives
- Avoiding disruptive transitions
- Protecting school culture and identity
- Preserving authentic middle school environments

In Their Own Words

> *"I do not want to go to a completely new environment like a K-8 to then attend high school that's an even more different environment a year later."*
> **— Glades Middle Student**

> *"Kids... need their own environment w/ age-appropriate roles... don't close a successful, specialized middle school..."*
>
> **— Coconut Palm ES Student (advocating for Glades MS)**

> *"PLEASE KEEP STRANAHAN the culture is so important."*
>
> **— Stranahan HS Student**

Staff Voices

Beyond families, our educators, staff, and municipal partners play a crucial role in shaping the district's path forward. Their feedback highlighted operational pragmatism, a desire for stronger marketing, and a vision for community hubs.

BCPS Staff & Teachers

Core Priorities

- Consolidations to restore funding & program breadth
- Preserving authentic middle school experiences
- Expanding specialized magnets (PBL, VPK, AI)
- Maintaining schools as community equity hubs

In Their Own Words

> *"School consolidation... will increase the amount of students, so funds will increase that can be use to hire personnel and cover the school's economic needs."*
>
> **— Stranahan HS Staff**

> *"K-8 kills your traditional middle schools... The elementary schools do not have the facilities, the middle schools do."*
>
> **— Flanagan HS Meeting**

> *"Bring a true gifted program with innovative PBL to an under enrolled school... Adding pre-K to elementary would retain many students."*
>
> **— Lakeside ES Staff**

Community Voices

Community & Municipal Partners

Core Priorities

- Workforce development and safety partnerships
- Aggressive marketing to counter charter pull
- Strong opposition to selling district assets
- Adding compelling magnets (e.g., Museum of Science)

In Their Own Words

> *"Knowing these are difficult decisions... please pull off the band-aid and do what's needed."*
>
> **— Municipality (Central)**

> *"Support the workforce development center at the North Fork location... Highly support a Museum of Science and Discovery elementary school."*
>
> **— Municipality Representative**

> *"You can't compete with charter schools without a very active social media and marketing plan."*
>
> **— Silver Trail MS Meeting**

Strategic Priorities & Guardrails

Right-Sizing to Strengthen, Not Shrink

The narrative of our school district moving forward must shift. Consolidations and repurposing are not merely cost-cutting measures; they are strategic moves designed to create strong, designed to create strong,
well-resourced schools capable of delivering rigorous programs.
We will actively protect what works by preserving A-rated models, Dual Language pathways, and middle-school identity where data indicate high performance demand.

Programmatic Guardrails

Drawn directly from community priorities, these guardrails will guide all consolidation and transition plans.

Cambridge & Accelerated Continuity

Multiple sections across grades are needed to offer full pathways. We will protect proven rigorous pathways (e.g., AICE, AP, IB) so families do not have to leave the district for academic challenges.

Dual Language Protection

Preserving established bilingual pipelines, such as the Lakeside → Lakeside → Walter C. Young → Flanagan progression, sustaining sustaining critical mass for immersion teachers.

Authentic Middle School Experiences

For K-8 conversions, grade-separate facilities, schedules, and electives. We must invest in targeted capital (gyms, labs, auditoriums) to avoid "tacked-on" grades.

Guaranteed ESE/SVE Continuity

Provide written assurances of Free Appropriate Public Education (FAPE) continuity, transportation solutions, and phased transitions for students with disabilities to prevent regression.

Strategic Path Forward

The data are unequivocal: an impending 10,782 K-5 decline and the reality of 27 small-schools by 2026-2027 makes standard operations impossible without structural changes. Attempting to sustain these sub-400 schools will inevitably hollow out program quality and compliance capacity district-wide.

Next Steps: Multi-Year Plan

Board approval of the initial recommendations is just the starting point. The continuous forecast pressure through 2030-2031 necessitates an iterative, multi-year approach. Our strategy will execute on the following imperatives:

Continue Redefining Through 2030-2031

Right-size the school district to concentrate enrollment precisely where program quality can be sustainably funded and expanded.

Adopt Priority Choice

Adopt the community's recommendation: Create a priority school choice process for families affected by Redefining, ensuring they remain in-district instead of moving to charters.

Launch Transparent Communications

Address deep-rooted confusion regarding feeder patterns. Deploy a proactive marketing and communications campaign that clearly explains boundary math while boundary math while aggressively highlighting our robust program pathways.

Closing Summary

If we adopt the narrative, **"Right-sizing to strengthen programs and protect student experience,"** and rigorously align consolidations, repurposing, and program expansions to both the data and the community's stated priorities, we can stabilize enrollment, improve quality, and keep more families in our public schools while honoring the values expressed in their feedback.



May 12, 2026

Diversity Committee Annual Report

Created and presented by the District's Board-Appointed Diversity Committee



Established 1915
BROWARD
County Public Schools

Purpose

- Present the Diversity Committee's response to the Annual Superintendent's report given to the Board in January 2026.
- Request for School Board Members to review and accept the recommendations made by the Diversity Committee.
- Require appointees to attend and participate in the monthly committee meetings.

Citizens Concerned About Our Children (CCC) Settlement Agreement

There are nine (9) conditions used to measure the progress toward the Citizens Concerned About Our Children (CCC) Settlement Agreement. They are:

Condition 1: Textbooks
Condition 2: Technology
Condition 3: Standards of Service
Condition 4: Advanced Academics
Condition 5: Athletics and Extracurricular Activities
Condition 6: Media Centers
Condition 7: Discipline
Condition 8: Five-Year Capital Plan
Condition 9: Student Reassignments

Site Visits 2025/2026

Elementary Schools:

Coral Cave Elementary

Dr. Martin Luther King, Jr. Elementary

Liberty Elementary

Lloyd Estates Elementary

Orange Brook Elementary

Virginia Shuman Young Elementary

Middle Schools:

Apollo Middle

Driftwood Middle

Sunrise Middle

High Schools:

Coconut Creek High

Northeast High

Plantation High

Combination Schools:

Gulfstream Academy K-8 of Hallandale Beach

Millennium Collegiate Academy 6-12

Silver Shores STEAM Academy K-8

Alternative/Non-Traditional Schools:

Lanier-James Education Center

Seagull Alternative High School

Whiddon-Rogers Education Center

Purpose of Site Visits

- Obtain an overview of the current status of the nine conditions of the CCC Settlement Agreement and identify gaps.
- Identify best practices for providing equity across the District.
- Identify urgent needs and address them immediately during site visits with appropriate department/personnel and place those schools on a revisit list for the following school year.
- Facilitate an open dialogue with the Superintendent and Board Members about issues of equity present in the District.
- Provide recommendations to the School Board to close equity gaps across the District.

Summary of Site Visits Findings

Condition 1 – Textbooks: Most of the schools have the required textbooks.

Condition 2 – Technology: Technology was being used in the schools. Observations during site visits revealed that new technology processes were implemented inconsistently throughout district.

Condition 3 – Standards of Service: The committee seeks student achievement, retention, and graduation rate data that is broken down by demographics for the schools visited to assess equity. Access to disaggregated data at each school site inconsistent.

Condition 4 – Advanced Academics: The middle schools are offering many high school classes. The high schools offer many options such Advanced Placement (AP), Cambridge (AICE), International Baccalaureate (IB), and dual enrollment.

Condition 5 – Athletics and Extra Curricular Activities: All middle and high schools visited allow participation in sports. There was a wide variety of clubs in high schools, but fewer in the middle schools.

Summary of Site Visits Findings

Condition 6 – Media Centers: The committee continues to be concerned about schools without a certified media specialist.

Condition 7 – Student Discipline: The committee observed well behaved and organized schools. There is a need for more transparency and to provide the public with access to the different types of referrals and consequences issued to students broken down by demographics for each school.

Condition 8 – Five-Year Capital Plan: The district has not done a Five-Year Capital Plan since the SMART bond was passed.

Condition 9 – Student Reassignments (including Magnet and Innovative Programs): Reassignments seem to be working when the parents follow the timeline. The District needs to equitably support and fund both Magnet and Innovative Programs.

Diversity Committee Recommendations

Condition 1: Textbooks

- District continue to maintain updated textbook protocols and process; updating when necessary to ensure efficacy and availability that prevents gaps in education.

Condition 2: Technology

- Review new technology protocols and processes for consistency across the District.
- Policy 8500 formerly 5306 is currently in the General Counsel's Office for review needs to have clear language on provisions required for taking home "internet capable devices" and communicate these provisions with parents. There is discrepancy here.

Condition 3: Standards of Service

- Use provisional data to identify at-risk schools and set goals, while prioritizing schools with the most need and work to bring schools into parity.
- Maintain ongoing quarterly monitoring and provide the Diversity Committee with quarterly reports.
- Use Former policy 6000.1 Standard of Service competencies to address gaps in Standards of Student Services (SOSS).

Diversity Committee Recommendations

Condition 4: Advanced Academics

- Create a strategic plan to aggressively inform students and parents about Advanced Academics, as a whole.
- Create a toolbox for each school to use to engage in discussions related to Advanced Academics.
- Provide Timeline on Marketing roll out, data to support interest in AP courses and stakeholder buy in.

Condition 5: Athletics and Extracurricular Activities

- Provide data that demonstrates academic advancement due to extracurricular activities and use said data in Marketing goal.
- Review all athletic facilities, equipment, reciprocal agreements and stakeholder involvement to ensure equity.

Diversity Committee Recommendations

Condition 6: Media Centers

- School Board consider providing additional funding for Media Centers. Not book pricing but the allocation per student per grade level.
- Indicator 6.4 is statutorily required, and the Diversity Committee asks the Board to make this a priority. Indicator 6.4 reads, "Students and personnel have access to media services, materials, and equipment in compliance with F.S. 1006.28(2)(b)."

Condition 7: Discipline

- Have behavioral summits twice per year.
- Update the Committee on the District's time-frame for completion of Focus integration.
- Have in-depth discipline audit for better assessment on discipline best practices and to identify gaps and errors in administered discipline.

Diversity Committee Recommendations

Condition 8: Five Year Capital Plan

- Maximo still ongoing issue. Please review the program and address the issues causing high numbers of work orders and to eliminate ongoing work order backlogs.
- The School Board direct the Superintendent to organize staff to promptly address facility issues that are considered safety issues.
- Address additional indicators that measure established standard for playgrounds in elementary schools.

Condition 9: Student Reassignments

- Use data from redefining phases to assist in reassignments that provide the best outcome for students while right-sizing the District.

Diversity Committee Recommendations

General Recommendations

- In future annual reports, demonstrate if the current status of an indicator is an increase or decrease from the previous year in percentages.
- Ensure that the Diversity Committee is invited to participate in meetings and workshops that may impact any of the nine conditions.
- Ensure that the Diversity committee is invited to participate in all district boundary change discussions and decisions.
- Provide the Diversity Committee, and the public, with access to current student data, disaggregated by demographic groups.
- District staff collaboratively work with the Diversity Committee to continuously update the indicators for each condition to reflect current standards and recommendations.

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
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

Diversity Committee Response Report and Recommendations

Broward County Public Schools May 12, 2026

Chair: Narnike Pierre-Grant
Vice-Chair: Rasheed Gray

Diversity Committee 2025-2026

Ashley Eubanks
Cary Tabora
Antonio Burgess
Faheema Abdool-Ghany
Luke Harrigan
Marsha Ellison
Shonda Woodard
Teresa Williams
Erica Hansinger
Corey Shearer
Iman Sandifer
Ruben Nesbit
Windsor Ferguson
Donna DeMarco
Esther Gold

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***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CHAIR NARRATIVE

During the 2025-2026 school year, the Diversity Committee completed more than 18 site visits to monitor the Citizen Concerned about our Children (CCC) Settlement Agreement. The Settlement Agreement named this Committee as the body to monitor the District's implementation of the nine conditions. The Diversity Committee monitors the conditions of the Agreement, annually. Each year, the Committee visits selected schools across the District and measures compliance with the nine conditions using indicators developed by the Committee. Across visits, the Committee documented inconsistencies, ongoing process development, best practices, and accomplishments. In most schools, textbooks were present; however, consumables were the primary materials in use. Districtwide technology is being refreshed in phases, but implementation and related practices vary by school. Condition 3, Standards of Service, continues to be a work in progress. With respect to Advanced Placement (AP), data and site visit observations indicate that courses are available; however, the Committee did not consistently observe outreach or information campaigns. As a result, information for families, including the benefits of AP, how AP works, and graduation criteria remains unclear for many parents and community members.

Athletics and extracurricular programs do not demonstrate consistent monitoring, care, or timely updates across schools. Playgrounds also remain a concern; this may be influenced by staffing shortages in the department responsible for playground oversight. Funding for Innovative Learning and media center allocations continues to be limited, and the Committee observed schools operating with shared media center budgets. Discipline remains an evolving issue, and data collection can be challenging when information is not provided consistently and with fidelity.

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

Facilities continue to be a major concern, even after the SMART program. Work orders remain an ongoing issue; projects may stall when project management is inconsistent or communication is delayed. Staffing shortages within Facilities and Physical Plant Operations (PPO) appear to contribute directly to school appearance concerns and work order backlogs. The Committee also observed inconsistent information-sharing across departments.

Under the Five-Year Capital Plan, the Committee notes that an additional indicator was added during the 2023-2024 school year and should be reflected consistently in the indicator set. Student assignment and reassignment remain areas of concern as the District continues the redefining process. The Committee will provide school site-visit summaries with this report and will submit a separate safety summary outside of this report due to the sensitive nature of that information.

This report presents observations, recommendations, and community-informed insight for Broward County Public Schools (BCPS). We respectfully ask the School Board to carefully consider these recommendations, ask questions, and implement an action plan to address the Committee's findings. The Committee's goal is to support BCPS in providing equitable educational opportunities for Broward County's diverse student population and fostering an inclusive environment for all students, volunteers, and staff.

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 1: TEXTBOOKS

The Superintendent's CCC Settlement Annual Report for 2025-2026 (for continuity, the 2025-2026 Annual Report is referenced at the beginning of each condition summary) states that the textbook condition has been met for all indicators. While the Committee agrees that textbooks were physically present in many classrooms during site visits and revisits, the Committee also observed classrooms where consumables were the only materials available. In many classrooms, consumables and worksheets were the primary resources in use. For Condition 1 (instructional materials ordered and distributed), what the Committee observed in use was primarily consumable materials. Under Condition 1, the District is to survey schools regarding textbooks. In the District's 2025-2026 report, the response to the diversity question on the survey process states: *"School principals were surveyed this past year to ask if they would prefer class sets of materials compared to a 1:1 ratio model. As a result of the survey results, the School Board decided to purchase K-8 class sets using a 1:1 ratio model, as well as 9-12 science course class sets due to limited financial constraints. In part this decision was reached due to K-8 materials being consumable in nature, thus allowing students their own copy of each instructional material, while the 9-12 science courses are hard-cover books, not consumable in nature."* The report does not specify who oversees the survey. However, the Committee has observed improvement in textbook storage and in the effectiveness of textbook coordinators.

The Diversity Committee had recommendations in its last year report response. Below are the district's responses to recommendations:

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

The request for a timeframe for implementation, textbook coordinators at each school are expected to maintain the inventory tracker at their school location each year, submitting a final

inventory at the end of each school year. This is inclusive of all consumable and non-consumable instructional materials items. The deadline for submission of the textbook inventory each year is required before the last day of school, potentially 1-2 weeks prior to the end of the last quarter, providing time for the textbook coordinators to finalize the inventory for their schools. The response did not include cost or process and procedure because Florida State Statute already requires what was requested. If the District was to shift to a completely digital textbook model, this is already inclusive of current costs and procedures which are already in place. Site Licenses are defined as the number of licenses issued to a school based on enrollment. This information would be accessed from the system of record, FOCUS, which has real-time data for every school site's current enrollment. All web educational resources are available from any access point the student uses with internet access, ensuring access wherever the student accesses the internet.

The Committee accepts the response as the response demonstrates the district is following the state requirements. Additional recommendation from the Committee for the district to consider:

- **Recommendation 1: If a parent opts out of receiving a laptop, the district should create a process that requires confirmation that the student has access at home or will be provided with hardcopy textbooks or learning materials.**

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 2: TECHNOLOGY

The 2025-026 Annual Report states that the Technology condition met all indicators. However, implementation of take-home procedures is inconsistent across the District. The Committee observed that schools provide differing messages to parents regarding take-home forms and required signatures. The rollout of the technology refresh also appeared to be challenged by inconsistent awareness of procedures among MicroTech staff (e.g., processes for new laptops, inventory, and reconciliation). For Indicator 2.4, the Committee has concerns about how the refresh process is being managed and how information about the take-home device (including the voluntary 1:1 device initiative) is being communicated differently from school-to-school. The Committee requests assurance that the program is implemented consistently and as intended.

This is the original recommendation language from last year's Diversity Committee report:

Recommendations 1 is the RFP that's pending, 2 Policy 5306 has not been revised yet however it is currently in the "pipeline for review"(for internet capable devices "take-home") and the Business Practice Bulletin still not updated as well, 4 laptop insurance is treated in the manner as textbook insurance this does not address the initially recommendation that requested "why student are being charged but staff is not charged for equipment."

In the 23/24 school year Diversity Committee report, the Committee asked staff for clarification on technology funding: budget vs actual related to the $37 million in technology in the document attached labeled Florida Department of Education Project Award Notification. I also asked staff to provide an explanation of what is being pulled out by the District for the teacher raises which is $19.6 million from ARP for technology. There has been no response for

said request at the completion of this report. The Committee never received a response from staff, so I am reiterating the request in this report.

The district's 2025-2026 response is as follows:

Updates on Recommendations from the May 2025 Diversity Committee Report

The Diversity Committee outlined three recommendations during their May 2025 report to the School Board related to Condition 2, Technology. These recommendations are below with a current status provided by District staff.

Recommendation 1: Explore a new vendor for laptops and begin getting new laptops, district-wide.

Current Status for Recommendation 1: The device Request for Proposal (RFP) was approved by the Board on September 16, 2025, and the district-wide Laptop Refresh Program has been initiated. This program is actively providing new laptops to schools and departments in alignment with the recommendation.

Recommendation 2: Revise Policy 5306 to have clear language on provisions required for taking home "internet capable devices" and communicate these provisions with parents.

Current Status for Recommendation 2: Policy 5306 (also referenced as Policy 8500) is currently in the review pipeline. It has been submitted to the Legal Department for their review. Once we receive feedback from Legal, we will have more clarity on the timeline for revisions and subsequent communication of provisions to parents.

Recommendation 3: Provide additional funding in school budget for internet capable devices.

Current Status for Recommendation 3: All laptops issued to schools and departments are

internet-capable via both Wi-Fi and Ethernet. Additionally, schools and departments have access to funds that can be allocated for purchasing additional technology as needed.

Recommendations for Condition 2 from the Committee for the 2025/2026 school year are below:

Recommendation 1: Create clear universal language (that entire District is using) for device take home. Please clarify if devices are under warranty. Additionally, please specify if devices are damaged or lost would the warranty cover that?

Recommendation 2: Clarify the process that parents and guardians are to opt in or out of the voluntary 1:1 device initiative. Will it be solely on FOCUS or paper-based. Please clarify the funding source under the "current status" of recommendation 3 on "schools and departments have access to funds that can be allocated for purchasing additional technology as needed."

Recommendation 3: The district is going through redefining, and through that process surplus of technology should be used for redistribution throughout the district. The Committee recommends the District survey schools to identify in-classroom technology needs, such as Promethean boards, and develop a plan to ensure equity across the district.

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 3: STANDARDS OF SERVICE

The 2025-2026 Annual Report states that two out of three indicators have not been met. In the 2023-2024 Diversity Committee report, the Committee noted that there is no longer a stand-alone Standards of Service policy, including former Policy 5312 (Standards of Student Services). The Committee Chair submitted a public records request for the Standards of Service policy; at the time of the report and rebuttal, the District was unable to supply it. However, Linda Ferrara (Chair of the Technology Advisory Committee) was able to locate and provide Policy 6000.1, which appears to correspond to Policy 4000 as well.

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CONDITION 4: ADVANCED PLACEMENT/HONOR COURSES

The 2025-2026 Annual Report states that all indicators were met. Through site visits and observations by student advisors appointed to the Committee, the Committee determined that the District provided sufficient information to assess whether the indicators have been met. The District provided a thorough response addressing the Committee's inquiries (included below). The Committee is satisfied with the District's efforts and strongly encourages continued implementation and ongoing communication.

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

Recommendation 1

Q: Can the district provide examples of the "created marketing campaign" it suggests?

A: Yes. *In 2024–2025 the district initiated an Advanced Academics marketing effort that highlights* ***Cambridge/AICE, AP, IB, and Dual Enrollment*** *opportunities, with a focus on clearly explaining benefits and entry pathways. The Annual Report notes: "The district has created a marketing campaign that includes advanced academics and is working on explicit call outs of the benefits of taking Cambridge, Advanced Placement and Dual Enrollment courses. To strengthen clarity for families and students, the Division of Academics (Secondary Learning Department) is currently developing additional* ***artifacts*** *from the campaign, such as:*

- ***Family-facing Advanced Academics Guide*** *(print & PDF) summarizing program options, credit/weighting, typical sequencing, and college implications.*
- ***Course Spotlights*** *(one-page explainers for commonly requested AP/AICE/IB/DE courses with prerequisites, workload, and grading impacts).*
- ***Short explainer videos*** *(60–90 seconds) on "How AP/IB/AICE/DE affect GPA & Bright Futures," "What is AP Potential?" and "How Dual Enrollment Works."*

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- ***Social media tiles*** *and* ***email templates*** *for school sites, BRACE advisors, and counselors to drive awareness ahead of course selection.*
- ***Regional parent nights toolkits*** *(agenda, slides, scripts, and Q&A sheets) aligned to the Committee's recommendation for targeted events.*

Recommendation 2

Q: What current resources does the district have and use to promote Advanced Academics?

A: Existing district resources include:

- ***Distance learning access*** *for discrete AP offerings via* ***Broward Virtual School*** *and* ***Florida Virtual School****, ensuring course availability even when not offered on campus.*
- ***AP Potential*** *lists (derived from PSAT/SAT) used at all traditional schools to identify students likely to succeed in honors/AP courses;* ***≥8_5_%_ _*** *of students flagged are enrolled in upper-level courses.*
- ***BRACE Advisor & Counselor scheduling supports****, including guidance toward early college-level experiences (e.g.,* ***AICE General Paper*** *and* ***on-campus Dual Enrollment SLS****).*
- ***Parent information sessions*** *at middle schools explaining* ***GPA impacts*** *when students take high school credit courses; schools require* ***parent acknowledgment forms*** *for withdrawals to ensure understanding.*

Recommendation 3

Q: Are the qualifying tools used initially in lieu of the new revamped qualifying tools?

A: No—revamped tools are in use. *The district* ***reviewed and revised*** *admission/placement requirements in 2024–2025, and those updates are active. Examples include:*

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- ***Dual Enrollment SLS*** *added with a* ***2.5 GPA*** *and* ***no test requirement****, creating an accessible entry point to college readiness skills.*
- *A districtwide* ***commitment*** *that* ***every student*** *engages with* ***Cambridge AICE General Paper*** *to build early college-level literacy.*
- *These changes complement—rather than replace—the initial identification tools (e.g.,* ***AP Potential****, counselor/teacher recommendations, and parent preference). Together, they create* ***multiple on-ramps*** *into Advanced Academics.*

Recommendation 4

Q: Is the course selection process the only mechanism in place to garner student interest in Advanced Academics?

A: No. *While* ***course selection*** *remains the universal touchpoint for capturing interest, schools and the district employ* ***additional mechanisms****:*

- ***Proactive identification*** *via* ***AP Potential*** *and counselor outreach, not just student-initiated requests.*
- ***Middle school parent nights*** *that explain GPA weighting and post-secondary implications to build informed demand* ***before*** *high school.*
- ***Distance learning options*** *to remove access barriers and keep interest high even when staffing or scheduling constraints occur.*

Committee Position — Direct Outreach & Regional Events

District agreement with the Committee's position. *We support* ***direct contact*** *with students and families to* ***boost Advanced Academics participation*** *and understanding of* ***GPA impacts*** *and* ***college outcomes****. Building on existing parent nights and counselor outreach, we propose* ***quarterly regional Advanced Academics Showcases****:*

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Event model (replicable toolkit):

• ***Audience:*** *Grades 7–11 students & families, with targeted invitations to AP Potential-flagged students and underrepresented groups.*

- ***Program:*** *o Plenary: "How AP/IB/AICE/DE affect GPA, Bright Futures, and college credit."*
    - *Breakouts: Course-level Q&A; Student panels; Teacher mini-lessons (AP Seminar, AICE General Paper, DE SLS).*
    - ***On-site advising:*** *BRACE/counselor scheduling clinics to convert interest into next-term requests.*
    - ***Assessment corner:*** *AP/IB exam overview, fee policies, accommodations.*
- ***Materials:*** *Include the* ***AP description matrix*** *supplied by the Committee as a* ***standard handout*** *and in the digital toolkit.*
- ***Follow-up:*** *Post-event email summaries with* ***action links*** *(request interest, counselor appointment, distance-learning options).*

Legislative Context— HB 5101 and District Contingency

Status & nature of HB 5101: *During the 2025 Session,* ***HB 5101 (Education)*** *advanced as a House conforming bill and was* ***laid on the table*** *with companion budget measures moving forward (including* ***SB 2500*** *and* ***SB 2510****). Public analyses and reporting consistently described* ***proposed 50% reductions*** *to add-on weights supporting* ***AP, IB, AICE/Cambridge, Dual Enrollment, and CAPE/industry certifications****, with districts noting substantial potential losses. Local and statewide reporting highlighted district impact scenarios—e.g., Orange County cited ~$34M in current support and a ~50% reduction risk—illustrating fiscal pressure if add-on weights are halved and not fully offset within FEFP.*

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***Committee concern**: "The district could lose about **$33.5M**; will there be a preemptive mechanism to avoid interruptions?" (Committee concern to be acknowledged verbatim in the report's narrative.)*

District Preemptive Mechanism (No-Interruption Commitment)

*To assure **continuity for students and staff** regardless of legislative outcomes, the district is currently looking into ways of implementing the following **contingency framework in the following areas:** Financial Bridging & Prioritization and Program Delivery Protection*

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CONDITION 5: ATHLETICS/EXTRACURRICULAR ACTIVITIES

The 2025-2026 Annual Report states that two out of four indicators have been met. The last three school years' reports are identical in nature, which demonstrates a level of stagnation that is unacceptable to the Committee and should be equally unacceptable to the District. The Committee accepts the District's assertion and generally agrees with the findings. During site visits, the Committee continued to observe unsatisfactory conditions; however, the continuous service described in the Districts report was not consistently observed. Work orders date back two or more years for repairs demonstrate the lack of continuous service. The District's report identifies schools in the process of repairs and renovations. The Committee maintains that Indicator 5.2 should require all schools that participate in MSAA to be clearly labeled so parents are aware.

The 2023-2024 Committee report had recommendations to which the district responded to in their 2024-2025 below, subsequently, the Committee had follow-up questions that have been responded to in the District's 2025-2026 report below.

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

Diversity Committee Request*: Provide information that the athletic director or coaches are qualified to determine if the facilities are safe for use.*

District Response: Athletic facilities are monitored daily by coaches and athletic directors that draw on their experience as a coach or athletic director, to determine if the facilities are safe and in satisfactory condition. Coaches report issues/concerns to athletic directors, who then report to school administration when a facility is unsatisfactory, and a work order is submitted for District staff with the appropriate expertise to address.

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Diversity Committee Request*: Provide for consistent attention of athletics facilities across the District.*

PPO is provided with facility concerns district-wide and schools are scheduled district-wide for renovations or updates based on need.

Recommendation from the Committee for the 2025-2026 Committee report:

Recommendation 1: Create a plan to include athletics in combination schools (K–8, 6–12). This ensures students can compete within their own schools.

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 6: MEDIA CENTERS

The 2025-2026 Annual Report states that two out of six indicators have been met. The most significant indicator, Indicator 6.3, has not been met. The report states, "Budget expenditures meet maintenance-of-effort standards, as defined by the AdvancED Accreditation standards; this has been consistent for the last several reports. For the last three years: $9.60 per elementary and middle school pupil and $12.80 per pupil in high schools."

During Diversity Committee site visits, the Committee observed that some schools are still without a media specialist (Indicator 6.4 in compliance with HB 1467, Certified Media Specialist). The Committee also observed some schools sharing a media budget (Indicator 6.3); one school with no media access for its students (Indicator 6.4); and that school-wide take-home procedures are not addressed in School Board Policy 4120 (Indicator 6.5). The explanations provided for these indicators do not fully address the Committee's prior recommendation to increase media center funding district-wide or clarify take-home procedures. The Committee did observe that several media centers have updated their catalogs and that the weeding process was evident. The Committee also observed strong communication among media center staff. Below are the District's follow-ups to the Diversity Committees May 2025 recommendations.

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

The Diversity Committee outlined four recommendations in its May 2025 report to the School Board regarding Condition 6, Media Centers. These recommendations are below with a status provided by District staff.

Recommendation 1: *Requests that the Department of Innovative Learning provide to the Diversity Committee:*

a) Any yearly updates established by the Department (as presented in the district report) to the Diversity Committee and School Board.

b) The established processes and procedures for providing support to schools that are out of compliance.

c) The established school-wide take-home procedures.

Current Status for Recommendation 1:

a) The data required for the yearly update will be collected at the end of May, and an updated report will be generated in June.

b) Support is provided through weekly newsletters, bi-weekly J.A.M. (Just Ask Media) webinars, Library Media Handbook (Canvas Course), Principal PIVOT memos, professional learning and product trainings, along with the Department of Innovative Learning Library Media team providing one-on-one individual support as needed.

c) Although SB Policy 4120, does not address school wide take-home procedures, schools have implemented a Library Media Collection Development Plan that addresses how students will access materials. All schools are 100% in compliance with a plan and communicating with their staff.

Recommendation 2: *In future annual reports, demonstrate if the current status of an indicator is an increase or decrease from the previous year in percentages.*

Current Status for Recommendation 2: *The existing tables above show the percentage change—either an increase or decrease—from the previous year.*

Recommendation 3: *The School Board should consider providing additional funding for Media Centers. Not book pricing, but the allocation per student per grade level.*

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

Current Status for Recommendation 3: *The School Board's consideration of additional funding for Media Centers is appreciated. We support reviewing allocations based on student enrollment and grade-level needs rather than focusing solely on book pricing. This approach ensures equitable access to resources across all schools and grade levels, aligning with our commitment to diversity and inclusion.*

Recommendation 4: *Indicator 6.4 is statutorily required, and the Diversity Committee asks the Board to make this a priority. Indicator 6.4 reads, "Students and personnel have access to media services, materials, and equipment in compliance with F.S. 1006.28(2)(b).*

Current Status for Recommendation 4: *According to BCPS budget guidelines, every school is required to have a Media Specialist or Media Clerk working full-time in the Innovative Learning Commons/Media Center. This ensures that stakeholders can access both print and digital resources in the Media Center. To monitor this implementation, Innovative Learning Library Media Services is exploring the use of a digital application such as LibraryTrac, an online tool designed to help media specialists and clerks manage and track Innovative Learning Commons (ILC)/media center usage. Students sign in by scanning their student IDs. The system records the details of individual students or classes visiting the ILC/media center, including the time and purpose of their visit. Additionally, in future updates, Library Media Services will report on the use of district-wide resources, including Beanstack, Gale, Sora, PebbleGo Next, and Destiny circulation.*

The Committee appreciates the responses and looks forward to observing the implementation of processes to provide access to all students for media center material. As redefining continues to progress the Committee does have recommendation for the Board to consider:

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

Recommendation 1: Provide additional funding to newly created combination schools to expand collections inventories to meet the needs of added grade levels. Current funding is replacement for existing collections.

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 7: DISCIPLINE

The 2025-2026 Annual Report states that all indicators are met. Over the last three reports, the Diversity Committee has noted concerns regarding inconsistent discipline practices across schools. The Committee appreciates the District's explanation in the 2025-2026 Annual Report. Below are the Committee's findings for discipline this year.

Most schools visited had discipline plans posted and generally followed them; however, some schools still struggle with internal suspension protocols. Overall, school-level discipline typically follows the discipline matrix; the Committee's concern is the accuracy and consistency of discipline reporting. Reporting can be more than what occurred or less than what occurred. The Committee invited Kathy Keith and Dr. Jodi Washington to provide a presentation on discipline and respond to Committee questions. During that meeting, the Committee discussed concerns regarding administrative reporting, school-based arrests, the discipline matrix, and SESIR. Through that discussion, the Committee concluded that some reporting may be flawed. Ms. Keith acknowledged this and stated that her department is monitoring reporting and following up with administrators. Regarding school-based arrests, the Department of School Culture and Student Support has experienced difficulty aggregating accurate data to share with the Committee. As Chair, I recognize the challenges of producing discipline-related data given the multiple factors involved, as well as limited access to tools the department previously used. The District's Annual Report provided a diligent response to the Committee's 2024-2025 observations and analysis. Below are the District's responses along with the Committees comments and recommendations (in bold).

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

The 2024-2025 Diversity Committee Report to the School Board highlighted several concerns regarding compliance with the indicators in Condition 7. This section of the report

will attempt to address these concerns and give tangible evidence of District staff's intentional actions to help mitigate these observations.

During site visits to schools, the Committee observed that school administrators often struggle with a consistent process for internal suspension. The Committee wrote, "The Committee observed that many schools are still struggling with internal suspension and not having internal suspension process." While some schools, primarily elementary schools, do not have a dedicated teacher for internal suspension, it is the expectation that all schools establish a process for serving students who require internal suspension. This can be done in a variety of ways with current administrative staff or support personnel. School administrators are expected to collaborate with their Regional Superintendent and/or Director for support, when necessary.

The Committee appreciates the expectation set forth to codify the process for serving students who require internal suspension. Observations this year did demonstrate some alignment from the previous year.

Next, it is the belief of the Committee that the expectation for parental communication outlined in Indicator 7.2 was not highlighted. *District staff indicated that in July 2025, all school principals and assistant principals attended a two-day Safety, Security, and Student Services Leadership training. As part of their training requirement, administrators received training in how to conduct a disciplinary/bullying investigation, including required parental communication, processing referrals in Focus, and SESIR reporting. This was a hands-on learning experience, allowing administrators to practice processing student referrals in an online training environment, supported by staff from the Department of School Culture and Student Support and the BCPS Project Management Office as well as staff from Focus. As*

part of this training, administrators were encouraged to include notes in the required interventions section, documenting all parental contact attempts and communication. Administrators were encouraged to communicate with parents through phone calls, emails, text messages, and the Focus parent portal. A reminder to document their parental contact attempts and communication was also sent to administrators through the Deputy Superintendent's weekly Hot Topics during the week of December 1, 2025.

The Committee is pleased to know that the district implemented a process based on this Committee's recommendations. We believe the two-day Safety, Security and Student Services Leadership training is a great opportunity to enhance processes and create transparent communication that will garner parental buy-in, provide for effective communication and subsequently reduce discipline incidents and recidivism

Regarding PBIS Specialists, the District indicated the following in their report: *the Committee also made a request for an explanation of the support provided to schools through the PBIS Specialists. The PBIS Specialists provide professional learning, technical assistance and coaching support to schools in the development and implementation of positive behavior supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels. Professional learning courses offered include Establishing Tier 1 in Schools, Four-Step Problem-Solving for Behavior, De-escalation Strategies, and CHAMPS Classroom Management. Technical assistance is proved to all schools on creating the annual Schoolwide Positive Behavior Plan (SPBP) as part of the School Improvement Plan, Response to Intervention for Behavior at all tiers of instruction and intervention, including the Behavior Intervention Program packet for consideration. Additionally, direct onsite coaching support is provided to school teams in a tiered approach based on data analysis on student behavior management and schoolwide behavior systems.*

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The Committee appreciates the role of PBIS specialist and sees the value that the specialist brings. The Committee sees this beneficial asset as a continued promotion of the District's commitment to keeping an open objective environment for students to flourish with support that provides for the best interest of our students.

The address the Committee's concern regarding the disparate disciplinary treatment of Black students, District staff wrote the following: *Furthermore, in the Committee's report, significant concerns were shared regarding the fact that Black students have had significantly higher rates of disciplinary actions imposed against them than their white counterparts for years in this District. While the District has attempted to mitigate these disparities with initiatives such as the implementation of PBIS, utilizing restorative practices, and professional learning, the concern persists. Nationally, disparities in school discipline for Black students are clear and persistent. Research indicates that these gaps are driven not by misbehavior, but by systemic and subjective factors in disciplinary decisions. Recent research from Stanford and Brookings links these disparities to implicit bias, inconsistent enforcement, and structural policies that allow subjective interpretation.*

The Committee appreciates the District's efforts to do research to continue to look for ways to create equity in discipline. Is the legislative branch of the District presenting data to the Department of Education and/or Board members to advocate for discipline equity? If not, this is a recommendation of the Diversity Committee.

In further response to the Committee's 2025 recommendations, District staff wrote, *The BCPS discipline matrix was introduced to support consistent consequences for similar behaviors across all schools. Administrators are required to follow the actions outlined in the matrix once the highest applicable discipline code is selected. To assist schools in identifying the correct code, the district provides clear definitions of each behavioral infraction for use during the referral review process.*

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

Administrators have access to a Daily Discipline Hot Lab, where staff from the Department of School Culture and Student Support are available to offer guidance and consultation about incidents. This additional layer of support is designed to help schools apply the matrix as intended and to promote consistency across BCPS.

For accountability, the Department of School Culture and Student Support conducts a daily review of referrals processed by school administrators to determine whether the disciplinary codes align with the behaviors described. When inconsistencies, patterns, or trends are identified, District staff visit school sites, meet with administrators, and ensure appropriate follow-up. Schools are asked to make corrections to student disciplinary records when needed so that the information in the system accurately reflects each incident. These monitoring practices help strengthen reliable and uniform application of the discipline process throughout Broward County Public Schools.

The Committee appreciates the added layer of accountability. The Committee has a few questions: are these mechanisms internal or are they open to stakeholder? Can these efforts be measured for best practice implementation in the future? If the answer is no to one or both these questions the Committee would like to recommend that they be considered.

In further response to the Committee's 2025 recommendations, District staff also wrote, *Finally, for the most severe incidents that require long-term removal of a student from their traditional school environment via expulsion or behavior intervention, administrators are required to submit a packet to the Department of School Culture and Student Support for consideration and final action. Staff from the Department review the case file, ensure the behavior outlined in the case file meets the definition of the disciplinary code selected, and meets with the parent prior to official action to assign the student away from their school. This helps to ensure consistency in application of the discipline matrix for the most severe cases.*

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One final area of concern highlighted by the Diversity Committee in their Annual Report as it relates to Condition 7 was the district-wide Discipline Audit which highlighted five observations related to discipline processing. The transition from Discipline Management System (DMS) to Focus for discipline processing has allowed easier access for District staff to conduct daily reviews of discipline data to ensure the observations outlined in the audit are remediated.

The Committee would like to know if the migration of DMS to Focus has yielded updated data that demonstrates remediations post District-wide discipline audit?

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

CONDITION 8: FIVE-YEAR CAPITAL PLAN

The District's 2025-2026 Annual Report states that all indicators under Condition 8 (Five-Year Capital Plan) have been met. The Committee appreciates the District's responses to the 2024-2025 questions and recommendations. The Chair reviewed the responses and accepted the District's position and implementation approach as guided by policy. Below are the District's responses and the Chair's summary and additional recommendations (in bold).

Updates on Concerns and Questions from the May 2025 Diversity Committee Report

The Diversity Committee requests the following actions:

Recommendation 2: The district stated that the Office of Capital Programs is working with Physical Plant Operations (PPO) to vet duplicate work orders in Maximo to reduce the numbers in the database. In the supplemental documentation accompanying this Diversity Committee report, you will see most recent work order analysis. We recommend that the district should also examine reasons for reduction in 0 - 30 days' work orders. The Committee's concern is that work orders may be getting closed within 30 days without the work being completed. That results in the requester having to open another work order. The backlog has not been addressed. Additionally, open work orders of one year or older have increased since last year. This information was obtained in collaboration with the Facilities Task Force.

Recommendation 2 Response: PPO and the Office of Capital Programs meet weekly to link Facilities Condition Assessment findings with work orders older than two years. In FY25-26, about 16,000 such work orders were completed or canceled based on the FCA.

Work Orders naturally fluctuate month to month and year to year. Comparing July–December 24-25 (37,309) and July–December 25-26 (35,730), there was a minor 2% decrease in PPO Corrective Maintenance Work Orders. PPO will collaborate with Custodial Supervisors

to identify causes for this reduction. Service Requests are submitted in Maximo, reviewed by PPO, and then converted to Work Orders. As the IBM Maximo Project advances, additional training for site staff will be provided.

The Committee had the Facilities Chief, Mr. Dorsett, and the area managers at their general meeting. In that meeting the Chief provided insight on work order backlogs, the implementation of Maximo IBM, the area managers and supervisors duties and how they work on issues throughout the District. The Committee appreciates the District's commitment to making the school facilities a priority.

The Committee's recommendation: When observing the school sites, the Committee recognizes that the District is made up of three (3) areas, North, South, and Central. The Committee finds that the North area has implemented best practices that yield timely attention to issues, they have a good rapport with the principals in that area, the area manager and supervisor work closely to ensure consistent workflow. They create a cohesive atmosphere that emphasizes collaboration, follow-up and execution of work with their entire team. Things we observed very little of in the other areas. We recommend that the Chief of Facilities considers the evaluation in the North's best practices and develop them to introduce to the Central and the South for their area managers and supervisors.

Recommendation 3*: It was requested that the Chief of Facilities Officer promptly address facility issues that are deemed safety issues. The district's report stated that they would label items in priority levels. The Committee recommends that the District needs to provide a report by priority level, provide legend explaining the priority levels, and provide a report that shows the time that each was successfully resolved within each priority type (this information is provided in collaboration with the Facilities Task Force).Recommendation 3 Response: Safety issues are*

prioritized by the level of urgency. Safety items considered emergencies are addressed as Priority 1 work orders and addressed within 24 hours. Routine safety work orders are given a level 2 priority and are addressed during routine visits.

Recommendation 4: *This is not just related to safety and equipment. The recommendation encompasses playground surfaces such as poured in place vs sand and playground equipment type for different grade levels (see handbook, playground layouts). Current needs assessment processes should compare playground inventory and play surface to prescribed playground layouts (ed specs) to identify deficiencies. The district's process to determine new playground needs is unclear in terms of priority, and DEFP mostly funds repairs. The district also needs to look at how long it takes to resolve safety work orders. Students should not be without playgrounds for any extended amount of time (this information is presented in collaboration with the Facilities Task Force).*

Recommendation 4 Response: *Safety will always be the priority. The district's playground specialists are CPSI-certified, ensuring inspections and recommendations follow the district handbook as well as ASTM standards and Consumer Product Safety Commission guidelines. These standards define age-appropriate equipment and surfacing requirements to promote safety and developmental challenges for students.*

Playground surfaces such as poured-in-place and sand are evaluated for compliance and performance. While poured-in-place is widely recognized for its consistency and accessibility, research indicates that sand can provide superior cushioning at specific depths, as demonstrated in studies by Eager and Chapman (2017) and Richmond, Clemens, Pike, and Macpherson (2018). These findings guide recommendations alongside District specifications.

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Current assessments processes compare existing playground inventory and surfacing against ASTM and Consumer Product Safety Commission (CPSC) prescribed layouts to identify deficiencies. The district's process for determining new playground needs prioritizes the existence of a playground at the school as the primary factor, followed by equitable District representation, vulnerability considerations, ADA compliance, and component availability.

The District Educational Facilities Plan primarily funds repairs. Safety work orders are addressed by priority and level of risk and placed in a queue based on available resources. Vendor response times may vary, and staffing limitations impact turnaround.

Not all vendors can service every type of playground equipment. ASTM and CPSC regulations require authorized installers and vendors, often from the same manufacturer, to maintain liability and warranty compliance. This ensures that all installations and repairs meet safety and quality standards.

The list of new playgrounds for inclusion in the FY 23-24 DEFP were selected under the premise that every school should have a minimum of two playgrounds: a Grade K-2 (Primary Grades) and a Grade 3-5 (intermediate Grades). Priority and annual schedule for these new playground installations was based on land space availability, ongoing SMART projects impact to site, regional location, and availability and use of adjacent/off-site playgrounds (reported by school administration). The schedule can be adjusted to some extent if any of these criteria changes.

The Committee realizes the condition of the playgrounds throughout the District is directly affected by staffing limitations. The District just announced that they will be downsizing personnel by 3,000 in the next three years. As far as facilities and PPO goes, the District reduced personnel back in 2010. Currently, our school facilities are suffering

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because PPO and facilities have less personnel. The department that handles playgrounds is working with the bare minimum.

Recommendation: When looking to surplus personnel please consider reviewing the impact they have versus the government definition of non-essential employee. All employees that cater to children and their wellbeing are ESSENTIAL.

Recommendation 5(b) *states that the Committee is concerned that the playground safety handbook states the principal is in charge of ensuring that the designated personnel generate work orders to repair identified deficiencies/hazards. The Committee's questions are how does the district verify this is happening and how is it monitored? The district should have provided examples, reports, etc. (this information is provided in collaboration with the Facilities Task Force).*

Recommendation 5b Response: *As established in the Broward County School District Playground Safety Handbook and the Environmental Health & Safety (EH&S) Manual, site administrators, school principals, hold the highest level of responsibility for their facilities and the safety of all occupants. They are expected to delegate the necessary staff and resources to ensure compliance, including assigning designated personnel to generate work orders for repairing identified deficiencies or hazards. Because these administrators and their staff are present on campus daily, they play a critical role in promptly addressing safety concerns.*

The District's CPSI-certified Safety Specialist reviews playground-related work orders and, in certain cases, conducts on-site visits to facilitate clear and accurate communication with vendors or repair personnel. This step is essential, as the language used in work orders can sometimes lack precision, leading to delays or misunderstandings.

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Currently, the District has one CPSI-certified Safety Specialist within the EH&S Department. This individual is responsible for reviewing work orders, inspecting playgrounds, and monitoring potential incidents across more than 300 playgrounds district wide. At present, approximately 49% of school's playgrounds have been properly inspected to identify deficiencies and needs.

The 49% of playgrounds that have been properly inspected is due to having one individual making those assessments.

Recommendation: Consider broadening this department incorporating PPO and Facilities to help with assessments and inspections if not already doing so. The people who are most familiar with the schools that services them daily should be part of the inspection. Information sharing should be paramount now more than ever.

Recommendation 6 *stated that there is a playground standard Committee. The Diversity Committee did not see a breakdown of this Committee and its make-up and work. The Diversity Committee chair sent an email to the Department of Environmental Health and Safety and requested information on who sits on this Committee and how often they meet. Additionally, the Chair asked if minutes or other documentation are kept that can verify the Committee's work. The Director for the Department of Environmental Health & Safety Department responded with the following, "the Playground Committee is an inter-departmental group that discusses changes to regulations or district standards/processes,*

playground rules, building permits/inspections, new playgrounds, concerns related to inspection findings or injuries, and ADA concerns. The group includes people from the following departments who have experience or are directly involved in building and taking care of playgrounds:

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Recommendation 6 Response: *Currently, the Playground Working Group convenes once a month. The statements provided by the Head of the Department of Environmental Health and Safety are accurate. The following departments are eligible to designate representatives to participate:*

- *Environmental Health and Safety Department*
- *Building Department*
- *Office of Capital Programs, Manager of Americans with Disabilities Act (ADA) Compliance*
- *Pre-Construction Department*
- *Custodial and Grounds Services Department*
- *Risk Management Department*

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CONDITION 9: ASSIGNMENT/REASSIGNMENTS

The 2025-2026 Annual Report states that Indicator 9.1 was met. Based on the criteria for this indicator, the Diversity Committee agrees that diversity is not a factor used to determine student assignment, reassignment, or magnet program placement. During the 2024-2025 report cycle, the District began REDEFINING, a rightsizing process driven by declining student enrollment. Since then, the District has approved the following changes:

2024-2025 Redefining Phase 1 Board Actions

January 22, 2025, School Board Actions	
MM-1	Consolidate Broward Estates ES into Dr. Martin Luther King, Jr. Montessori Academy and repurpose the existing Broward Estates ES campus as an early learning center with community-focused programming
MM-2	Reconfigure Coconut Creek ES as a Kindergarten through 8th Grade School, beginning in the 2025-26 school year, by adding one middle school grade at a time
MM-3	Reconfigure Coral Cove ES as a Kindergarten through 8th Grade School, beginning in the 2025-26 school year, by adding one middle school grade at a time
MM-4	Reconfigure Hollywood Central ES as a Kindergarten through 8th Grade School, beginning in the 2025-26 school year, by adding one middle school grade at a time
MM-5	Consolidate Silver Shores ES into Silver Lakes ES and Silver Palms ES and repurpose the Silver Shores ES campus as a full choice (non-boundary) Kindergarten through 8th Grade school
MM-6	Reconfigure Pines MS as a 6th through 8th Grade Collegiate Academy, beginning in the 2025-26 school year, by adding one high school grade at a time
MM-7	No changes to school attendance area boundaries of school usage for the 2025-26 school year for all schools not impacted by items MM-1, MM-2, MM-3, MM-4, MM-5, and MM-6

***This report is written by the chair and presented by the members of the 2025-2026 Diversity Committee.**

2025-2026 Redefining Phase 2 Board Actions

Number	Superintendent's Recommendations
MM-1	Consolidate Sunshine ES into Fairway ES and transition the Sunshine ES campus for another District use - **APPROVED**
MM-2	Consolidate Panther Run ES into Chapel Trail ES and Silver Palms ES and transition the Panther Run ES campus for another District use - **APPROVED**
MM-3	Consolidate Palm Cove ES into Pines Lakes ES and Lakeside ES and transition the Palm Cove ES campus for another District use - **APPROVED**
MM-4	Consolidate North Fork ES into Croissant Park ES, Dr. Martin Luther King, Jr. ES, Thurgood Marshall ES, and Walker ES and transition the North Fork ES campus for another use - **APPROVED**
MM-5	Shift the portion of the Walter C. Young MS boundary west of I-75 to Silver Trail MS, so that beginning in the 2026-27 school year students in this area will be assigned to Silver Trail MS - **APPROVED**
MM-6	Consolidate Plantation MS into Plantation HS, reconfigure Plantation HS as a sixth through twelfth-grade school, and transition the Plantation MS campus for another District use - **APPROVED**
MM-7	Consolidate Bair MS into Westpine MS and transition the Bair MS campus for another District use – **NOT APPROVED**
MM-8	Shift the portion of the Charles W. Flanagan HS boundary west of I-75 West Broward HS, so that beginning in the 2026-27 school year students in this area will be assigned to West Broward HS – **APPROVED AS PHASE-INS**
MM-9	Shift the portion of the Hallandale HS boundary west of I-95 to Miramar HS, so that beginning in the 2026-27 school year students in this area will be assigned to Miramar HS and Hallandale HS will be transitioned to a four-day-week magnet school following the Pompano Beach HS model - **APPROVED AS PHASE-INS**
MM-10	Reconfigure Thurgood Marshall ES as a birth through fifth-grade early learning center - **APPROVED**
MM-11	Consolidate Seagull Alt. HS into Whiddon-Rogers Ed. Ctr. and transition the Seagull Alt. HS campus for another use - **APPROVED**
MM-12	All other school attendance area boundaries and school usage will remain the same in the 2026-27 school year as they are in the 2025-26 school year **(including Bair MS and Westpine MS)** or previously adopted grade phase-ins - **APPROVED**

The Committee recognizes this process is ongoing and measuring this indicator will require several school year site visits to determine impact. However, the Committee does want to provide a recommendation.

Recommendation: Continue to support magnet and innovative programs to maintain and increase student enrollment.

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Appendix A: Facilities Concerns

Executive Summary

- This appendix summarizes recurring facilities conditions observed across school site visits, including HVAC/air quality concerns, restroom and cafeteria needs, and deferred maintenance reflected in high open-work-order counts at multiple sites.
- Several campuses reported health/safety and accessibility concerns (e.g., mold/mildew odors, flooding/drainage issues, broken fixtures/lighting, trip hazards, and ADA-related items).
- Needs ranged from targeted repairs (paint, pressure washing, nets/markings, sound systems) to longer-running constraints such as construction delays and staffing/resource limitations affecting upkeep.
- School entries below are organized by site visit date (earliest to latest) to support review and follow-up planning.

Facilities Concerns Overview

Sunrise Middle School — Site Visit: 10/8/2025

- Facilities concerns were substantial in multiple entries, including references to sewage/mildew odors, flooding/drainage issues, paint/graffiti/lighting/ceiling tile issues, and ADA-related concerns (e.g., doors/trees impacting accessibility).
- Cafeteria concerns were referenced (e.g., loud AC and backdoor/exit area issues); bathrooms were frequently referenced as needing improvement/updates.
- Staffing/resource constraints were referenced for custodial support impacting facility upkeep (reported in entries).

Gulfstream Academy K-8 of Hallandale Beach — Site Visit: 10/17/2025

- Open work orders were reported as 153 (in multiple entries).
- Facilities concerns noted included paint refresh needs, bathroom and gym improvement needs, cafeteria needs (including floor maintenance), and sound system upgrades for cafeteria/auditorium areas.

- Air quality concerns were referenced in entries (e.g., mold/mildew odors and mold on windows). Other notes included the absence of an outdoor intercom system and chained hallway fire doors.

Coconut Creek High School — Site Visit: 10/23/2025

- Facilities concerns noted in multiple entries (e.g., odors, AC issues in locker rooms/hallways, broken fixtures/lighting, incomplete/unsafe areas).
- Open work orders referenced (e.g., 169).

Lanier-James Education Center — Site Visit: 10/29/2025

- Facilities reported as meeting standards.
- Open work orders noted (e.g., 20).

Dr. Martin Luther King, Jr. Elementary School — Site Visit: 11/5/2025

- SMART program referenced.
- Needs noted included nets/markings for basketball court and other facility touch-ups.
- Concerns about open work orders (quantity not consistently specified in the form).

Virginia Shuman Young Elementary School — Site Visit: 11/19/2025

- Somat inoperable.

Lloyd Estates Elementary School — Site Visit: 12/10/2025

- Irrigation/plumbing issues causing flooding.
- Courts needing resurfacing and trip hazards.
- Open work orders referenced (e.g., 60).

Coral Cove Elementary School — Site Visit: 12/17/2025

- Open work orders referenced as 65 (reported in multiple entries).
- Higher-traffic floor maintenance needs noted (some areas described as high traffic and needing more frequent floor maintenance).
- Performing arts/auditorium note: one entry reported speakers in the area serving as the auditorium/theater are faulty and need repair.
- Cafeteria/food prep concern: one entry reported an ongoing pest control issue with roaches in food preparation areas.

- Facilities improvements were noted as underway/planned in entries.

Seagull Alternative High School — Site Visit: 1/14/2026

- Long-running construction delays were noted (reported as ongoing for approximately three years with limited progress).
- Gym and track were described as not functional/unusable, including reports of the gym being used for storage.
- ADA compliance concern: one entry referenced the cafeteria not being ADA compliant.
- Painting/refresh needs were referenced (multiple buildings needing fresh paint).
- Open work orders were reported between 58 and 62 in entries that provided counts.
- Condition of facilities notes included: bathrooms clean and well-maintained (in one entry) and also bathrooms/auditorium needing improvement and somat inoperable (in another entry).

Whiddon-Rogers Education Center — Site Visit: 1/14/2026

- General facilities note: entry described the school as warm and welcoming, with spaces such as a community garden and a calming/exercise room.
- Open work orders were reported as 35.
- Condition of facilities notes included: bathrooms clean and well-maintained; cafeteria clean with adequate seating; somat operable.
- HVAC/AC issues referenced.
- Incomplete SMART projects referenced.
- Cafeteria concerns referenced (e.g., back doors not closing properly; condensation/AC issues).
- Common-area needs refurbishing.
- High number of open work orders referenced (e.g., ~194).

Millennium 6–12 Collegiate Academy — Site Visit: 2/11/2026

- Facilities generally met/exceeded standards.
- Improvements underway referenced in some entries.

Liberty Elementary School — Site Visit: 2/20/2026

- Facilities described as meeting most standards with improvement needs in some areas (e.g., refresh/updates).
- Open work orders referenced (e.g., 50).

Northeast High School — Site Visit: 2/25/2026

- HVAC issues referenced.
- Broken tiles referenced.
- Auditorium improvement needs referenced.
- Open work orders referenced (e.g., 63).

Apollo Middle School — Site Visit: 3/4/2026

- Open work orders reported (e.g., 60–77).
- Targeted improvement needs noted (e.g., gym needs improvement; bathrooms need improvement).

Silver Shores STEAM Academy K–8 — Site Visit: 3/11/2026

- Facilities described as meeting standards in some entries.
- One entry noted facilities need improvement.
- High number of open work orders referenced in one entry (approximately 65).

Driftwood Middle School — Site Visit: 3/25/2026

- General facilities concerns included a need for pressure washing and a report of ceiling tiles left open.
- Number of open work orders reported as 10.
- Condition of facilities (as reported): bathrooms clean and well-maintained; cafeteria clean with adequate seating; gym accessible and well-equipped.

Orange Brook Elementary School — Site Visit: 4/1/2026

- Facilities condition notes included cafeteria needing improvement and somat operable (reported in entries).
- Bathrooms were described as clean and well-maintained in one entry; another entry did not specify facility condition beyond the checklist selections.
- Specific open work order count was not provided in the submitted entries for this visit.

- Improvements underway referenced (e.g., HVAC and fire alarm work in progress).
- Site needs included painting/pressure washing and missing basketball nets.
- Open work orders referenced variably (e.g., 77; "30 plus").



May 12, 2026, School Board Workshop

2026 Regular Legislative Session Update

Key Legislative Actions and District Implementation Considerations

John J. Sullivan, Chief of Staff and Communications Officer
Andrea Knowles-Hill, MPA, Director, Legislative Affairs



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INTRODUCTION

Presentation Rationale:	This presentation provides district leadership and the School Board with a clear review of the major education-related bills passed during the 2026 Legislative Session and the district implications tied to those measures. The goal is to move beyond awareness and create a shared understanding of where the district must respond through policy alignment, operational planning, staff guidance, compliance monitoring, and implementation support.
Purpose:	The purpose of this presentation is to summarize the bills that were enacted, explain what each bill does, identify why each matters to school district leadership, and outline the recommended next steps needed to support effective implementation. This gives decision-makers a practical view of both statutory change and district action.
Connection to the Strategic Plan:	This legislative review connects directly to the district's strategic priorities by supporting strong governance, high-quality teaching and learning, safe and supportive schools, operational excellence, compliance, and responsible stewardship of district resources.
Request to the School Board:	The request to the School Board is to receive the legislative review, support district implementation planning, and authorize the administration to move forward with the policy, procedural, training, and communication updates required to align district practice with enacted law. Board awareness and support are necessary to ensure timely implementation, clear accountability, and consistent districtwide execution.

Budget Update

The Florida Legislature has reached an agreement on overall budget allocations and is scheduled to return to Tallahassee on May 12 to begin the budget conference process.

Beginning May 12 and continuing throughout the week, members are expected to exchange budget offers by issue area at the subcommittee chair level. Any unresolved issues are expected to be elevated, or "bumped," by May 15, first to the Appropriations Chairs and, if necessary, to the Senate President and Speaker of the House.

Members are expected to return to their districts the week of May 18 and reconvene after Memorial Day, May 25, to vote on the final budget. The specific vote date has not yet been announced.

Once the budget is passed by the Legislature, the Governor will have until June 30 to review and sign the Fiscal Year 2026–27 budget into law, with the budget taking effect on July 1.

2026 Legislative Session Update

SB 124 | PASSED

Florida Virtual School (FLVS)

Modernizes FLVS governance, removes the priority enrollment list, updates board meeting authority, authorizes supplemental revenue, and requires districts to provide a test administrator for FLVS students taking required assessments at the assigned school.

District Significance: The District will coordinate with FLVS and school-based Testing Coordinators to ensure FLVS students assigned to BCPS schools receive appropriate testing support, particularly when specialized accommodations or one-on-one testing are needed. The District will also monitor whether the bill creates future FLVS partnership or grant opportunities.

SB 178 | PASSED

Athletics in Public K-12 Schools

Allows head coaches to use personal funds, up to $15,000 per team annually, for food, transportation, and recovery services with parental consent and FHSAA reporting.

District Significance: The District will provide guidance to head coaches on allowable personal fund use, annual limits, parental consent, and FHSAA reporting requirements. The District will also communicate parental consent requirements to families before students receive any funded benefit or service.



2026 Legislative Session Update

Key Bills: Diplomas, Civic Engagement & Extracurriculars

HB 453 | PASSED

Requirements for a Standard High School Diploma

Allows two years of marching band to satisfy both PE and performing arts requirements and permits some students with disabilities to use Special Olympics participation for PE credit.

District Significance: Initiate Rulemaking Policy 4000 to reflect that two years of marching band may satisfy both the physical education and performing arts requirements for a standard high school diploma. Related student progression, counseling, and school communication materials may also need to be updated for consistent implementation

HB 461 | PASSED

Volunteering at Polling Locations

Allows eligible students to volunteer at polling places and use that work toward community service requirements.

District Significance: Student Services will inform schools, students, and families that eligible student volunteer service at polling locations may count toward community service requirements. The District will also provide guidance on eligibility, documentation, and verification of qualifying service hours.

SB 538 | PASSED

Extracurricular Activities

Revises eligibility, activity fees, booster-funded compensation rules, and administrative requirements for extracurricular participation.

District Significance: The District will review and update policies, procedures, and fee schedules related to extracurricular activities, including eligibility, activity fees, booster-funded compensation, and administrative requirements. Further review is needed to determine operational changes and potential impacts to Internal Funds, Athletics and Student Activities, and Human Resources.

2026 Legislative Session Update

Educator Certification, Ethics & Mandatory Reporting

HB 561 | PASSED

Educator Preparation and Certification

Expands certification pathways, allows earlier educator preparation enrollment, and eases reinstatement for some expired professional certificates.

District Significance: The District will ensure Head Start instructional staffing continues to comply with Head Start Program Performance Standards. Any certification or staffing changes will be reviewed to confirm teachers assigned to Head Start classrooms hold the required Pre-K Primary or Preschool Education credential.







SB 572 | PASSED

Ethics for Public Officers and Employees

Expands the ethics-law definition of relative and clarifies certain leadership-role appointments involving elected officials.

District Significance: The District will review ethics, disclosure, training, and related program materials to align with the revised definition of "relative," which includes current and former foster parents and foster children. The District will consult with DCF and provide staff guidance on the ethics, disclosure, and reporting implications of this statutory change.

2026 Legislative Session update

Educator Certification, Ethics & Mandatory Reporting

SB 590 | PASSED

Required Reports Concerning Children

Tolls the statute of limitations for certain failures to make mandatory child abuse reports until a governmental agency becomes aware of the violation.

District Significance: The District will reinforce mandatory reporting expectations and consult with DCF regarding any implementation guidance. Staff should be reminded that suspected abuse must be reported immediately and directly to the Abuse Hotline and/or law enforcement, and that failure to report may carry long-term legal consequences if discovered later.

2026 Legislative Session Update

School Counselors, Safety & Facilities

HB 753 | PASSED

School Counselors

Requires counselor evaluations to align with Florida School Counseling Standards and eases some certification requirements.

District Significance: The District will review the ESE Counselor job description for alignment with updated school counseling standards and certification expectations. If revisions are needed, the department will coordinate with the Talent Acquisition Office to advance the job description through the appropriate review and approval process.

HB 757 | PASSED

School Safety (ARMOR Act)

Expands safety-related requirements tied to active assailant planning, threat management, and guardian-related provisions.

District Significance: The District will review safety staffing, threat management procedures, record-transfer protocols, and reunification plans for alignment with the bill's expanded requirements. Additional state guidance may be needed regarding postsecondary threat management training and information transfer processes, particularly for technical centers, dual-enrolled students, and shared facilities.

SB 824 | PASSED

School District Unimproved Real Property

Requires districts to submit annual inventories of unimproved real property to DOE.

District Significance: The District will complete and submit the annual inventory of unimproved real property to the Florida Department of Education within required timelines. Appropriate departments should coordinate to verify property records, confirm reporting requirements, and maintain documentation for timely submission.

2026 Legislative Session Update

Professional Learning, Foreign Influence & Finance

HB 851 | PASSED

Professional Learning for Instructional and School Administrative Personnel

Requires at least one autism-specific professional learning opportunity annually in each district's professional learning system.

District Significance: The District will ensure at least one autism-specific professional learning opportunity is offered annually through the District's professional learning system. In addition, the District will coordinate with Professional Development to confirm the ASD-focused training satisfies legislative requirements, with no anticipated operational challenges.

HB 905 | PASSED

Foreign Influence

Strengthens restrictions on foreign influence and certain contracts or agreements involving foreign countries of concern or terrorist organizations.

District Significance: Initiate Rulemaking to Policy 3800, contract templates, and related approval procedures to comply with expanded restrictions on foreign influence and agreements involving foreign countries of concern or terrorist organizations. Updated guidance may be needed to ensure vendors, partners, and contracting entities are appropriately reviewed before agreements are executed.

HB 967 | PASSED

Electronic Payments Made to Units of Local Governments

Revises provisions related to electronic payments to units of local government.

District Significance: The District is continuing to review the bill language to determine any applicable policy, operational, fiscal, or compliance impacts. As implementation guidance becomes available, the District will take the necessary steps to ensure compliance with state law.

2026 Legislative Session Update

Children's Initiatives, Background Screenings & Governance

SB 1022 | PASSED

Children's Initiatives

Revises provisions connected to children's initiatives and community supports.

District Significance: SB 1022 may create potential grant opportunities related to children's initiatives and community-based supports, including opportunities connected to Pompano RYZE. Further review and coordination with Legislative Affairs are recommended to assess eligibility, funding availability, partnerships, and alignment with District programs.

HB 1069 | PASSED

Background Screenings

Expands background screening requirements for youth athletic coaches and referees and revises disclosure rules.

District Significance: No impact to the District, as our coaches are already entered into the clearinghouse



HB 1073 | PASSED

School Districts / School Board Members' Bill of Rights

Gives school board members access to district documents, CFO consultation rights, and bars districts from requiring NDAs or confidentiality agreements for employees.

District Significance: The District is continuing to review the bill language to determine any applicable policy, operational, fiscal, or compliance impacts. As implementation guidance becomes available, the District will take the necessary steps to ensure compliance with state law.

2026 Legislative Session Update

Juvenile Justice, Student Health & Genetic Counseling

HB 1115 | PASSED

Grants for Genetic Counseling Education

Establishes a grant program in the State University System for accredited genetic counseling programs.

District Significance: HB 1115 may provide opportunities to partner with universities on postsecondary workforce pipeline initiatives. These partnerships could support student exposure to emerging health science career pathways and strengthen K-12, higher education, and workforce connections.

HB 1153 | PASSED

Juvenile Justice

Revises juvenile justice provisions affecting youth and systems interaction.

District Significance: The District is continuing to review the bill language to determine any applicable policy, operational, fiscal, or compliance impacts. As implementation guidance becomes available, the District will take the necessary steps to ensure compliance with state law.

HB 1201 | PASSED

Student Health and Safety

Extends seizure-training validity to five years, expands training coverage, and requires seizure first-aid posters.

District Significance: HB 1201 will require ESE to support implementation of updated seizure training and seizure first-aid awareness requirements. The District will communicate timelines, training expectations, staff participation, and poster requirements during opening-of-school or beginning-of-year training opportunities.

2026 Legislative Session Update

Greenhouse Gas Policy, Omnibus Education & Labor Relations

HB 1217 | PASSED

Prohibited Governmental Policies Regulating Greenhouse Gas Emissions

Restricts certain local governmental policies regulating greenhouse gas emissions.

District Significance: The District will review building standards, design specifications, facilities guidelines, and sustainability practices for alignment with restrictions on certain greenhouse gas emission policies. Coordination with Facilities, Capital Programs, and Legal to ensure future projects remain compliant while supporting resiliency and operational efficiency goals.





HB 1279 | PASSED

Education

Broad omnibus bill covering weighted GPAs, FACT incentives, math pathways, charter safe-school access, instructional materials authority, IEP missed-service requirements, VPK changes, and more.

District Significance: The District will develop district-wide guidance and training on updated processes, procedures, and implementation requirements. Due to the broad scope and immediate applicability to Extended School Year services, expedited coordination may be needed, including collaboration with Safety and Security to communicate charter school access requirements and monitoring procedures.

2026 Legislative Session Update

Greenhouse Gas Policy, Omnibus Education & Labor Relations

SB 1296 | PASSED

Public Employees Relations Commission

Revises union certification, recertification, reporting, disputes, and strike-related penalties.

District Significance: Labor Relations will coordinate with employee unions throughout the certification and recertification process to ensure statutory compliance. If a bargaining unit loses certification, Labor Relations will work with the School Board, affected employee groups, union representatives, and Legal to determine next steps regarding contract language, employee rights, and District obligations.

2026 Legislative Session Update

Affordable Housing, Terrorist Organizations, Child Care & Local Governance

HB 1389 | PASSED

Affordable Housing

Revises affordable housing policy provisions.

District Significance: The District will coordinate with governmental entities, planning councils, and local partners regarding implementation of the bill's affordable housing provisions. The District should monitor guidance and intergovernmental discussions to assess potential operational, workforce housing, land use, or partnership opportunities.

HB 1471 | PASSED

Systems of Law and Terrorist Organizations

Restricts public funding and affiliations involving terrorist organizations and certain conflicting legal systems

District Significance: Initiate Rulemaking to District Policy 3800, departmental templates, contract forms, and approval procedures to ensure compliance with restrictions on public funding, affiliations, contracts, or agreements involving terrorist organizations and prohibited legal systems. Updated guidance may be needed to support consistent review and approval practices across departments.

2026 Legislative Session Update

Affordable Housing, Terrorist Organizations, Child Care & Local Governance

SB 1690 | PASSED

Child Care and Early Learning Services

Revises childcare definitions, standards, liability language, and directs a study on a childcare voucher program for high-demand occupations.

District Significance: The District is continuing to review the bill language to determine any applicable policy, operational, fiscal, or compliance impacts. As implementation guidance becomes available, the District will take the necessary steps to ensure compliance with state law.

2026 Legislative Session Update

Assessment Security, Legal Exposure & Law Enforcement

SB 7022 | PASSED

Public Records / Examination and Assessment Instruments

Expands confidentiality protections for assessment instruments and extends the exemption through 2031.

District Significance: SB 7022 supports the continued public records exemption for certain examination and assessment instruments through 2031 and may help maintain confidentiality protections for related sensitive records, including applicable Threat Management documents. The District will review public records procedures, Board meeting exhibits, and minute attachments to ensure exempt materials are properly protected, redacted, or excluded before public posting.

HB 145 | PASSED

Suits / Claims Against the Government

Raises sovereign immunity caps and revises claim procedures against governmental entities.

District Significance: The District is reviewing the bill language for applicable policy, operational, fiscal, or compliance impacts and will take necessary steps to ensure compliance with state law.

SB 156 | PASSED

Criminal Offenses Against Law Enforcement Officers and Other Personnel

Expands criminal penalties tied to offenses against law enforcement and related personnel.

District Significance: The District is reviewing the bill language for applicable policy, operational, fiscal, or compliance impacts and will take necessary steps to ensure compliance with state law.





Board Discussion

&

Guidance

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END OF SESSION

Report and Bill Analysis

2026 Florida Legislative Session
Department of Legislative Affairs



John J. Sullivan, Chief of Staff | Andrea Knowles Hill, MPA, Director of Legislative Affairs

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BCPS | 2026 Legislative Session Review
Bill-by-Bill Analysis

Executive Summary
The 2026 Legislative Session produced a set of passed measures that require focused district attention across governance, academics, student services, athletics, safety, assessment security, professional learning, facilities, labor relations, and early learning. The most operationally significant bills include changes to Florida Virtual School testing support, extracurricular eligibility and fees, educator certification pathways, school counselor standards, autism-related professional learning, school board member access to records, seizure-response requirements, unimproved property reporting, public employee relations, and the broad education omnibus bill, HB 1279, which affects weighted GPAs, academic pathways, missed IEP services, and other district functions.

District leadership significance is clear: these bills move beyond policy discussion and require coordinated district action. Recommended next steps are to establish a cross-functional legislative implementation team, assign lead offices for each bill, update policies and procedures, revise training and communication materials, and create a bill-to-action tracker so implementation is monitored, sequenced, and sustained across the district.

Bill-by-Bill Analysis

SB 124 | Florida Virtual School
Status: Passed

What the bill does: Modernizes FLVS governance, removes the priority enrollment list, updates board meeting authority, authorizes supplemental revenue, and requires school districts to provide a test administrator when an FLVS student participates in required statewide assessments, screening and progress monitoring, industry certification examinations, or national assessments at the assigned school.

School district leadership significance: The district must ensure that its assessment systems and school-level testing procedures can accommodate FLVS students assigned to district schools for required testing. This also has implications for coordination between district schools, testing coordinators, and families.

Recommended Next Steps: Review district assessment procedures for FLVS students. Assign clear responsibility to assessment and accountability staff for scheduling and administering required tests. Update school-level testing guidance so principals and test coordinators understand district obligations. Communicate procedures to affected families before the next assessment cycle.

SB 178 | Athletics in Public K-12 Schools

Status: Passed

What the bill does: Allows head coaches to use personal funds, up to $15,000 per team per year, for food, transportation, and recovery services for student-athletes, provided there is parental consent and required reporting under FHSAA bylaws.

School district leadership significance: The district needs a consistent compliance posture so athletics staff understand what is allowed, how it must be documented, and where risk begins.

Recommended Next Steps: Direct athletics leadership to develop a district guidance memo aligned to FHSAA reporting expectations. Create a standard parent consent form and a reporting log for coach-funded support. Train principals, athletic directors, and head coaches on documentation and recruiting-related restrictions. Establish a periodic compliance review process.

SB 182 | Education

Status: Passed

What the bill does: Establishes a teacher mentoring program and includes provisions related to cursive instruction, patriotic displays in public schools, scholarship fund reversion, private school land use matters, and restrictions on charter school dismissal based on academic performance in certain circumstances.

School district leadership significance: This bill touches several district functions at once: teacher support, elementary academic practice, principal oversight, and awareness of broader school-sector policy shifts.

Recommended Next Steps: Assign a cross-functional implementation team with representation from academics, talent, elementary education, and charter oversight. Review whether the district will participate in or align with the mentoring program framework. Update elementary instructional guidance to reflect cursive instruction requirements. Confirm whether any display requirements apply to district facilities planning and school operations. Brief charter oversight staff on the bill's charter-related provisions.

SB 212 | Sexual Offenders and Sexual Predators

Status: Passed

What the bill does: Revises restrictions on where certain sexual offenders and sexual predators may live, work, volunteer, or loiter near schools and other child-centered locations.

School district leadership significance: The bill has implications for district safety coordination, school police, and legal awareness, especially where visitor access and school-adjacent safety concerns arise.

Recommended Next Steps: Request district legal counsel and school police leadership to review whether existing visitor management, trespass, and safety protocols need updates. Incorporate the new restrictions into school police and safety briefings. Ensure principals know when to elevate concerns involving restricted individuals.

HB 453 | Requirements for a Standard High School Diploma

Status: Passed

What the bill does: Allows two years of marching band to satisfy both the physical education and performing arts requirements for a standard diploma and allows some students with disabilities to use Special Olympics participation for one PE credit.

School district leadership significance: Graduation planning, scheduling, transcript coding, and student advising all need to reflect the new diploma-credit pathways.

Recommended Next Steps: Update district graduation guidance, course catalog language, and counselor training materials. Coordinate with student information systems staff to ensure transcript coding and graduation audits reflect the new options. Brief principals, counselors, band directors, and ESE case managers before course selection windows open.

HB 461 | Volunteering at Polling Locations

Status: Passed

What the bill does: Allows eligible students to volunteer at polling locations and use that service toward community service requirements.

School district leadership significance: The bill creates an additional civic engagement pathway that student services and school counseling teams may need to track accurately.

Recommended Next Steps: Update community service guidance for students and schools. Coordinate with student services and school counselors on verification procedures. Consider creating a district communication for secondary schools explaining eligibility, documentation, and service-hour credit.

SB 538 | Extracurricular Activities

Status: Passed

What the bill does: Revises eligibility, activity fee, booster-related compensation, and administrative rules for extracurricular activities, including requirements for fee schedules and public posting.

School district leadership significance: This is a direct operational bill for extracurricular administration. It affects equity of access, compliance, school websites, fee practices, and oversight.

Recommended Next Steps: Conduct a districtwide review of extracurricular fee structures. Standardize school-based guidance on eligibility and fee assessment. Ensure school websites can publish complete fee schedules as required. Train principals, athletic directors, activities directors, and finance staff on the updated rules. Review booster club guidance for consistency with the law.

HB 561 | Educator Preparation and Certification

Status: Passed

What the bill does: Expands educator certification pathways, allows earlier participation in educator preparation, and eases reinstatement for some educators with expired professional certificates.

School district leadership significance: This is a staffing bill. It can affect recruitment strategy, re-entry of former educators, and district support for licensure pipelines.

Recommended Next Steps: Have HR and talent acquisition review hiring protocols to identify where the bill creates new opportunities. Update certification guidance used by recruiters and school-based hiring managers. Partner with local preparation programs and alternative certification providers to strengthen the district pipeline.

SB 572 | Ethics for Public Officers and Employees

Status: Passed

What the bill does: Expands the definition of relative in ethics law and clarifies certain leadership-role appointment issues involving elected officials.

School district leadership significance: This measure is more governance-focused than operational, but it may affect board practice and ethics review.

Recommended Next Steps: Request legal counsel to review board governance materials, ethics training, and any related procedures. Update annual governance briefings for board members and senior leadership where needed.

SB 590 | Required Reports Concerning Children

Status: Passed

What the bill does: Tolls the statute of limitations for certain failures to make mandatory child abuse reports until a governmental agency becomes aware of the violation.

School district leadership significance: The bill increases the stakes around mandatory reporting and reinforces the need for timely and accurate employee action.

Recommended Next Steps: Update annual mandatory-reporting training for all employees. Reissue district expectations on reporting suspected abuse, neglect, and abandonment. Ensure supervisors understand that district internal reporting does not replace required external reporting.

HB 753 | School Counselors

Status: Passed

What the bill does: Requires counselor evaluations to align with the Florida School Counseling Standards and revises some certification-related expectations.

School district leadership significance: District evaluation systems and school counseling leadership structures must align with the new standards-based approach.

Recommended Next Steps: Review counselor evaluation instruments and performance frameworks. Revise district guidance so evaluations reflect the state counseling standards. Train principals and counseling supervisors on any updated evaluation expectations.

HB 757 | School Safety (ARMOR Act)

Status: Passed

What the bill does: Expands safety-related requirements associated with active assailant planning, threat management, and related safety protocols, particularly in the postsecondary context, while also strengthening connected safety expectations.

School district leadership significance: Even where some provisions focus beyond K-12, district safety leadership should review current alignment with state safety expectations and record-sharing implications.

Recommended Next Steps: Request the district safety office to complete a gap review against current protocols. Confirm whether any local procedures for threat assessment, record transfer, or guardian-related coordination need adjustment. Brief principals and safety teams on any changes that affect school practice.

SB 824 | School District Unimproved Real Property

Status: Passed

What the bill does: Requires school districts to submit annual inventories of unimproved real property to DOE for statewide reporting.

School district leadership significance: This is a facilities, finance, and property-management implementation item. Accuracy and consistency will matter.

Recommended Next Steps: Assign a lead office for property inventory coordination. Validate parcel records, acreage, value, and acquisition dates across departments. Build an annual reporting calendar and internal review process before submission to DOE.

HB 851 | Professional Learning for Instructional and School Administrative Personnel

Status: Passed

What the bill does: Requires each district's professional learning system to include at least one autism-specific training opportunity each year.
School district leadership significance: This bill requires direct action from professional learning, ESE, and school leadership teams.

Recommended Next Steps: Work with the district's assigned Center for Autism and Related Disabilities to identify or build the required training. Add the training to the annual professional learning calendar. Establish completion tracking and communicate expectations to principals and instructional leaders.

HB 905 | Foreign Influence

Status: Passed

What the bill does: Strengthens restrictions on foreign influence and certain contracts or agreements involving foreign countries of concern or terrorist organizations.
School district leadership significance: This measure matters most to procurement, partnerships, contracts, and compliance review.

Recommended Next Steps: Request procurement and legal counsel to review existing vendor due diligence and contract screening processes. Update contracting checklists where needed. Brief departments that manage external partnerships and agreements.

HB 967 | Electronic Payments Made to Units of Local Governments

Status: Passed

What the bill does: Revises provisions related to electronic payments to units of local government.

School district leadership significance: This is primarily a finance operations issue.

Recommended Next Steps: Have finance leadership review whether payment workflows, internal controls, or local procedures need adjustment. Update any administrative guidance tied to electronic payment practices.

SB 1022 | Children's Initiatives

Status: Passed

What the bill does: Revises provisions related to children's initiatives and connected community supports.

School district leadership significance: Districts that partner with community-based supports or place-based initiatives should understand any changes in structure or coordination.

Recommended Next Steps: Request student services and community engagement leadership to review current partnerships. Determine whether any district-community coordination agreements or referral pathways need adjustment.

HB 1069 | Background Screenings

Status: Passed

What the bill does: Expands background screening requirements for youth athletic coaches and referees and revises disclosure rules.

School district leadership significance: Athletics, volunteer coordination, and contractor oversight processes must be tight and consistent.

Recommended Next Steps: Review screening requirements for coaches, referees, volunteers, and any applicable contracted personnel. Update hiring and clearance protocols. Communicate revised expectations to athletics leadership and school-based activity sponsors.

HB 1073 | School Districts / School Board Members' Bill of Rights

Status: Passed

What the bill does: Gives board members access to district documents, consultation rights with the CFO, and bars districts from requiring nondisclosure or confidentiality agreements for employees.
School district leadership significance: This is one of the most significant governance bills for district operations. It affects records access, meeting documentation, board relations, and employment practice.

Recommended Next Steps: Convene legal, board services, HR, and records management staff to review district procedures. Update board member document-access protocols. Review employee forms and agreements for compliance. Ensure agenda attachments and related public records practices are aligned to the bill.

HB 1115 | Grants for Genetic Counseling Education

Status: Passed

What the bill does: Establishes a grant program in the State University System for accredited genetic counseling programs.

School district leadership significance: Limited direct K-12 effect.

Recommended Next Steps: No immediate district implementation is apparent from the source summaries. Monitor only if the district has a specific higher-education partnership interest.

HB 1153 | Juvenile Justice

Status: Passed
What the bill does: Revises juvenile justice provisions affecting youth and system interaction.
School district leadership significance: Relevant to student services, discipline, alternative education, and coordination with juvenile justice partners.

Recommended Next Steps: Request student services, alternative education leadership, and legal counsel to review whether current district coordination protocols with juvenile justice partners require revision.

HB 1201 | Student Health and Safety

Status: Passed

What the bill does: Extends seizure-training validity to five years, expands training coverage, and requires seizure first-aid posters in schools.

School district leadership significance: This is a direct implementation measure for school health, principals, student services, and training compliance.

Recommended Next Steps: Update district nursing and health-services guidance. Identify which schools and staff need training under the revised requirements. Procure and post required seizure first-aid materials. Build monitoring into health-services compliance reviews.

HB 1217 | Prohibited Governmental Policies Regulating Greenhouse Gas Emissions

Status: Passed

What the bill does: Restricts certain local governmental policies regulating greenhouse gas emissions.

School district leadership significance: This could affect district policy language, operational planning, or procurement decisions if local policies touch this area.

Recommended Next Steps: Request legal counsel and operations leadership to review whether current district policy language, sustainability practices, or procurement language intersect with this law.

HB 1279 | Education

Status: Passed

What the bill does: Broad omnibus legislation covering weighted GPAs, FACT incentives, math pathways, charter safe-school officer access, instructional materials authority, IEP missed-service requirements, VPK changes, and other education provisions.

School district leadership significance: This is one of the most operationally important bills in the session. It touches academics, grading, ESE, early learning, school choice-adjacent issues, and compliance.

Recommended Next Steps: Treat this as a districtwide implementation bill. Assign a cross-functional steering team with leads from academics, ESE, early learning, assessment, student services, legal, and charter oversight. Build a bill-to-action matrix that separates immediate changes, guidance-dependent changes, and later-cycle implementation items. Prioritize weighted GPA review, IEP missed-service procedures, academic pathway planning, and any instructional materials implications.

SB 1296 | Public Employees Relations Commission

Status: Passed

What the bill does: Revises union certification, recertification, reporting, disputes, and strike-related penalties.

School district leadership significance: This is a major labor-relations bill affecting HR strategy, employee organization processes, and legal oversight.

Recommended Next Steps: Direct labor relations and legal counsel to review district procedures tied to bargaining units, communications, reporting, and dues-related processes. Prepare a leadership briefing for HR and executive staff on operational implications. Update internal guidance where necessary.

HB 1389 | Affordable Housing

Status: Passed

What the bill does: Revises affordable housing policy provisions.

School district leadership significance: Limited direct operational impact, though it may matter where workforce housing or intergovernmental planning is part of district strategy.

Recommended Next Steps: No immediate district implementation step is clear from the summaries. Monitor only where the district is engaged in housing-related partnerships or workforce planning discussions.

HB 1471 | Systems of Law and Terrorist Organizations

Status: Passed

What the bill does: Restricts public funding and affiliations involving terrorist organizations and certain conflicting legal systems.

School district leadership significance: Relevant to compliance, procurement, external affiliations, and state scholarship-related concerns.

Recommended Next Steps: Review external partnership screening, funding approval, and compliance processes. Ensure any scholarship-related coordination functions understand the restrictions described in the law.

SB 1690 | Child Care and Early Learning Services

Status: Passed

What the bill does: Revises child care definitions, standards, and liability language and directs a study on a child care voucher program for high-demand occupations.

School district leadership significance: Relevant to early learning, VPK-connected partnerships, and workforce-related child care planning.

Recommended Next Steps: Request early learning leadership to review district-connected provider relationships and any implications for VPK or community partnerships. Monitor the voucher study and any later recommendations that could affect district planning.

SB 7022 | Public Records / Examination and Assessment Instruments

Status: Passed

What the bill does: Expands confidentiality protections for assessment instruments and extends the exemption through 2031.

School district leadership significance: This bill is highly important for testing security, records retention, and protection of assessment materials.

Recommended Next Steps: Request assessment, legal, and records management teams to review current handling, retention, and disposal procedures for protected testing materials. Update internal guidance and ensure staff with access to assessment instruments understand the confidentiality requirements.

HB 145 | Suits / Claims Against the Government

Status: Passed

What the bill does: Raises sovereign immunity caps and revises claim procedures against governmental entities.
School district leadership significance: This has implications for district legal exposure, claims handling, and risk management.

Recommended Next Steps: Request general counsel and risk management leadership to review claims procedures, insurance discussions, and any internal reporting processes affected by the revised exposure landscape.

SB 156 | Criminal Offenses Against Law Enforcement Officers and Other Personnel

Status: Passed

What the bill does: Expands criminal penalties tied to offenses against law enforcement and related personnel.

School district leadership significance: Limited districtwide operational significance, though district police and safety leadership may want awareness of the change.

Recommended Next Steps: Share the update with district police, security leadership, and legal counsel for awareness. No broader district implementation step is apparent from the summaries.

ARROWGROUP

2026 Legislative Session

Education Pre-K - 12 Bill Summaries

April 2, 2026



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2026 Bill Summaries – Education Pre-K - 12

SB 124 — Florida Virtual School by Senator Rodriguez

Enrolled bill; Waiting to be presented to the Governor

The bill removes priority access to the Florida Virtual School (FLVS) for students who need expanded access to courses, are seeking accelerated access in order to earn a high school diploma one semester early or are children of an active-duty member of the United States Armed Forces, to reflect the FLVS's capacity to serve all students.

FLVS Governance

- The bill authorizes the FLVS president and chief executive officer to request a meeting of the
- FLVS Board of Trustees (board), rather than limiting that authority to the board chair or board membership. The bill authorizes the board to enter into contracts with other public and private entities and government agencies, rather than limiting the board to franchise agreements with school districts.
- In addition, the bill aligns the definition of instructional and administrative personnel at the FLVS with current law for K-12 public school personnel and removes board authority to reject such personnel from employment for cause.
- Finally, the bill requires, rather than authorizes, FLVS employees, except for temporary, seasonal, and student employees, to be state employees for the purpose of eligibility to participate in the Florida Retirement System.

FLVS Funding

- The bill clarifies the current practice of including grade 6-12 part-time students to full-time equivalent (FTE) student calculations so that all full-time and part-time FLVS students are included in such FTE student calculations.
- The bill authorizes the FLVS to accrue revenue from a direct-support organization, and requires that expenditures from all supplemental funds be contingent upon review and approval by the FLVS president and chief executive officer.

FLVS Annual Report

- The bill requires the FLVS to report only on the operations and accomplishments of the FLVS and deletes the reporting requirements for the FLVS and FLVS Global related to the marketing and operational plan, assets and liabilities, recommendations regarding the unit cost of providing services to students, and recommendations regarding an accountability mechanism to assess the effectiveness of the services provided.

Assessment Requirements

- The bill requires a school district to provide a test administrator when a student from the FLVS is participating in required statewide assessments, the coordinated screening and progress monitoring system, industry certification examinations, and national assessments at the assigned school.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 39-0; House 110-2

HB 145 — Suits Against the Government by Representative McFarland

Enrolled bill; Waiting to be presented to the Governor

The bill revises the state's statutory waiver of sovereign immunity to increase the limits on amounts that the state, its agencies, and political subdivision may pay for tort claims without further action by the Legislature. The bill also changes the statute of limitations applicable to different types of tort actions against a government entity. Absent the state's statutory waiver of sovereign immunity, which is immunity from lawsuits, lawsuits against the state would be barred.

The specific changes by the bill:

- Increase the statutory caps on payment of claims or the collectability of judgments against the state or its agencies or subdivisions, from $200,000 per person and $300,000 per incident, to $350,000 per person and $500,000 per incident.
- Revise certain statutes of limitation and presuit procedures for certain types of claims against government entities, including claims for negligence, contribution, medical malpractice, wrongful death, and sexual battery on victims under 16 years of age.
- The changes made by the bill apply to causes of action accruing on or after October 1, 2026.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on October 1, 2026.
- *Vote: Senate 36-0; House 108-1*

CS/SB 156 — Criminal Offenses Against Law Enforcement Officers and Other Personnel by Appropriations Committee on Criminal and Civil Justice and Senator Leek

Enrolled bill; Waiting to be presented to the Governor

The bill expands law enforcement officers' protection from citizens' use or threatened use of force during an arrest or detention. The bill prohibits a person from using or threatening to use force to resist any arrest or detention, or to resist an officer engaged in the performance of his or her official duties, if the officer was acting in good faith and is known, or reasonably appears, to be a law enforcement officer.

- "Acting in good faith" means to make sincere and reasonable efforts to comply with legal requirements, even if the arrest, detention, or other act is later found to have been unlawful.
- The bill removes language which specifies a law enforcement officer is not justified in using force if an arrest or execution of a legal duty is unlawful and known by the officer to be unlawful.
- The bill adds manslaughter to the list of crimes that a person must be sentenced to life imprisonment without the eligibility of release upon conviction, if such offense was committed against specified officers who were engaged in the performance of their official duties.
- The bill amends provisions relating to assault or battery on an officer and resisting a law enforcement officer with violence, to specify that such officer must be engaged in the performance of his or her official duties when the offense is committed.
- The bill also ranks the 3rd degree felony of battery on a law enforcement officer, firefighter, and other specified personnel, as a level 5 in the Offense Severity Ranking Chart.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect upon becoming law
- *Vote: Senate 31-4; House 103-8*

CS/CS/SB 178 — Athletics in Public K-12 Schools by Judiciary Committee; Education Pre-K - 12 Committee; and Senator Jones

Enrolled bill; Waiting to be presented to the Governor

- The bill requires the Florida High School Athletic Association (FHSAA) to adopt bylaws authorizing head coaches of athletics teams to support the welfare of the students they coach using personal funds.
- Head coaches may, in good faith, provide assistance in the form of food, transportation, and recovery services. The bylaws must require a parent to provide written consent before a head coach may provide such assistance to a student. The bylaws must also restrict such use of funds to one head coach per athletic team.
- The bill requires coaches who provide assistance using personal funds to report it to the FHSAA in a manner provided by FHSAA bylaw. If a coach uses personal funds, it is presumed not to be an impermissible benefit unless the use of personal funds is

not reported, reported and deemed not to be in good faith by the FHSAA, or used for recruiting purposes.

- The maximum amount of personal funds a coach may use per athletic team per year is $15,000. The bill also authorizes any other organization governing interscholastic athletic competition in Florida to adopt similar bylaws.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 37-0; House 112-0

CS/CS/SB 182 — Education by Appropriations Committee on Pre-K - 12 Education; Education Pre-K - 12 Committee; and Senators Jones, Yarborough, Osgood, Massullo, and Bracy Davis

Enrolled bill; Waiting to be presented to the Governor

The bill revises provisions relating to teacher mentoring, patriotic displays in public schools, cursive instruction, private school land use and facilities, the Florida Tax Credit Scholarship Program, and charter school enrollment.

Teacher Mentoring

- The bill establishes the School Teacher Training and Mentoring Program within the Department of Education (DOE), which authorizes school districts, charter schools, and charter management organizations to place retired or current classroom teachers in schools earning a grade of "D" or "F" to serve as teacher mentors supporting new or struggling classroom teachers.
- The bill also:
    - Requires teacher mentors to have at least three years of teaching experience in prekindergarten through grade 12 and to have earned a highly effective rating on their most recent performance evaluation.
    - Authorizes a stipend of up to $3,000 for teacher mentors and requires each mentor-mentee relationship to last one grading period.
    - Limits retired teacher mentors to no more than five mentees at a time and classroom teachers serving as mentors to no more than one mentee at a time.
    - Requires the DOE to establish program standards and a standard contract outlining the responsibilities of mentors and mentees and authorizes State Board of Education rulemaking. Specifies behaviors of teacher mentors adhering to principles of accuracy, fairness, and equal opportunity.
    - Authorizes the use of Educational Enrichment Allocation funds under the Florida Education Finance Program, if available, to support the program.

Patriotic Displays at Public Schools

- The bill adds a patriotic display in public schools. The bill requires, subject to appropriation, that portraits of George Washington and Abraham Lincoln be displayed in a conspicuous place in each public school in the district. The DOE must select the portraits and make them available to each school district.

Instruction in Cursive

- The bill adds to required instruction provisions related to cursive writing instruction. The bill:
    - Requires public schools to provide specified cursive writing instruction for students in grades 3 through 5.
    - Requires each student to demonstrate proficiency in cursive writing by the end of grade 5.
    - Defines proficiency in cursive writing as the ability to write upper and lowercase letters in cursive, write words and sentences legibly with proper spacing and alignment, and 2026 Summary of Legislation Passed Committee on Education Pre-K – 12 read and apply cursive writing to support literacy development, including writing essays and other assignments in cursive in accordance with state academic standards.

Private School Facilities and Land Use

- The bill provides specified private schools flexibility in zoning, land use, and compliance with fire prevention codes.
- The bill:
    - Provides that a private school enrolling 150 or fewer students, or located within the unincorporated area of a specified county, is exempt from rezoning, a special exception, or a land use change if located in a commercial or mixed-use zoning district.
    - Preempts local mitigation requirements, conditions, performance standards, ordinances, rules, codes, or policies for such schools, except that a county or municipality may require mitigation measures necessary to address vehicular traffic and pedestrian safety that are reasonably and directly attributable to the operation of the private school.
    - Authorizes a private school to submit a traffic study demonstrating that the school will not have a disproportionate traffic impact within the same zoning district.

Authorizes a private school enrolling 150 or fewer students to operate in certain existing facilities and meet the Florida Fire Prevention Code for that occupancy classification. The

school may satisfy the requirements of the Florida Fire Prevention Code through an alternative fire safety evaluation adopted by the State Fire Marshal.

Florida Tax Credit Scholarship

- The bill clarifies that when a student's Florida Tax Credit Scholarship Program account is closed, any remaining funds revert to the scholarship funding organization rather than the state. Reverted funds must be separately accounted for and used to fund scholarships.

Charter School Academic Dismissal Restrictions

- The bill revises charter school enrollment to prohibit a charter school implementing a school improvement plan or a corrective action plan from dismissing a student based on academic performance.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 37-0; House 91-11

CS/SB 212 — Requirements for a Standard High School Diploma by Student Academic Success Subcommittee and Rep. Gossett-Seidman and others

Approved by the Governor on March 31, 2026, Effective July 1

The bill amends several statutes relating to persons convicted of committing sexual offenses on or after July 1, 2026, or who change their residence on or after that date to:

- Prohibit a person who was convicted of specified sexual offenses in which the victim was younger than 16 years of age from residing within 1,000 feet of a school, child care facility, park, public swimming pool, or playground. The bill creates criminal penalties for violating this prohibition.
- Prohibit a person who is on probation, community control, or conditional release for committing a specified sexual offense in which the victim was under 18 from:
    - Living within 1,000 feet of a public swimming pool;
    - Working or volunteering at a public swimming pool; or
    - Visiting a public swimming pool, without prior approval.
- The bill amends existing provisions relating to loitering and prowling by certain persons, to revise restrictions and prohibited conduct. Specifically, the bill:
    - Increases the restricted distance for loitering and prowling by such persons from 300 feet to 500 feet of places where children congregate.
    - Revises the prohibition on contact with children to clarify that a person may not knowingly contact, communicate with, or approach with the intent to contact or communicate with a person younger than 18 years of age in any public park, playground, or public swimming pool.

- Clarifies that written notification required by persons who intend to be present at a child care facility or school must include that the person has been convicted of a specified sex offense and intends to be present at the school or child care facility.
- Revises exceptions to the prohibition of certain persons being present at child care facilities or schools, by:
    - Specifying the exception to the crime for picking up or dropping of a child only applies if the person is a parent, grandparent, or legal guardian.
    - Adding an exception to the crime if the person is attending religious services.

- The bill authorizes a law enforcement officer to arrest a person without a warrant if there is probable cause to believe the person violated loitering or prowling by certain persons in close proximity to children, by knowingly:
    - Contacting, communicating with, or approaching with the intent to contact or communicate with a person younger than 18 years of age in any park building or on real property comprising any park, playground, or public swimming pool; or
    - Being present in any child care facility or school containing students in prekindergarten through grade 12 or on real property comprising a child care facility or school containing any students in prekindergarten through grade 12 when the child care facility or school is in operation.
- The bill requires a state agency or governmental subdivision to conduct a background check of a person to determine if he or she is a sexual predator or sexual offender prior to a person's appointment or employment, at a public swimming pool.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 31-6; House 103-9*

CS/HB 453 — Requirements for a Standard High School Diploma by Student Academic Success Subcommittee and Rep. Gossett-Seidman and others

Enrolled bill; Waiting to be presented to the Governor

- The bill addresses requirements for earning a standard high school diploma. Specifically, the bill:
    - Allows completion of two years of marching band to satisfy both the one-credit requirement in physical education and the one-credit requirement in performing arts instead of one or the other.
    - Allows a student with a disability to meet the one-credit requirement in physical education by participating in the Special Olympics for one year as determined by the student's individual education plan (IEP) team.

- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 36-0; House 111-0

CS/CS/SB 538 — Extracurricular Activities by Rules Committee; Judiciary Committee; Education Pre-K - 12 Committee; and Senator Simon

Enrolled bill; Waiting to be presented to the Governor

Interscholastic and Interscholastic Extracurricular Activities

- The bill makes substantial changes to high school and middle school athletics in Florida regarding student eligibility, transfers, and costs for students to play sports.
- The bill provides the following definitions:
  - "Eligible student" means a home education student, charter school student, private school student, Florida Virtual School student, alternative school student, or traditional public school student who wishes to participate in an interscholastic or intrascholastic extracurricular activity.
  - "Governing Organization" means any organization that governs interscholastic and intrascholastic activities of a school, including, but not limited to, the Florida High School Athletic Association (FHSAA).
- The bill aligns eligibility for all students, regardless of the educational setting, by specifying that students are eligible to participate in an interscholastic or intrascholastic extracurricular activity (activity) at the school in which he or she is enrolled.
- An eligible student may participate in an activity at a school other than the school in which the student is enrolled if:
  - The school in which the student is enrolled does not offer the same activity or the student is in a home education program; and
  - The school at which the student will participate in the activity is located in the school district in which the student resides.
- The bill provides that if a public or charter school in the district in which the student resides does not offer the activity, and an agreement cannot be reached with a private school in the district in which the student resides, the student may participate at a public, charter, or private school in a school district adjacent to the school district in which the student resides.
  - The student may also petition the executive director of the governing organization to explore additional options.
- The bill expands the school personnel who may maintain records for all participating eligible students from both FHSAA and non-FHSAA schools.

- The bill authorizes public schools to assess an activity fee to an enrolled student.
- The bill provides that public schools in which a student seeks to participate may assess an activity fee to a student that is not enrolled, provided that such fee does not exceed the greater of the following:
    - The fee students enrolled at the school pay to participate in the activity; or reasonable fee based on the costs to the school not to exceed $400 per activity.
    - Annually by July 1, activity fees different from the fees charged to enrolled students must be approved by the district school board or charter school governing board, as appropriate, after being voted on as an action item.
- The bill requires each public school to post on its website a complete list of fees charged to participating students, by activity, prior to the beginning of the school year and submit to the Department of Education.
- The bill specifies that the activity fee charged to home education student must be the same as charged to enrolled students.
- The bill also requires the parents of the student participating in the activity to provide for the transportation of the student and releases the school and district school board from liability for such transportation.
- The bill prohibits a student from participating in sports at two different schools during the same school year unless the student:
    - Is a dependent child of active-duty military personnel whose move resulted from military orders
    - Has been relocated due to a foster care placement in a different school zone
    - Has moved due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent; or
    - Has been granted approval by the applicable governing organization's executive director.
- The bill requires the governing organization to provide a determination of eligibility to the requesting student within 14 days after the request is made, and to adopt bylaws establishing criteria for determining the eligibility of transferring students. The bill requires that the governing organization establish an appeals process that is equivalent to the appeals procedure that is currently in law but must include a 20-day timeline for a decision.

Governing Organizations

- The bill requires a governing organization to adopt, maintain, and enforce sport-specific manuals or handbooks that govern interscholastic competition. The

manuals or handbooks may include, but are not limited to, timing, scoring, equipment, officiating, and athlete safety.

- The bill requires the governing association to ensure that athletes may request exemptions or accommodations from real-time scoring requirements not later than 72 hours before a sanctioned event. If a request is made within the prescribed time, the FHSAA must provide access to accommodations for such participants.

Athletic Coach and Activity Sponsor Compensation

- The bill authorizes a district school board to adopt a policy regarding the use of voluntary donations and revenues generated by authorized booster clubs or associations to provide funds to athletic coaches or activity sponsors. The bill specifies that such funds may not be used for severance pay or for salary compensation.
- The bill defines an extracurricular activities administrator, and authorizes a district school superintendent to negotiate individual compensation for such personnel, which may not exceed the compensation of the highest paid administrator in the district.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 37-0; House 104-6

CS/HB 561 — Educator Preparation and Certification by Education & Employment Committee and Rep. Gerwig and others (SB 1718 by Senator Calatayud)

Enrolled bill; Waiting to be presented to the Governor

- The bill authorizes educator preparation institutes (EPIs) to enroll participants and allow them to complete coursework while they work to obtain an “eligible” statement of status of eligibility in the certification subject area included in the participant’s educational plan.
- The bill requires the Department of Education (DOE) to issue a temporary certificate to an educator whose previously issued professional certificate has expired, provided the educator meets the basic eligibility requirements for certification. This allows the educator to begin teaching without having to again demonstrate subject area mastery.
- The bill requires an applicant seeking reinstatement of a professional educator certificate to meet specified statutory certification eligibility requirements, but removes the requirement that an educator retake subject area examinations for each subject included on the certificate. Upon reinstatement, the professional certificate must include all subject area coverages and endorsements held at the

time of expiration. The bill also specifies that Inservice points earned to obtain or renew a professional certificate that has since expired may not be used to satisfy reinstatement requirements.

- The bill updates the name of the Center for Innovative Teaching and Learning at the University of South Florida to the David C. Anchin Center for the Advancement of Teaching as the required collaborating entity for the Florida Center for Teaching Excellence (center).
- The bill requires, rather than authorizes, the center to submit a professional learning system to the DOE.
- The bill also requires the center to offer professional learning, at no cost, to certified educators seeking to renew or reinstate their certificate and to submit any Inservice points earned through the system to the DOE on the educator's behalf.
- Additionally, the center must provide such educators with information on school district professional learning systems that offer access to Inservice training to individuals who are not employed by the school district.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 37-0; House 112-0

CS/SB 572 — Ethics for Public Officers and Employees by Governmental Oversight and Accountability Committee and Senator Harrell

Signed by Officers and presented to Governor on March 31, 2026; Governor must act on this bill by April 15

The bill revises the definition of the term "relative" in the Code of Ethics for Public Officers and Employees to include current and former foster parents and foster children.

- The bill provides an exception to the nepotism prohibitions for public officials under the Code of Ethics.
- Specifically, the bill adds an exception that does not prohibit the board, council, commission, or collegial body on which an elected official serves from appointing, employing, promoting, or advancing a relative who is an elected public official serving on the same board, council, commission, or collegial body to a leadership position.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect upon becoming law.
- *Vote: Senate 38-0; House 113-0*

CS/SB 590 Statute of Limitations Period for Violations Involving Required Reports Concerning Children by Children, Families, and Elder Affairs Committee and Senator Bradley

Enrolled bill; Waiting to be presented to the Governor

The bill tolls the statute of limitations for the offense of failing to make a mandatory report for known or suspected child abuse, including sexual abuse, abandonment, and neglect until a law enforcement agency or other governmental agency, excluding any institution where the violation occurs, is made aware of the violation.

- The bill applies to any offense that is not otherwise barred from prosecution on or before July 1, 2026.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 37-0; House 111-0*

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- The bill provides an exception to the nepotism prohibitions for public officials under the Code of Ethics.
- Specifically, the bill adds an exception that does not prohibit the board, council, commission, or collegial body on which an elected official serves from appointing, employing, promoting, or advancing a relative who is an elected public official serving on the same board, council, commission, or collegial body to a leadership position.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect upon becoming law.
- *Vote: Senate 38-0; House 113-0*

CS/CS/HB 753 — School Counselors by Education Administration Subcommittee; Careers & Workforce Subcommittee; and Rep. Hunschofsky and others

Enrolled bill; Waiting to be presented to the Governor

- The bill modifies evaluation and educator certification requirements for certified school counselors.
- Specifically, the bill:
    - Requires that performance evaluation criteria for certified school counselors be based on indicators from the Florida School Counseling Standards.
    - Specifies that individuals seeking an educator certificate as a school counselor are exempt from the demonstration of mastery of general

knowledge and mastery of professional preparation and education competence.
    - However, such exemption does not limit a school district from requiring demonstration of mastery as a condition of employment as a certified school counselor.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 34-0; House 103-0

CS/CS/HB 757 — School Safety by Budget Committee; Judiciary Committee; and Reps. Salzman, Rizo, and others

Enrolled bill; Waiting to be presented to the Governor

- The bill makes numerous changes relating to the safety of Florida's Postsecondary institutions.

Guardian Program

- The bill expands the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel School Guardian Program to authorize employees and faculty members to serve as school guardians and carry a firearm on campus at the following institutions:
    - Public postsecondary educational institutions
    - Workforce education
    - Florida College System Institutions
    - State universities
    - All other state-supported postsecondary educational institutions.
- A county sheriff must establish a guardian program or contract with another sheriff's office that has established guardian training programs to meet the demand for such training.

Safety on Postsecondary Campuses

- The bill creates the "Active Response and Mitigation of On-Campus Risks (ARMOR) Act" that requires:
    - The institutions to establish threat management teams, and in collaboration with appropriate public safety agencies, annually conduct a security risk assessment at each campus using the Florida Safe Schools Assessment Tool.
    - The adoption of active assailant plans and annually certify that all faculty, staff and students have completed active assailant preparedness training.
    - The adoption and annual review of a family unification plan, in coordination with local law enforcement and local government.
    - The training of faculty to detect and respond to mental health issues and connect students with appropriate services.

  - Policies and procedures be adopted to support students, faculty, and staff who are victims of violence, attempted violence, or credible threats.
  - Public postsecondary educational institutions to post on their websites and around campus mental health awareness and suicide prevention signs.
- The bill requires that public postsecondary educational institutions that do not have their own existing public safety reporting "app" as of July 1, 2026 must promote the use of the mobile suspicious activity reporting tool (FortifyFL), by:
  - Advertising it on the institution website,
  - Installing it on all mobile devices issued by the institution, and
  - Bookmarking the website on all computer devices maintained by the institution.

Student Records

- When a student enrolls in a Florida College System institution or state university, the student's education records must be transferred to the institution or university if his or her records contain:
  - Verified reports of serious or recurrent behavior patterns;
  - Any threat assessment report;
  - Information required by the Florida-specific behavioral threat assessment instrument; or
  - Psychological evaluations, treatment plans, or progress notes.
- The bill allows state and local agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or a mental illness, including state universities and Florida College System institutions, to share records or information if reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.

Discharging a Firearm

- The bill creates a second degree felony if a person discharges any weapon or firearm within 1,000 feet of a school, during school hours or during the time of a sanctioned school activity, unless discharged for lawful defense of himself or herself or another or for a lawful purpose. This new offense does not apply to the discharge of a weapon or firearm on private real property within 1,000 feet of a school by the owner of such property or by a person whose presence on such property has been authorized, licensed, or invited by the owner.
- A person arrested for discharging any weapon or firearm within 1,000 feet of a school, during school hours or during the time of a sanctioned school activity must be held in custody until brought before the court for admittance to bail. The crime is ranked as a level 6 in the Offense Severity Ranking Chart.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect upon becoming law, except where otherwise provided.
- *`Vote: Senate 26-10; House 88-20*

CS/SB 824 — School District Unimproved Real Property Owned by School Districts by Education Pre-K - 12 Committee and Senator Truenow

Enrolled bill; Waiting to be presented to the Governor

- The bill requires school districts to annually submit an inventory to the Department of Education (DOE) of all unimproved real property owned by the district. "Unimproved real property" is defined in the bill as any parcel of land owned in whole or in part by a district that does not contain any vertical improvements, including, but not limited to, buildings, permanent structures, or constructed facilities.
- The inventory is due on a date determined by the DOE and must be a complete inventory of all unimproved real property owned by the district as of June 30 of that year. For each parcel, the district must provide the following:
    - The identification number.
    - The address or descriptive location and acreage.
    - The date of acquisition by the district
    - The current use, if any.
    - The fair market value, calculated using the most recent market value assessed by the county property appraiser or a district-commissioned appraisal completed within the previous 24 months.
- The DOE must compile the data into a statewide report that includes:
    - The total statewide acreage of all unimproved real property owned by districts.
    - The aggregate statewide fair market value of such property.
    - A district-by-district breakdown of such unimproved real property, including total parcels and acreage, fair market value, and each parcel's identification number and acreage.
    - Any trends or findings the DOE determines relevant to effective statewide land use or long-range facilities planning.
    - The DOE must publish the statewide report on its website by December 1, 2026, and every 3 years thereafter.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 33-4; House 84-27

CS/HB 851 — Professional Learning for Instructional and School Administrative Personnel by Student Academic Success Subcommittee and Rep. Long and others

Enrolled bill; Waiting to be presented to the Governor

- The bill modifies district professional learning requirements to support students with autism spectrum disorder.
- The bill:
    - Requires each school district's professional learning system to provide at least one autism-specific professional learning opportunity each year for instructional personnel and school-based administrators.
    - Requires the professional learning to be developed in consultation with the district's assigned Center for Autism and Related Disabilities
    - Requires the professional learning to include evidence-based practices for supporting students with autism spectrum disorder across all levels of need, including academic instruction, behavioral supports, communication strategies, and inclusive practices.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 38-0; House 108-0

CS/HB 905 — Foreign Influence by State Affairs Committee ; Judiciary Committee ; Government Operations Subcommittee ; Persons-Mulicka ; (Co-Introducers) Alvarez, D. ; Cassel ; Fabricio ; Holcomb ; Miller ; Owen ; Redondo ; Rizo ; Robinson, W. ; Trabulsy ; Valdés

Enrolled bill; Waiting to be presented to the Governor

The bill creates a "Foreign Influence Restriction and Enforcement Act" that is intended to reduce interference and influence by foreign countries of concern.

- Related to public officers and employees, the bill:
    - Increases the penalty for a public officer, agency employee, local government attorney, or candidate who violates restrictions on gifts if the gift received was from a designated foreign terrorist organization or foreign country of concern.
    - Requires ethics training for specified public officials to include information on foreign countries of concern and their influence.
- Related to cultural and educational programs, the bill:
    - Prohibits the state protocol officer from encouraging a sister city or sister state affiliation with a foreign country of concern or its subdivision.
    - Requires the Department of State to quarterly publish on its website specified information on all foreign consulate offices in Florida and all sister city and sister state affiliations.
    - Revises provisions governing Florida linkage institutes to remove the Florida-China Institute from the list of authorized institutes, repeal the limited

exemption for in-state tuition residency requirements, and prohibit a linkage institute from entering into an agreement or participate in activities with a foreign country of concern or any organization in such country.

- Related to interactions with Cuba, the bill:
  - Expands and creates a criminal penalty relating to the authorization for revocation of the business tax receipt of a person or entity doing business with Cuba in violation of federal law.
  - Provides that if the federal government changes the diplomatic status of Cuba, the Governor may temporarily suspend the provisions of any statute or rule restricting interactions with Cuba.
  - The bill also:
    - Expands the definition of "foreign source of concern" to also include a designated foreign terrorist organization or an agent acting on its behalf.
    - Expands a prohibition against a state agency, political subdivision, or public school authorized to expend state-appropriated funds or levy ad valorem taxes participating in an agreement with or accepting a grant from a foreign country of concern to also prohibit such agreements with *a subdivision of* a foreign country of concern.
    - Reclassifies criminal offenses committed for the purpose of benefiting, promoting, or furthering the interests of a foreign government, a designated foreign terrorist organization, or an agent of such government or organization.
    - Prohibits a preplanned adoption agreement if the volunteer mother, intended father, or intended mother is a citizen or resident of a foreign country of concern, and prohibits a gestational surrogacy contract if any party to the contract is a citizen or resident of a foreign country of concern.
  - If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
  - *Vote: Senate 28-11; House 83-17*

CS/HB 967 — Electronic Payments Made to Units of Local Governments by State Affairs Committee ; Buchanan ; (Co-Introducers) McFarland ; Salzman

Enrolled bill; Waiting to be presented to the Governor

- The bill requires each unit of local government, including all municipalities, special districts, counties, and county constitutional officers, to accept payment by use of credit cards, charge cards, bank debit cards, and electronic

fund transfers for financial obligations owed to the local government, except when another form of payment is required by law.

- The bill also requires local governments to have an online method to accept payments.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on January 1, 2027.
- *Vote: Senate 33-0; House 110-0*

CS/SB 1022 — Children's Initiatives by Sen. Polsky

Enrolled bill; Waiting to be presented to the Governor

- The bill creates the Bay County 32401 Children's Initiative within Bay County and the Pompano RYZE (Resilient Youth with Zeal to Excel) Children's Initiative within Broward County. Florida Children's Initiatives are community-based service networks located in disadvantaged areas of the state that are created to improve the educational, economic, and health outcomes for residents in the area.
- The bill requires both Children's Initiatives to be managed by a not-for-profit corporation that complies with the requirements for not-for-profit corporations in ch. 617, F.S. The areas the Children's Initiatives serve must be large enough to include all the necessary components of community life, yet small enough to serve all members of the community who wish to participate in the project.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 37-0; House 113-0*

CS/SB 1069 — Background Screenings by Judiciary Committee ; Health & Human Services Committee ; Trabulsy ; Hunschofsky ; (Co-Introducers) Gossett-Seidman

Enrolled bill; Waiting to be presented to the Governor

The bill amends multiple sections of law relating to background screenings. Specifically, the bill:

- Amends provisions related to the background screening of athletic coaches including:

- Defining the term “team based in this state”
- Specifying that independent sanctioning authorities in charge of approving athletic coaches are considered qualified entities for the purpose of background screening and removes obsolete dates related to requiring athletic coaches to be background screened
- Allowing independent sanctioning authorities to exempt persons under the age of 18 and certain referees from the requirement to pass a level II background screening if they meet certain criteria.
- Requires qualified entities to designate a user administrator to act as the primary point of contact to manage compliance with state and federal laws regarding the security and privacy of criminal history information.
- Allows the Care Provider Background Screening Clearinghouse (Clearinghouse) to share background screening records with independent sanctioning authorities that have met specified criteria.
- Prohibits persons screened through the Clearinghouse by certain entities from denying or failing to acknowledge arrests, whether or not their records have been sealed or expunged.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 36-0; House 104-0*

CS/HB 1073 — Public Education by Education Administration Subcommittee and Rep. Koster and others

Enrolled bill; Waiting to be presented to the Governor

- The bill creates the “District School Board Members’ Bill of Rights” to clarify the rights of school board members in the exercise of their statutory oversight and responsibility.
- The bill clarifies that district school board members have the right:
    - Upon request, to be given free and timely access to all school district documents necessary to fulfill the required constitutional and statutory duties and responsibilities.
    - A request not related to a matter on a publicly noticed meeting of the district school board must be fulfilled within 10 business days after receipt of such request.
    - Any document provided to a district school board member must be offered to all board members.
    - To consult with the school district’s chief financial officer on general matters related to the budget, and sources and uses of school district funds, and have reasonable access to district budget and financial transaction information.

    - To request any document or information, except for documents or information that the member would be prohibited by law from accessing, from school district staff with the permission of the superintendent or other members of the administration where such permission must not be unreasonably withheld.
    - To comment publicly during or outside of district school board meetings on any matter of district school board business, except for student and employee disciplinary hearings.
- The bill specifies records that must be kept as a public record with the minutes.
- The bill prohibits a school district from requiring or otherwise providing incentives to an employee to sign a nondisclosure agreement or confidentiality agreement.
    - Additionally, the school district may not impose any conditions on employment that would circumvent the prohibition against the use of nondisclosure or confidentiality agreements.
- The bill defines the term "good cause" as it relates to district school board rejection of an employee nominated for a position as any of the following:
    - That the nominated employee fabricated or materially exaggerated his or her credentials or background.
    - That the nominated employee does not meet the minimum requirements for the position.
    - That the nominated employee's educator certificate has been revoked by another state.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- Vote: Senate 37-0; House 108-0

CS/HB 1153 — Juvenile Justice by Judiciary Committee ; Justice Budget Subcommittee ; Cobb ; (Co-Introducers) Bartleman ; Daniels ; López, J. ; Michael

Approved by the Governor on March 30, 2026, Effective March 30

Juvenile Detention Officers and Juvenile Probation Officers

- The bill amends multiple statutes relating to Juvenile Detention Officer and Juvenile Probation Officer benefits, medals, and commemorative service awards.
- The bill defines "juvenile detention officer" and "juvenile probation officer" and includes such officers in the definition of "officer" in ch. 943, F.S., subjecting such officers to the same standards and training as other officers. The definition includes all certified supervisory personnel but does not include support personnel employed by the employing agency

- The bill adds juvenile detention officers and juvenile probation officers to the definition for "law enforcement, correctional, or correctional probation officers" for purposes of death benefits and commemorative service awards.
- Specifically, juvenile detention officers and juvenile probation officers are added to the list of law enforcement officers that the Governor may award a Medal of Heroism.
- The bill also allows any entity that employs or appoints juvenile detention officers and juvenile probation officers to establish a program to award a Medal of Valor to an officer whose actions are extraordinary and expose the officer to peril beyond the call of duty.

Children and Families in Need of Services

- The bill exempts the Department of Juvenile Justice (DJJ) from the prohibition against sheltering an unmarried minor without the consent of the minor's parent or guardian or without notifying a law enforcement officer.
- The bill also revises the circumstances under which a child may be placed in a shelter for the purposes of punishment for contempt of court to include when a child is subject to shelter proceedings under ch. 984, F.S., rather than only when a child is adjudicated in need of services.
- The bill also revises the definition of "family in need of services" to include legal guardians in addition to parents and custodians.

Juvenile Detention Shared Costs

- The bill codifies detention cost sharing. Quarterly, the DJJ must review county juvenile detention payments to ensure that counties fulfill their financial responsibilities. If the DJJ determines that a county has not met its obligations, the DJJ must direct the Department of Revenue (DOR) to deduct the amount owed to the DJJ from the revenue sharing funds provided to the county under s. 218.28, F.S.
- The DOR must transfer the funds withheld into the Shared County/State Juvenile Detention Trust Fund. The DOR must ensure that any reduction in amounts distributed does not reduce the amount necessary for the timely payment of principal and interest or compliance with bond covenants.
- If the county's monthly distribution must be decreased to comply, the DOR must notify the DJJ of the decrease, and the DJJ must bill the affected county for payment of that amount.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect upon becoming law.
- *Vote: Senate 34-0; House 108-0*

CS/HB 1201 — Student Health and Safety by Student Academic Success Subcommittee ; Mooney ; Blanco ; (Co-Introducers) Cobb ; Gerwig ; Gottlieb ; Hunschofsky ; López, J. ; Partington ; Rizo ; Tant ; Valdés

Enrolled bill; Waiting to be presented to the Governor

- The bill modifies statutory requirements for public schools to provide epilepsy or seizure disorder care to students.
- The bill specifies that "school" includes a charter school and provides that written orders from a student's physician or other medical professional regarding services to be provided by a school if that student has epilepsy or a seizure disorder, may be in a form determined by the medical professional.
- The bill also amends school employee training requirements to specify that the requirement for a school employee to complete training for the care of a student with epilepsy and seizure disorders (if the employee's duties include regular contact with such student) applies to each school *district* employee and charter school employee who meets that criterion (as opposed to each "school employee" as in preexisting law).
    - The bill provides that such employees include any employee who teaches or transports the student to and from school or school activities.
    - The bill provides that the completion of such training is valid for five years.
- The bill requires each public school to display a poster developed by the Department of Education which describes the basic steps of responding to an individual having a seizure.
- Finally, the bill directs the Department of Health, as part of its preexisting duties to institute and maintain an educational program among physicians, hospitals, county health departments, and the public concerning epilepsy, to include certain education and training requirements.
    - Those requirements are specific to public schools and school personnel.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 37-0; House 112-0*

CS/HB 1217 — Prohibited Governmental Policies Regulating Greenhouse Gas Emissions by Commerce Committee ; Snyder ; Jacques ; (Co-Introducers) Tramont

Enrolled bill; Waiting to be presented to the Governor

- The bill prohibits governmental entities from enacting or enforcing a resolution, ordinance, rule, code, or policy to support a net zero policy.
    - The bill defines "net zero policy" as any policy, program, or initiative designed to achieve a balance between total amount of greenhouse gas emitted into the atmosphere with an equal amount removed from the atmosphere.

- The bill prohibits governmental entities from using public funds to support, implement, or advance a net zero policy by providing certain procurement or purchasing preferences or by paying dues, membership fees, subscriptions, or contributions to private organizations that adopt, require support for, or advocate for a net zero policy.
- The bill further prohibits governmental entities from imposing any charge, including a tax, fee, penalty, offset, or assessment, to advance a net zero policy.
    - The bill requires governmental entities to annually submit an affidavit to the Department of Revenue attesting to compliance with this provision.
- The bill also prohibits governmental entities from implementing, administering, or enforcing any program or joining any organization that has a policy of establishing limits on greenhouse gas emissions or requiring or incentivizing participation in an emissions trading program.
- The bill does not prevent:
    - Municipalities or governmental entities that own or operate and directly control an electric or natural gas utility from passing rules, regulations, or policies governing the utility.
    - The Public Service Commission from exercising its powers and duties to regulate public utilities.
    - Governmental entities from otherwise exercising their authority as provided by law.
- For purposes of these provisions, a "governmental entity" includes a state, regional, county, municipal, special district, or other political subdivision whether executive, judicial, or legislative.
    - It includes public schools, state colleges, and state universities.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 24-12; House 80-29*

CS/HB 1279 — Education by Education & Employment Committee ; Careers & Workforce Subcommittee ; Kincart Jonsson ; (Co-Introducers) Jacques ; Kendall ; Nix ; Shoaf ; Trabulsy ; Yarkosky

Enrolled bill; Waiting to be presented to the Governor

Virtual Instruction and School Choice

- The bill modifies provisions related to virtual and digital instruction and school choice.
- The bill:
    - Revises notification requirements for school districts to include all public and private virtual instruction options, rather than only the Florida Virtual School, and to provide student access based on student choice.

- Authorizes students receiving a Family Empowerment Scholarship for Unique Abilities to satisfy the regular and direct contact requirement by attending a private school's physical location at least two school days per week.
- Requires the Department of Education (DOE) to make specified CAPE Digital Tool certificates available to middle grades students and limits such students to two certificates per school year.

Student Health and Safety

- The bill modifies provisions related to epinephrine devices and safe-school officers.
- The bill:
  - Authorizes public and private schools to purchase, maintain, and administer Food and Drug Administration-approved epinephrine delivery devices, rather than limiting references to epinephrine auto-injectors.
  - Clarifies that, notwithstanding local ordinances or development orders, a school district or charter school may use any combination of safe-school officer options authorized by law.

Early Learning Accountability

- The bill modifies provisions related to early learning provider accountability.
- The bill:
  - Updates Voluntary Prekindergarten (VPK) accountability provisions by removing obsolete kindergarten readiness-rate provisions and revising related accountability references.
  - Revises the criteria to maintain a designation as a Gold Seal Quality Care provider to specify the consequence for class I violations requires a determination that the provider is the primary cause of the violation.

Education Courses and Programs

- The bill requires applied algebra courses as a part of mathematics pathways, clarifies Title I expenditures, and provides a dance course substitution for graduation.
- The bill:
  - Directs the DOE to identify and publish mathematics pathways for students by September 1, 2026.
  - Directs the DOE to develop applied algebra courses aligned with the identified mathematics pathways and career and technical education career clusters by January 1, 2027, for district implementation in the 2029-2030 school year.
  - Requires each applied algebra course to prepare students for the statewide, standardized Algebra I end-of-course assessment, satisfy

applicable mathematics credit requirements for high school graduation and middle grades promotion, and be accepted as a mathematics credit for state university admissions.
    - Authorizes a school district to reserve up to one percent of Title I funds for specified STEM-related educational services, technologies, and instructional supports.
    - Authorizes a qualifying one-credit dance techniques course to satisfy a physical education or performing arts credit required to earn a standard high school diploma.

Student Supports, Literacy, and School Improvement

- The bill modifies provisions related to individual education plans (IEP), educational emergencies, and students struggling with reading.
- The bill:
    - Requires a school district to notify a parent within 10 school days when a related service identified in a student's IEP is not provided as scheduled, explain the reason the service was not provided, and discuss a plan for make-up services.
    - Requires a school district to inform parents at each IEP meeting of the right to access all service provider logs or progress notes within 15 school days after the service is provided.
    - Expands the definition of an educational emergency to include designated persistently low-performing schools, thereby allowing a district school board to exercise specified authority over personnel contracts in the selection, placement, and compensation of instructional personnel to improve student performance.
    - Requires, for a student with a reading deficiency, the student plan and parent notices include information about eligibility for the New Worlds Reading Initiative.
    - Expands summer bridge program eligibility for VPK students by raising from the 10th to the 25th percentile the eligible score threshold for student achievement on the final administration of the statewide assessment in English Language Arts.

Acceleration and Advanced Coursework

- The bill modifies provisions related to advanced and acceleration courses and examinations.
- The bill:
    - Requires the State Board of Education to establish a statewide uniform weighted grading system for honors courses and articulated acceleration mechanisms, which must be used by district school boards when calculating high school grade point averages.

- Authorizes bonus funds for school districts and teachers for students' successful completion of Florida advanced courses and tests, which are aligned with bonuses offered for other advanced and career examinations.
- Specifies that the postsecondary institutions eligible to participate in the dual enrollment program are Florida public postsecondary institutions and eligible not-for-profit independent colleges and universities.

Consumer Protections and Disability Services

- The bill strengthens consumer protections and oversight for providers serving individuals with disabilities.
- The bill:
  - Requires fee-based service providers serving individuals who are blind or visually impaired to disclose whether equivalent or substantially similar services are available at no cost through the Division of Blind Services or another public agency.
  - Replaces the vocational rehabilitation service provider registration process with an application and approval framework, establishes minimum qualifications and annual approval requirements, and requires the development of an annual effectiveness report for approved providers.

Postsecondary Governance and Institution Operations

- The bill revises provisions relating to private postsecondary institution governance, transfer degree approvals, and licensure.
- The bill:
  - Provides that colleges and schools licensed or approved by another state agency are exempt from licensure by the Commission for Independent Education (CIE).
  - Specifies that institutions approved by another state agency to offer one or more licensed programs or courses are not exempt from CIE licensure solely because of such licensure or approval, but clarifies that existing exemptions for contract training, continuing education, or professional development programs are still in effect.
  - Reduces from 60 to 30 days the timeframe for Florida College System institutions and state universities to submit comments on proposed specialized associate in arts transfer degree programs.
  - Extends the date from September 1, 2027, to September 1, 2032, for a qualifying master's degree to be conferred under a licensure pathway for a marriage and family therapist.

- Extends the repeal date from July 1, 2026, to July 1, 2027 for the Statewide Data Repository for Anonymous Human Trafficking Data at the University of South Florida (USF).
- Changes the due date for the next annual report from July 1, 2026, to January 31, 2027, and requires the USF Trafficking in Persons - Risk to Resilience Lab to consult with the Department of Law Enforcement on the report and analysis of its findings.

Institution Accreditation

- The bill revises requirements for changes to institutional accreditation and authorized accreditors.
- The bill:
  - Requires institutions to seek a one-time change in accreditation within three years after reaffirmation or a fifth-year review, rather than in the year following such review, and removes the requirement that accreditation be sought only from a regional accrediting agency.
  - Removes references to accreditation by the American Bar Association relating to the Florida A&M University College of Law and the Florida International University College of Law.

Performance-Based Funding and Accountability

- The bill modifies the State University System performance-based funding model to include, with the four-year graduation rate metric, an adjusted cohort graduation rate for engineering students, and revises the access rate metric to measure the percentage of first-year undergraduate students receiving a Pell Grant, rather than all undergraduate students.

Student Financial Aid and Tuition Policies

- The bill revises provisions relating to residency, tuition waivers, the Benacquisto Scholarship Program, and Florida Prepaid College program administration.
- The bill:
  - Expands resident tuition protections to specify that individuals and their dependent children do not lose Florida-resident status by serving outside the state as active-duty or civilian personnel of the United States Department of State or the Department of Defense, or teaching at a Department of Defense Dependent School.
  - Specifies that to qualify for the tuition and fee exemption for homeless students, a student must have previously been determined to be homeless by a Florida public school, and a distance learning homeless student residing out of state is ineligible for the exemption.
  - Allows eligible students to defer receipt of an initial Benacquisto Scholarship Program award for up to one year while retaining eligibility.

    - Authorizes the chair of the Florida Prepaid College Board to appoint a qualified designee to serve as the director of the board's direct-support organization and on the board of directors of Florida ABLE, Inc.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 36-1; House 81-16*

CS/CS/SB 1296 — Public Employees Relations Commission by Fiscal Policy ; Governmental Oversight and Accountability ; Sen. Martin

Enrolled bill; Waiting to be presented to the Governor

- The bill amends several provisions relating to ch. 447, F.S., which governs public employee collective bargaining in the state.
- The bill updates the statutory requirements for registration, certification, and recertification of employee organizations (unions) by the Public Employee Relations Commission.
- Specifically:
    - A showing of interest form submitted with a union's application for certification or recertification must be signed by a bargaining unit employee within the last 12 months of the application filing.
    - The threshold for employee approval for a non-public safety union's certification, recertification, and decertification is changed to require at least 50 percent of the total bargaining unit to participate in the election and at least 50 percent of those participants to vote affirmatively on the question.
    - A combination of election methods (mail or on-site) may be used for a certification, recertification, or decertification election, based on specified considerations such as the number of available on-site polling locations, the commission's workload, and the size of the bargaining unit.
    - The commission must conduct an election for certification, recertification, or decertification by mail ballot, if a party to the election so requests. In any mail ballot election, the commission must, subject to appropriation, include a return envelope with prepaid postage affixed.
- Additionally, the bill:
    - Clarifies the bargaining unit process which allows determination of the unit after a change in case or statutory law.
    - Provides a general prohibition that a public employer cannot compensate or provide leave or benefits to a non-public safety unit employee for the purpose of engaging in employee organization activities, with specified exceptions. For example, such employees may engage in representational employee

organization activities (duties such as engaging in collective bargaining, participating in grievances, or representing other employees in disciplinary proceedings) without a loss of pay or benefits if the employer and bargaining agent agree.
    - Additionally, if an employee organization fully reimburses the public employer, an employee may engage in employee organization activities (duties such as promoting or soliciting membership in a union, seeking certification as a bargaining agent, or engaging in specific political activity) as agreed to pursuant to a collective bargaining agreement. This prohibition does not apply to unions representing public safety field workers, whose members may still engage in paid union leave for these activities without the union having to fully reimburse the public employer.
    - Requires a public employer to allow equal access to communal spaces or internal communications systems by any employee organization or petitioning public employee.
    - Institutes a fast-track impasse process for local government salary increases specifically appropriated by the Legislature which require modification of a bargaining agreement. This process does not apply to salary increases appropriated for employees in public safety bargaining units.
    - Conforms various hearing procedures and timeframes to those in ss. 120.569 and 120.57, F.S., of the Administrative Procedures Act.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 20-14; House 73-37*

CS/CS/HB 1389 — Affordable Housing by Commerce Committee ; Housing, Agriculture & Tourism Subcommittee ; Redondo ; (Co-Introducers) Nix

Enrolled bill; Waiting to be presented to the Governor

- The bill makes a variety of changes regarding the Live Local Act, passed during the 2023 Regular Session, to require the authorization of certain affordable housing developments by local governments under certain conditions.
- The bill:
    - Provides that the preemptions of the Live Local Act permitting the development of affordable housing apply on any property owned by a county, municipality, or school district
    - Provides that the preemptions of the Live Local Act permitting the development of affordable housing apply on a property which is more than 3

acres in size, owned by a religious institution, and has contained a house of public worship for 10 years

- Provides that, through July 1, 2030, a multifamily or mixed-use development using the preemptions of the Live Local Act may consist of an assemblage of parcels under common ownership or control which are separated by no more than 15 feet of land and limited public pedestrian access
- Provides that the preemptions of the Live Local Act do not apply in an area subject to a land development regulation intended to retain the open character of land, any area of critical state concern, or any portion of property under a conservation easement
- Provides that a local government may not utilize other dimensional means such as setbacks or stepbacks to constructively restrict the height of a project authorized by the Live Local Act
- Provides that farming and farm operations, including the packaging and sale of those products raised on the premises, are excluded from the definitions of commercial, industrial, or mixed-use zoning which would require the local government to approve affordable housing developments
- Provides that the Live Local Act may apply if the development is approved by the governing body of an airport where the proposed development is near an airport runway or noise zone.
- An applicant for a proposed development authorized under ss. 125.01055(7) or 166.04151(7), F.S., who submitted documentation before July 1, 2026, may proceed under the provisions of law as they existed at the time of submission, or notify the local government of their intent to revise their submission to account for the changes made by the bill.
- Related to the Florida Fair Housing Act, the bill clarifies that it is unlawful to discriminate in land use decisions or in the permitting of development based on the financing of a development or proposed development that is for affordable housing, and waives sovereign immunity in cases based on such discrimination.
- Related to the missing middle property tax exemption created in the Live Local Act, the bill makes the following changes, applicable to the 2027 tax rolls:
- Defines a multifamily project to include multiple parcels held under common ownership or control developed as one plan, excluding single-family residences and parcels separated by more than 200 feet of land

    - Requires the taxing authority to find that the local availability of affordable units has exceeded the demand for each of the previous 3 years, rather than the most recent year, prior to opting out of the exemption; and
    - Allows a development which received a building permit within 4 years before a local government opted out of the exemption to apply for the exemption.
- The bill also provides that local governments may provide density bonus incentives to landowners who donate real estate for the purpose of assisting local governments in providing affordable housing to military families that receive the basic allowance for housing.
- Finally, the bill directs the Office of Program Policy Analysis and Government Accountability to evaluate the efficacy of using mezzanine finance, or second position short-term debt, to stimulate the construction of owner-occupied affordable housing and evaluate potential for tiny homes to meet affordable housing needs.
    - The report is due by December 31, 2027.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 35-0; House 98-4*

CS/CS/HB 1471 — Systems of Law and Terrorist Organizations by Judiciary Committee ; Education & Employment Committee ; Cassel ; (Co-Introducers) Baker ; Bankson ; Barnaby ; Benarroch ; Black ; Borrero ; Brackett ; Chaney ; Cobb ; Conerly ; Esposito ; Griffitts ; Holcomb ; Jacques ; Kendall ; Miller ; Nix ; Partington ; Persons-Mulicka ; Plakon ; Salzman ; Trabulsy ; Tramont ; Yarkosky

Signed by Officers and presented to Governor on March 31, 2026; Governor must act on this bill by April 15

The bill protects the state from ideologies inconsistent with American principals by:

- Prohibiting a court, administrative law judge, hearing officer, agency, arbitration panel, or any other authority or tribunal from applying a provision of foreign law or religious law that would result in a violation of a person's constitutional rights
- Prohibiting a court from enforcing a foreign judgment or order that is the result of the application of foreign law or religious law which is inconsistent with a person's constitutional rights or otherwise violates public policy
- Prohibiting the enforcement of a choice of law clause in a contract to the extent that the provision would violate a person's constitutional rights
- Prohibiting the enforcement of a forum selection clause in a contract which would likely result in a violation of a person's constitutional rights

- Allowing the Department of State to administratively dissolve a corporation that has been designated as a domestic or foreign terrorist organization
- Providing that a domestic terrorist organization is subject to the same laws and restrictions that currently apply to a foreign terrorist organization
- Providing that the current criminal penalty for joining a foreign terrorist organization applies to the act of joining, supporting, or assisting a domestic terrorist organization
- Allowing the Chief of Domestic Security (within the Florida Department of Law Enforcement) to designate a qualifying organization as a domestic terrorist organization or a foreign terrorist organization
- Requiring notice prior to a designation of a terrorist organization, and providing a means for appeal of the designation
- Prohibiting the state and its subdivisions from expending any monies to support a terrorist organization or accepting any funds from a terrorist organization
- Providing that a private school accepting vouchers may not contract with, and the school may not be owned or operated by, or accept funds except in limited circumstances from a person affiliated with, a terrorist organization
- Providing that a private school accepting vouchers may not contract with, and the school may not be owned or operated by, or accept funds from a school program or student group that promotes a terrorist organization or promotes a person or entity that provides material support to a terrorist organization
- Prohibiting a public school from expending state or federal funds to promote, support, or maintain any programs or campus activities that promote a terrorist organization or that promote a person or entity providing support to a terrorist organization
- Providing that a state university or college may not promote a terrorist organization, and that the state may withhold performance-based funding as a penalty for such promotion
- Requiring a college or university to report to the U.S. Department of Homeland Security if a student on a student visa is promoting terrorism; and
- Requiring a college or university to immediately expel a student promoting terrorism resulting in the student's loss of the benefit of in-state tuition, fee waiver, scholarship, financial aid, state grants, and tuition assistance.

- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 25-11; House 80-25*

SB 1690 — Child Care and Early Learning Services by Appropriations ; Education Pre-K - 12 ; Children, Families, and Elder Affairs ; Calatayud

Enrolled bill; Waiting to be presented to the Governor

- The bill makes several statutory changes relating to early childhood education and child care regulation and directs initiatives to enhance early childhood education.
- In child care regulation, the bill:
  - Amends "family *day care* home" to "family *child care* home" throughout Florida Statutes.
  - Amends s. 402.306, F.S., to require the Department of Children and Families (DCF) and local licensing agencies to disseminate electronically certain information regarding all child care facilities rather than only those that are licensed. This includes information regarding licensing standards and procedures, health and safety standards for school readiness providers, monitoring and inspection reports, and annual data on child deaths, serious injuries, and substantiated abuse that have occurred in child care settings.
  - Amends ss. 402.313 and 402.3131, F.S., to remove the annual requirements for family day care homes and large family child care homes to provide parents with information related to flu shots and leaving children in a vehicle unattended.
  - Amends s. 402.316, F.S., to require certain exempt child care facilities, specifically those that are an integral part of a church or parochial school and those that are run by businesses for the benefit of their employees, to include a specified statement regarding their exemption from licensure or regulation by the DCF on their website, promotional materials and facility-created documents and forms provided to families.
  - Amends s. 627.70161, F.S., to add "large family child care" as a type of child care services where the cancellation, denial, or nonrenewal of residential property insurance is prohibited solely on the basis that those services are provided at the residence.
- In early childhood education, the bill:
  - Amends s. 1001.24, F.S., to add "early learning programs for children from birth to five years of age" to the definition of the Department of Education (DOE) direct-support organization (DSO), authorizing the DOE's DSO, the Florida Education Foundation, Inc., to receive, hold, invest, and administer property and to make expenditures to or for the benefit of early learning programs for children birth to five, in addition to current law allowing for public prekindergarten through grade 12.

  - Creates s. 1002.821, F.S., to establish the Florida Child Care Fund within the DOE's DSO to support early learning and child care needs of Florida families, and requires the Division of Early Learning to annually prepare and the DOE to publish on its website a report on the performance of the program and the program's fundraising activities by January 1 of each year, beginning January 1, 2027.
  - Amends s. 1002.95, F.S., to expand, subject to appropriation, the role of the TEACH Scholarship Program administrator to establish and administer the Center for Early Childhood Professional Recognition. There is currently no such professional recognition entity for early childhood professionals designated or recognized in statute. In effect, the Center for Early Childhood Professional Recognition will ensure statewide alignment of training, trainer approval, and competency-based assessments for early learning professionals.
- If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect on July 1, 2026.
- *Vote: Senate 37-0; House 111-0*

HB 4027 — Hillsborough County Public Schools, Hillsborough County by Rep. Owen

Enrolled bill; Waiting to be presented to the Governor

- No Summary Included – The Florida House does not release local bill summaries

SB 7022 — Public Records/Examination and Assessment Instruments by Education Pre-K - 12 Committee

Enrolled bill; Waiting to be presented to the Governor

- The bill expands the public records exemption for examination and assessment instruments, including related developmental materials and workpapers, by applying the exemption to instruments held by additional records custodians, including public schools, district school boards, boards of trustees, the State Board of Education (SBE), and the Board of Governors (BOG). The current exemption is limited to Florida College System (FCS) institutions, state universities, and the Department of Education (DOE).
- The bill authorizes covered custodians to disclose confidential and exempt materials to other covered custodians, and requires public schools, district school boards, FCS institutions, and state universities to provide such materials, upon request, to the DOE, the SBE, or the BOG.

- The bill provides that the exemption may not be construed to limit a student or parent's rights relating to student records and education records.
- The bill revises the duties of the SBE and the BOG to require adoption of rules and regulations, respectively, limited to establishing retention schedules and disposal processes for exempt records, rather than adopting provisions governing access, maintenance, and destruction of exempt records.
- The bill extends the scheduled repeal of the exemption from October 2, 2026, to October 2, 2031.
- Vote: Senate 36-1; House 101-8

2026 Session Wrap-Up: Pre-K - 12 Education

Published by Lobbytools on March 31, 2026

Issues Covered

- Budget Issues: School Choice, Taxes Teacher Pay
- Teacher Development
- Curriculum
- Civil Rights and Political Expression
- School Safety
- K-12 Governance
- Early Learning

Session Summary

One of the pressing PreK-12 education budget issues facing state legislators this year was fixing issues related to the school choice scholarship, or voucher program and its funding revealed by a scathing audit by Florida's Auditor General. But despite the Senate's unanimous approval of a repair measure, the House did not participate. The voucher fix (SB 318), and an education regulatory overhaul (SB 320) which also included multi-year contracts for teachers, joined dozens of other Pre-K-12 measures that stalled this session. One of the most closely-watched issues in the education world wasn't necessarily specifically an "education issue," but rather a tax policy debate. With local education budgets heavily dependent on local property tax revenue, education officials were closely watching a push by Republicans in the House and the governor's office for property tax cuts, but no final tax agreement was reached – though the issue could return in a special session. Other major budget issues in the education area, as with budget issues across the board, remained up in the air after the end of the regular session because lawmakers failed to pass a budget and planned to come back in mid-April to try to do so. One closely-

watched education measure (HB 1279), a catch-all proposal picking up several education-related proposals, did make it across the finish line, as did a bill (SB 1296) that could make it harder for some public sector employee unions, including teachers unions, to recertify their bargaining units by requiring more employees participate in union elections to make them valid.

Budget Issues: School Choice, Taxes, Teacher Pay

Florida's universal school scholarship program was the subject of a blistering audit by the Florida's Auditor General, criticized for cost overruns in the massive expansion last year to a universal voucher system. The report indicated state officials couldn't pinpoint where thousands of students were actually enrolled and couldn't account for $270 million in taxpayer dollars meant for their education. Crestview Republican Sen. Don Gaetz's fast-tracked legislation (SB 318) to fix the problems, backed by Senate leadership, was unanimously approved by the Senate but ignored in the House. The question of property tax elimination or reduction remains unresolved. Gov. Ron DeSantis has pushed for elimination or substantial reduction in property taxes without offering a specific proposal to lawmakers, while the Senate offered no plans, and the House offered eight property tax relief bills. No final proposal was agreed to, leaving the issue potentially for a special session or for another year. Since House and Senate leaders could not reach agreement on the budget, the perennial questions of teacher pay amounts and salary compression also remain unresolved for now.

Enrolled Bills

None

Didn't Pass

HJR 203 would have placed a constitutional amendment before Florida voters to eliminate non-school property taxes on homestead properties; It passed the full House, but never gained traction in the Senate.

SB 318 aimed to add accountability in the state's expanded universal school voucher program funding and expenditures, using unique student IDs, and improved student tracking systems, while separating voucher money from the rest of the main public schools' budget.

SB 320 included a provision that would have allowed teachers with good evaluations to get contracts of up to three years. Lawmakers abolished multi-year contracts in 2011. The provision was part of broader legislation that passed in the Senate but not the House.

HB 345, SB 512 would have revised funding for the Voluntary Prekindergarten Education Program by recalculating and adjusting the base student allocation annually while allowing for additional legislative support.

HB 727, SB 1272 would have required raising the minimum base teacher salary from $47,500 to $65,000 and revised performance salary schedules to include step-based pay increases, cost-of-living adjustments, and longevity pay.

HB 6025, SB 1318 sought to remove the requirement that unspent scholarship funds from the Florida Tax Credit Scholarship Program revert to the state.

Teacher Development

Enrolled Bills

SB 182 creates the "School Teacher Training and Mentorship Program" to allow qualifying classroom teachers with at least 3 years experience and high performance ratings to be placed in struggling schools to serve as paid teacher mentors.

HB 561 expands educator preparation and certification pathways by allowing earlier coursework enrollment, extending temporary certification to people with expired professional certificates, and strengthening professional development through the Florida Center for Teaching Excellence.

Didn't Pass

HB 23, SB 510 would have required comprehensive mass casualty incident training for educator preparation programs and certifications.

HB 147 would have required classroom teachers to take a formal oath emphasizing their duty to uphold constitutional principles and professional standards prior to employment. A similar measure, SB 430 would have extended the oath requirement to higher education personnel.

SB 320, in addition to the multi-year contracting provision mentioned above, the bill also included language under which school districts or regional education consortia would have been permitted to issue temporary certificates under certain conditions, lengthen the validity period of certain professional certificates to 10 years based on performance, update continuing education requirements, and expand the types of advanced study degrees accepted for salary enhancements.

Curriculum

Enrolled Bills

SB 182 Amendments added late to this catch-all bill included provisions from other bills that require cursive writing instruction (from SB 127, SB 444) and require public schools to display portraits of George Washington and Abraham Lincoln in a "conspicuous place" (from SB 420, HB 371).
HB 453 amends graduation requirements by allowing completion of two years of marching band to fulfill both physical education and performing arts requirements and permit students with disabilities to use Special Olympics participation to meet the physical education requirement.

HB 461 exempts certain high school students who volunteer at polling places from the prohibition on private funding and services for election-related purposes and allows volunteering students to earn community service hours toward high school graduation requirements or scholarship programs.

Didn't Pass

HB 677, SB 790 would have expanded permissible instruction on race, gender, and LGBTQ topics while repealing former prohibitions and restoring support for diversity-based initiatives.

HB 31, SB 1106 would have prohibited use of the term "West Bank" in official government and educational materials, replacing it with "Judea and Samaria."

HB 417, SB 448 would have expanded career and academic planning requirements for middle and high school students by introducing parental notification, annual plan reviews, and new meeting obligations.

HB 1071 A proposal to require instruction in embryologic and fetal development and banned funding for organizations that discriminate or that advocate diversity, equity, and inclusion or political activism died with this bill, though some other provisions from the measure were amended onto other legislation.

HB 1119, SB 1692 sought to define "harmful to minors" and expand the scope of materials that can be objected to by parents or county residents, requiring their immediate removal and establishing new monitoring and enforcement provisions.

HB 6031 aimed to remove the ability for parents and residents to formally object to instructional materials and eliminate the ability for the Commissioner of Education to appoint a special magistrate to address objections.

Civil Rights and Political Expression

Enrolled Bills

None

Didn't Pass

HB 347, SB 426 would have prohibited governmental entities, including schools, from displaying flags with any depiction of political partisanship, ideology, race, gender, or sexual orientation, and set requirements for permissible flag displays on public property.

HJR 583, SJR 1104 would have placed a ballot item before Florida voters at the next election on whether to prohibit discrimination in public schools based on religious expression by students or school personnel.

HB 835, SB 1006 would have barred school districts from penalizing or rewarding students or personnel based on religious, political, or ideological viewpoints or expression; the measure also would have allowed students to express and incorporate religious, political, or ideological views into coursework, to wear related clothing and accessories, and to organize related clubs with equal access to facilities and announcements.

HB 173, SB 166 The education part of the legislation would have expanded the requirement for school boards to notify and obtain parental consent with respect to student well-being or health screening forms for students in kindergarten through 12th grade and required parental permission for the administration of such forms. The bill also would have codified a parent's express right to review, inspect, and consent to many types of surveys or questionnaires prior to being given to their child at school. The bills also would require parental opt-in before schools use biofeedback devices, such as heart rate monitors, on students. The education provisions were part of a broader bill that also sought to strengthen parental consent requirements for minors seeking certain health, mental health, and educational services and would have required a parent or guardian's consent for minors to receive contraceptive services in many cases.

HB 235, SB 252 aimed to define a "protected hairstyle" as hair characteristics that are

historically associated with race, including afros, braids, locks, twists, and hair texture and type. The legislation, known as the CROWN Act, has been filed in Florida for several years.

HB 315, SB 328 aimed to prohibit schools from denying education or discriminating against students based on immigration status and would have required schools to adopt procedures limiting cooperation with immigration enforcement on school grounds; the bills also would have authorized out-of-state fee waivers and protect eligibility for state financial aid for certain immigrant students, regardless of immigration status.

HB 415, SB 486 would have required each school district and postsecondary institution to designate a Title VI coordinator to oversee and address discrimination complaints, including the option for parents to file on behalf of a minor child and would have officially banned discrimination as outlined in Title VI of the U.S. Civil Rights Act, which specifically prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Safety

Enrolled Bills

HB 851 requires each district's professional learning system to include an annual autism-specific training developed in collaboration with a designated Center for Autism and Related Disabilities.

HB 1201 expands Department of Health epilepsy education requirements, revised individualized seizure action plan criteria, extends staff training on seizure care to more employees for five years, and requires schools to display seizure first-aid posters.

Didn't Pass

HB 283, SB 498 would have required plans for crosswalks in school zones or on public roads exceeding 35 mph to include specified traffic control devices.

HB 321, SB 406 would have prohibited carrying weapons or firearms in specified locations including governmental buildings and schools; and established a second-degree misdemeanor penalty for knowingly and willfully violating these restrictions.

HB 423, SB 494 would have required all public schools to establish a SAFE Team and a school elopement plan to safeguard students with disabilities who are prone to elopement, or wandering off; the measure defined "disability" to include certain students with autism spectrum disorder or intellectual disabilities.

SB 626 would have revised the list of required immunizations for school attendance by adding hepatitis B, chickenpox, haemophilus influenzae type b, and pneumococcal disease to the required immunizations for entry into Florida schools.
SB 1756, HB 917 would have created a new non-medical, conscience-based exemption from school immunization requirements, among several other general health care provisions.

SB 1174 aimed to expand school safety measures by requiring ballistic shields, breaching tools, and related training and reporting in both private and public schools; would have allowed schools to use current School Hardening Grant Program funds or other available resources to meet these requirements and would have required annual training on equipment deployment and safe use, coordinated with local law enforcement.

K-12 Governance

Most of the PreK-12 education bills passed this session relate to general governance of schools and school districts. A measure known as the School Board Members' Bill of Rights arose after Rep. Traci Koster, R-Tampa, raised the issue of a school board member being unable to access district documents without paying for staff time and copying costs and reports that employees would not provide information due to nondisclosure agreements. A highly controversial measure puts new participation requirements on union votes for some government employees, including teachers.

Enrolled Bills

HB 1073, known as the "School Board Members' Bill of Rights," the measure grants school board members free and timely access to district documents necessary to fulfill their duties, including some internal records, and requires districts to establish policies prohibiting district employees from being forced or incentivized to sign nondisclosure or confidentiality agreements. The legislation also defines "good cause" to reject potential employees if they "fabricated or materially exaggerated" credentials, their teaching certificate was revoked by another state, or if they do not otherwise meet requirements.

SB 1296 requires at least 50% of members of a bargaining unit to vote in an election to recertify the union, with at least 50% plus one of those voting approving it. The state's largest teachers' union, the Florida Education Association, said the law would make it harder for some public sector union members to keep their bargaining units alive by requiring more members to vote in union elections to do so.

SB 182 became an education train, gathering several amendments to include provisions from other legislation that wasn't going to pass. Among the governance issues that ended up in the bill was a provision (from HB 833 and SB 1264) that would allow private schools with 150 or fewer students to operate in commercial or mixed-use districts without certain zoning requirements.

SB 124 expanding eligibility for Florida Virtual School and removing specific priority admissions, allowing supplemental funding sources, and revising governance, personnel, and reporting requirements, as well as testing procedures.

SB 178 requires the state high school athletic association to permit head coaches to use their own money to help players who need help paying for food, rides and other assistance. The law would put a $15,000 annual limit on the assistance. The bill requires the Florida High School Athletics Association to get written parental consent before a head coach provides aid such as food, transportation, recovery services, or other small expenses, and that personal funds may be used only by one head coach per athletic team. The bill was inspired by the case of former NFL quarterback Teddy Bridgewater, as head coach of the Miami Northwestern High School football team, was suspended by state athletic officials after he paid for meals and Uber rides for some players.

SB 538 allows district superintendents to negotiate additional compensation for coaches outside the collective bargaining process within specified limits, and allows booster clubs to provide money to athletic coaches. The measure also makes other changes to student eligibility, booster club funding, and administrative oversight for specified extracurricular activities.

HB 753 requires that performance evaluations for certified school counselors be based on new standards and exempts prospective school counselors from certain certification requirements.

SB 824 requires school districts to submit an annual inventory of unimproved real property to the Department of Education for a statewide report, requires each school district to provide parcel details including acreage, value, and acquisition date, and mandates publication of the statewide report on the department's website.

HB 1279 Authorizes bonuses to school districts and teachers offering classes from the Florida Advanced Courses and Tests program; expands virtual instruction options; authorizes broader use of epinephrine devices, and revises reading deficiency

notifications. The measure also establishes math pathways for secondary students, revises certain dual enrollment eligibility and preserves Florida residency for active-duty families. It also took on components from other bills that struggled to get across the finish line, including language (from HB 615) requiring parental notification when IEP-related services are missed and granting parents access to service logs within 15 school days upon request, as well as part of a school administration overhaul measure (from SB 320) that permits school districts to reserve up to 1% of their federal Title I funds for STEM-related educational services and technologies.

HB 4027 establishes a process for transitioning the Hillsborough County Superintendent of Schools from an appointed to an elected position.

DIDN'T PASS

SB 7036, a wide-ranging bill with provisions related to teacher salary supplements, pre-K-12 student safety, administrative flexibility and math education, among other provisions.

HJR 27 would have put a question to voters seeking to impose 12-year term limits on county commissioners and school board members.

HB 109, SB 622 would have prohibited the use of corporal punishment by school district employees in public schools.

HB 320, SB 963 would have eased some district administrative processes for district school boards, and expanded flexibility in instructional materials purchasing and school construction. A provision that permits school districts to reserve up to 1% of their federal Title I funds for STEM-related educational services and technologies found its way into HB 1279 late in the session. As noted above, the bill also would have restored multi-year contracts for teachers and created a 10-year teaching certificate.

HB 409, SB 464 would have required school districts to designate Veterans' Day as an official school holiday.

HB 1187, SB 1216 aimed to expand cost-of-living adjustments for all school district employees and remove certain restrictions on salary schedules and advanced degree pay.

HB 6023, SB 424 would have eliminated the provisions that allow Schools of Hope to claim "vacant space" in public schools and use school district resources at no cost; definitions for persistently low-performing schools would have been revised as well.

Early Learning

Enrolled Bills

SB 1690 revised childcare facilities' licensing standards and requirements on large family childcare homes, changed provisions regarding residential property insurance on homes where large family childcare facilities are operated, and created the Florida Endowment for Early Learning within the Florida DOE direct-support organization. The measure also updated curriculum requirements, and professional recognition programs for early educators.

Didn't Pass

HB 345, SB 512 aimed to ensure adequate funding for Florida's VPK program by requiring the base student allocation for VPK is not less than the previous year and is adjusted for inflation up to 5% annually.

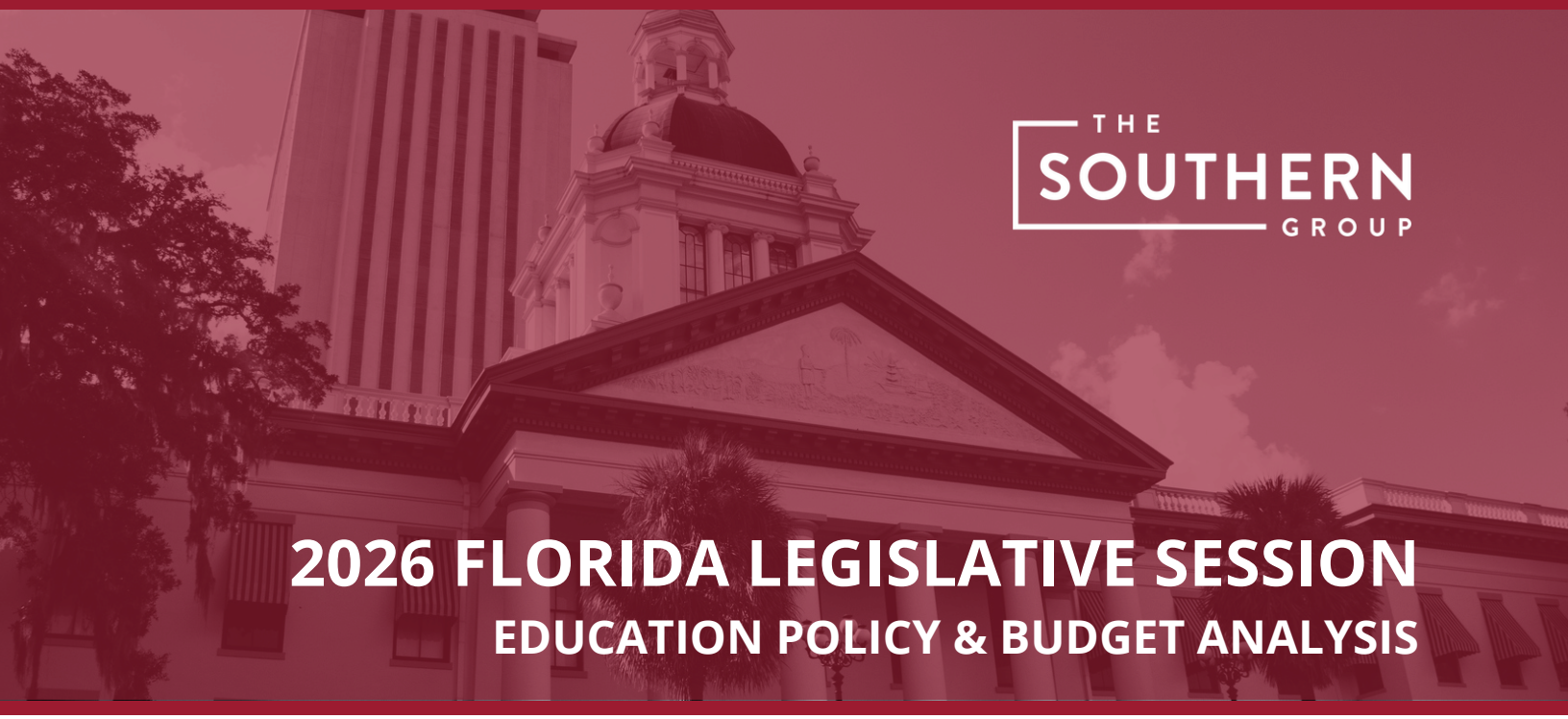
HB 715, SB 814 would have created a new emergency alert system requiring law enforcement to notify schools, childcare facilities, and the public when an imminent threat exists.

HB 845, SB 946 would have required OPPAGA to study public and private employee child care assistance programs to evaluate their costs, affordability, and effects on school readiness.

HB 1029, SB 1508 would have expanded access to maternal health services, removed restrictions on birthing centers, authorized doula and midwife services in hospitals, and revised early learning and school attendance requirements.

HB 1203, SB 1414 would have required the development of educational materials on congenital cytomegalovirus for expectant and new parents or caregivers and mandate continuing education for certain health care practitioners on the virus.

HB 6025, SB 1318 aimed to remove the requirement that unspent scholarship funds from the Florida Tax Credit Scholarship Program revert to the state.



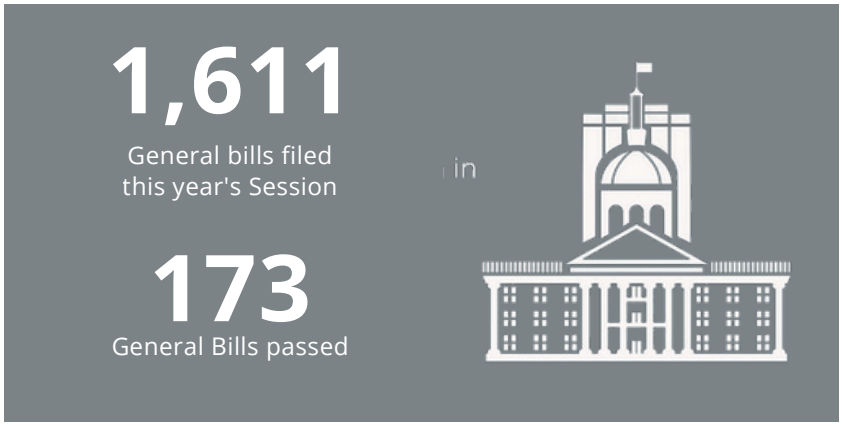
2026 FLORIDA LEGISLATIVE SESSION

EDUCATION POLICY & BUDGET ANALYSIS

SESSION SUMMARY

The 2026 Florida Legislative Session concluded on March 13, 2026, with legislators passing 237 bills, 18 of which directly impacted education. For the second consecutive year, the House and Senate adjourned without reaching agreement on a spending plan, leaving education funding levels unresolved. Legislative leaders have committed to returning in mid-April, following the Easter and Passover recess, to complete budget negotiations in a Special Session.

This document is an overview of the education-related policy and budget issues discussed during the 2026 Session. Budget details will be added upon conclusion of the Special Session. For more details on issues discussed in this summary, please connect with your Southern Group lobbyist.



POLICY HOT TOPICS

Accreditation
HB 1279 shifted accreditation language from a single recognized association to any nationally recognized body, moving away from the American Bar Association as the sole accreditation authority for Florida law schools.

Advanced Courses
HB 1279 revised the academic acceleration options supplement to add a performance-based FTE calculation for Florida Advanced Courses and Tests (FACT). Teachers earn bonuses of $50 per qualifying student and $500 for teachers in D/F schools with at least one qualifying student, with districts required to pass at least 80 percent of those funds directly to the generating school. These provisions create a new incentive structure for advanced course instruction in lower-performing schools.

Applied Algebra
HB 1279 directed DOE to work with a statewide workgroup to identify three CTE-aligned mathematics pathways for secondary students by September 2026. The pathways cover applied algebra for fields including health science, engineering, business, agriculture, and industrial trades. Courses must be available for district implementation by 2029-30 and must be accepted as math credits for state university admissions.

Assessment Public Records
SB 7022 modernized the public records exemption for examination and assessment instruments, expanding confidentiality protections to cover instruments held, not just administered, by any public school, district, college, or university. The exemption was also extended through 2031, providing a more durable legal framework for districts and institutions that invest in secure item banks and recurring assessments.

Autism Training
HB 851 added a new professional development requirement, mandating that district professional development systems include at least one autism-specific training opportunity each year, developed in collaboration with the district's assigned Center for Autism and Related Disabilities.

Book Reviews
A proposal to strengthen the process for challenging and removing books from school libraries and classrooms failed in the Senate. The bill defined "harmful to minors" in a way that raised First Amendment concerns from members of both parties.

Charter Schools
HB 1279 removed the ability of local ordinances to block charter schools from accessing safe-school officer options available to traditional public schools, ensuring charter schools have equal access to the full range of safety personnel options.

Computer Science
AI instruction will now be embedded in high school computer science courses across the state. A companion provision creates separate, standalone subject-area certifications for K-12 computer science, a structural change that elevates computer science to a distinct certification pathway rather than a subset of broader technology credentials.

Diversity, Equity, and Inclusion
HB 1071 included a ban on DEI-related funding for student clubs that engage in political or social advocacy, but it failed. HB 1279 carried forward DEI restructuring provisions affecting postsecondary institutions.

Early Learning
SB 1690 addressed the early learning sector by updating child care facility definitions, clarifying insurance liability rules for family and large family child care homes, and directing DOE, the Florida Lottery, and CareerSource Florida to jointly study a child care voucher program for families employed in high-demand occupations. A report is due to the Legislature by January 1, 2027, and could set the stage for a significant new program in 2027.

Epilepsy
HB 1201 updated epilepsy safety requirements, extending the validity of staff seizure-training to 5 years and requiring schools to post seizure-first-aid posters.

Florida Virtual School
SB 124 modernized Florida Virtual School governance by removing the outdated priority enrollment list and updating board authority to reflect how FLVS currently operates, including authorizing supplemental revenue from direct-support organizations and clarifying who may call board meetings.

Instructional Materials
HB 1279 included provisions authorizing the State Board of Education to develop and publish its own instructional materials and textbooks, a significant expansion of state authority into content creation.

Postsecondary Programs
HB 1115 established the Genetic Counseling Education Enhancement Grant Program within the State University System, directing the Board of Governors to award competitive grants to accredited graduate programs to address faculty shortages, student financial barriers, and clinical training gaps.

Postsecondary Tuition
HB 1279 strengthened tuition residency protections for military families and revised homeless student fee exemption eligibility.

School Board Bill of Rights
HB 1073 created a statutory Bill of Rights for individual school board members, granting the right to access district documents, consult with the chief financial officer on budget matters, and comment publicly on board business. The bill also prohibited school districts from requiring employees to sign nondisclosure or confidentiality agreements.

School Choice
School choice remained one of the most consequential and unfinished conversations of the session. The central unresolved question of how much funding Florida's scholarship and voucher programs will receive in FY 2026-27 was not settled before adjournment and will be determined in the April Special Session. The outcome will have significant implications for private school participation in Florida's scholarship ecosystem.

School District Property
SB 824 added a new transparency requirement by directing school districts to submit annual inventories of unimproved real property to DOE, with a statewide report published beginning December 2026.

School Safety
The ARMOR Act was a sweeping expansion of Florida's existing school safety framework to public postsecondary institutions. Colleges and universities are now required to adopt active assailant response plans, establish threat management teams, create mental health support protocols, and conduct annual security risk assessments. The guardian program, previously limited to K-12 schools, can now be extended to postsecondary campuses.

Students with Disabilities
Legislators added new IEP-related protections directly into statute. When a scheduled related service is not provided as planned, school districts are now required to notify parents in writing within ten school days, explain the reason, and present a make-up plan. HB 615 proposed a more significant IEP overhaul but did not pass.

VPK Programs
HB 1279 addressed maintaining the designation as a Gold Seal Quality Care provider by requiring that Class I violations include a determination that the provider is the primary cause of the violation. For VPK summer bridge programs, it raises the eligible score threshold from the 10th to the 25th percentile on the final VPK ELA statewide assessment.

Weighted GPAs
HB 1279 established a statewide uniform weighted grading system for honors and acceleration courses, which district school boards must now use for GPA calculations, ending the era of locally variable weighted GPA policies across Florida's 67 school districts.

PASSED EDUCATION RELATED LEGISLATION

SB 178 - Athletics in Public K-12 Schools by Jones
Authorizes head coaches to use personal funds (up to $15,000/year per team) to assist student athletes with food, transportation, and recovery services, with written parental consent required. Good-faith use is not an impermissible benefit unless misused or used for recruitment. FHSAA must adopt implementing bylaws; similar policies may be adopted by other athletic organizations.

Effective Date: 7/1/2026

HB 453- Requirements for a Standard High School Diploma by Gossett-Seidman
Allows two years of marching band to satisfy both the physical education and performing arts requirements for a standard diploma. Permits students with disabilities to use one year of Special Olympics participation to fulfill the PE requirement. Credits may not be used toward personal fitness or adaptive PE requirements.

Effective Date: 7/1/2026

SB 538- Extracurricular Activities by Simon
Revises funding, eligibility, and administrative rules for interscholastic and intrascholastic extracurricular activities. Expands eligible student definitions to include home education, charter, private, virtual, and alternative school students. Permits booster club funding of coaches/sponsors. Authorizes school districts to assess activity fees for enrolled students and adopt a fee schedule for non-enrolled students (not to exceed $400 per activity). All fees must be published on the district website and reported annually to DOE.

Effective Date: 7/1/2026

HB 561- Educator Preparation and Certification by Gerwig
Expands certification pathways by allowing earlier coursework enrollment in educator prep programs and extending temporary certification to individuals with expired professional certificates. Subject area coverages and endorsements must be reinstated with renewed certificates. Requires Florida Center for Teaching Excellence to collaborate with the David C. Anchin Center and offer a professional learning system at no cost to certified educators seeking renewal or reinstatement.

Effective Date: 7/1/2026

PASSED EDUCATION RELATED LEGISLATION

HB 753 - School Counselors by Hunschofsky
Requires that performance evaluations for certified school counselors be based on the Florida School Counseling Standards adopted by the State Board of Education. Exempts prospective school counselors from certain educator certification requirements while preserving school district authority to impose additional conditions of employment.

Effective Date: 7/1/2026

HB 757- School Safety (ARMOR Act) by Salzman
Expands guardian programs to public postsecondary institutions. Creates a second-degree felony for discharging a weapon within 1,000 feet of a school with mandatory detention until bail hearing. Requires transfer of K-12 threat assessment records to postsecondary institutions. Establishes the ARMOR Act requiring postsecondary institutions to adopt active assailant response plans, threat management teams, mental health protocols, and annual security risk assessments.

Effective Date: Upon becoming law

SB 824- School District Unimproved Real Property by Truenow
Requires school districts to submit an annual inventory of unimproved real property (including parcel details, acreage, value, and acquisition date) to the Department of Education. DOE must compile and publish a statewide report by December 1, 2026, and every three years thereafter, with aggregate and district-by-district breakdowns.

Effective Date: 7/1/2026

HB 851- Professional Learning for Instructional and School Administrative Personnel by Long
Requires each school district's professional learning system to include at least one autism-specific training opportunity annually for instructional personnel and school-based administrators. Training must be developed in collaboration with the district's assigned Center for Autism and Related Disabilities and include evidence-based academic, behavioral, communication, and inclusive practices for students with autism spectrum disorder.

Effective Date: 7/1/2026

PASSED EDUCATION RELATED LEGISLATION

HB 1073 - School Districts by Koster
Creates a District School Board Members' Bill of Rights (s. 1001.366, F.S.) granting members timely access to all school district documents, the right to consult with the chief financial officer, and the right to request any non-prohibited document from district staff. Requires agenda attachments (vendor contracts, budget documents) to be preserved as public records with meeting minutes. Defines 'good cause' for rejecting superintendent's employee nominations. Prohibits school districts from requiring or incentivizing employees to sign nondisclosure or confidentiality agreements.

Effective Date: 7/1/2026

HB 1115 - Grants for Genetic Counseling Education by Anderson
Establishes a Genetic Counseling Education Enhancement Grant Program within the State University System. Requires the Board of Governors to award competitive grants to programs accredited by a recognized accrediting body, addressing faculty shortages, student financial barriers, and clinical training needs. Authorizes one-time start-up grants and performance-based funding tied to enrollment, completion rates, and board certification exam passage. Restricts funds to faculty recruitment, student scholarships, and clinical training resources. Requires annual university reporting and a statewide summary to legislative leaders. Board of Governors must adopt implementing regulations.

Effective Date: 7/1/2026

HB 1201 - Student Health and Safety by Mooney, Jr.
Expands DOH epilepsy education requirements to include training mandated under s. 1006.0626(3) and (5). Broadens the definition of 'school' to include charter schools under s. 1002.33. Revises individualized seizure action plans to align with medical professional determinations. Extends training requirements to all employees in regular contact with a student with epilepsy or seizure disorders, with training valid for five years. Requires schools to display a seizure first-aid poster.

Effective Date: 7/1/2026

SB 124 - Florida Virtual School by Rodriguez
Streamlines FLVS governance by removing the priority enrollment list for certain student categories, authorizing board of trustees meetings to be called by the board chair, a majority of members, or the president/CEO, and authorizing supplemental revenue from direct-support organizations. Updates expenditure approval authority, deletes the requirement for the board to establish formal student admission priorities and performance/accountability measures, and revises annual reporting requirements.

Effective Date: 7/1/2026

PASSED EDUCATION RELATED LEGISLATION

SB 182 - School Teacher Training and Mentoring Program by Jones
Establishes the School Teacher Training and Mentoring Program within the Department of Education. Provides $2,000 stipends (subject to appropriation) for highly effective classroom teachers or retired highly effective teachers who serve as mentors to new teachers, teachers rated needs improvement/developing/unsatisfactory, or teachers struggling with behavior management. Funds three mentors per school. Program runs 6 months with structured sessions based on the University College London Mentoring Handbook. Mentors must maintain confidentiality and may have no management relationship with their mentee. As amended, the bill also includes significant private school zoning and facilities provisions. Private schools enrolling 150 or fewer students, or located in unincorporated county areas, are deemed a permitted use in commercial or mixed-use zoning districts by right — no rezoning, special exception, land use change, or mitigation compliance required, except that local governments may require proportionate traffic and pedestrian safety mitigation limited to impacts directly attributable to the school and no greater in cost or scope than required of other uses in the same zone. Schools may opt out of mitigation by providing a traffic study demonstrating no disproportionate impact. Separately, private schools of 150 or fewer students may operate in existing assembly, day care, mercantile, or business occupancy facilities under the Florida Fire Prevention Code's existing educational occupancy standards, with a licensed design professional's NFPA 101A evaluation accepted as evidence of compliance. State Fire Marshal may adopt implementing rules

Effective Date: 7/1/2026

SB 340 - Human Trafficking Education for Nurse Licensure by Harrell
Requires all prelicensure professional and practical nursing education programs to include a Board of Nursing-approved 2-hour human trafficking course as part of their core curriculum. Students must complete the course before graduating. The Board of Nursing, in coordination with the Department of Health, oversees implementation and must consult with human trafficking advocacy organizations and law enforcement to keep the curriculum current. Applies to students enrolling on or after July 1, 2027.

Effective Date: 7/1/2026

B 816 - Diabetes Research by Bradley
Establishes the University of Florida Diabetes Institute within the UF College of Medicine for diabetes research, screening, prevention, treatment, and education. The institute must conduct research, develop prevention and treatment strategies, provide multidisciplinary clinical care, train health care professionals, and conduct community outreach. May administer statewide pilot programs, maintain a secure deidentified data repository, and convene a statewide diabetes research and care consortium authorized to solicit public and private funding. Annual reporting to the Governor and Legislature required beginning October 15, 2027.

Effective Date: 7/1/2026

PASSED EDUCATION RELATED LEGISLATION

SB 844 - Sickle Cell Disease Care Management and Treatment Continuing Education by Jones
Requires physicians (ch. 458), osteopathic physicians (ch. 459), and nurses (part I, ch. 464) to complete a one-time 2-hour continuing education course on sickle cell disease care management as part of their first licensure or certification renewal. Course must cover evidence-based treatment protocols, patient and family education, comprehensive evaluations, psychosocial care, genetic counseling, and pain management. Boards may approve equivalent courses and may count hours toward total CE requirements (unless total CE is under 30 hours biennially). Also amends the existing controlled substance prescribing CE requirement to include sickle cell pain treatment.

Effective Date: 7/1/2026

SB 1690 - Child Care and Early Learning Services by Calatayud
Revises child care definitions, adds 'school-age children' as a defined term, and updates licensing standards for child care facilities and large family child care homes. Removes outdated parental notification requirements for influenza and hot car safety from large family child care homes. Clarifies residential property insurance liability exclusions for family and large family child care home operations. Requires the TEACH Scholarship Program administrator to also administer the Center for Early Childhood Professional Recognition (subject to appropriation). Directs DOE, the Florida Lottery, and CareerSource Florida to jointly study and report by January 1, 2027 on creating a child care voucher program for families employed in high-demand occupations.

Effective Date: 7/1/2026

SB 7022 - Public Records/Examination and Assessment Instruments by Education PreK
Expands the public records exemption for examination and assessment instruments to cover instruments held (not just administered) by public schools, district school boards, Florida College System institutions, state universities, boards of trustees, DOE, State Board of Education, and Board of Governors. Requires boards to adopt rules governing retention schedules and disposal processes. Authorizes sharing of exempt information among listed entities; requires disclosure to DOE, SBOE, or BOG upon request. Extends the scheduled repeal of the exemption from 2026 to October 2, 2031. Effective: Upon becoming law

Effective Date: 7/1/2026

PASSED EDUCATION RELATED LEGISLATION

HB 4027 - Hillsborough County Public Schools, Hillsborough County by Owens
Establishes a process for transitioning the Hillsborough County Superintendent of Schools from an appointed to an elected position. Requires a referendum in the 2026 general election asking voters whether to make the position elected. If approved by voters, beginning with the 2028 general election the superintendent will be chosen through a partisan, countywide vote for a 4-year term. Effective: Upon becoming law

Effective Date: Upon becoming law

HB 1279 - Education by Kincart Jonsson
Passed with a delete-everything amendment (Sen. Calatayud). As amended, this is a wide-ranging education omnibus covering: consumer disclosures for blind/visually impaired services; vocational rehabilitation service provider quality standards; revised marriage & family therapy licensure deadlines; K–12 district board powers (virtual instruction, educational emergency, epinephrine devices); State University System performance-based incentive metrics; VPK accountability and kindergarten readiness; Gold Seal Quality Care program; CAPE Digital Tool certificates for middle grades; high school diploma requirements (marching band, dance, math pathways); uniform weighted grading system; IEP service log access and make-up requirements for missed related services; human trafficking data repository; FIU and FAMU College of Law accreditation provisions; safe-school officer requirements; dual enrollment eligibility; coordinated screening and progress monitoring (dyslexia/dyscalculia); postsecondary accreditation timelines; tuition residency protections for military families; homeless student fee exemptions; Benacquisto Scholarship deferral; Florida ABLE board composition; academic acceleration options supplement and Title I STEM fund flexibility.

Effective Date: 7/1/2026

SB 1296 – Public Employees Relations Commission (PERC) by Martin
This bill updates the processes, timeframes, and requirements for public employee union membership, certification, disputes, and appeals, including modifications to final order procedures, recertification thresholds, membership deductions, and definitions. Annual renewal reports must now include additional financial and membership information. After July 1, 2026, certifications and recertifications require 50% of public employees to participate and 50% of those participating to vote in favor of the bargaining unit. Allows for expedited impasse if declared under financial urgency and adds any salaries provided by legislature to the definition of financial urgency. Penalties for public employees involved in a strike are increased. Public employers are prohibited from providing compensation or leave to an employee for engaging in employee organization activities unless reimbursed by the organization.

Effective Date: 7/1/206

OTHER IMPORTANT LEGISLATION

HB 905 - Foreign Influence by Persons-Mulicka
Strengthens restrictions on foreign influence and interactions with designated foreign terrorist organizations and foreign countries of concern, imposing enhanced penalties and new prohibitions on public officers, governmental entities, and certain contracts and agreements.

Effective Date: July 1, 2024

HB 325 - Education and Workforce Development for Inmates by Kendall
Expand workforce development opportunities for certain inmates, including commercial driver license training and the ability to operate state-owned vehicles under supervision. The bill also broadens the Department of Transportation's ability to fund and grant workforce development programs beyond construction to include private educational providers.

Effective Date: July 1, 2024

SB 572 - Ethics for Public Officers and Employees Harrell
Expand the definition of 'relative' to include foster parents and foster children and clarify that boards, councils, commissions, or collegial bodies may appoint or employ related elected officials in leadership roles, with conforming reference updates throughout state law.

Effective Date: Upon becoming a law

HB 145 - Claims Against the Government by McFarland
HB 145 increases the caps on the recovery of awards against a governmental entity. The cap is increased to $350,000 per person from $200,000, and the cap for multiple claims or judgments arising out of the same incident is increased to $500,000 from $300,000. The bill also clarifies the amount of attorney fees that may be collected in a claim against the government.

Effective Date: October 1, 2026

HB 1069 - Background Screenings by Trabulsy
Expand background screening requirements for youth athletic coaches and referees, clarify allowable exceptions, and modify disclosure obligations for sealed and expunged criminal records.

Effective Date: July 1, 2026

OTHER IMPORTANT LEGISLATION

HB 1081 - Cybersecurity Experiential Learning by Sirois
Expand experiential learning opportunities in cybersecurity through the Florida Center for Cybersecurity by developing a comprehensive new program. Establishes minimum student qualifications and identifies institutions along with anticipated participation numbers.

Effective Date: July 1, 2024

HB 1471 - Systems of Law and Terrorist Organizations by Cassel
Strengthen restrictions on applying foreign or religious laws that conflict with constitutional rights and expand regulations and penalties targeting organizations designated as domestic terrorist entities. The bill also prohibits public schools, Florida College System institutions, and state universities from expending public funds for activities that promote designated terrorist organizations or those providing them material support. It also requires private schools to refrain from affiliations with and acceptance of funds from terrorist organizations and related entities to remain eligible for state scholarship programs.

Effective Date: July 1, 2024

THE SOUTHERN GROUP

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Strategy & Innovation Division

Rule Development for Policy 8020 Use of Broward County School Facilities for Non-School Purposes

May 12, 2026
School Board Workshop

Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Chris O. Akagbosu, Director, Facility Planning & Real Estate



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BROWARD
County Public Schools

INTRODUCTION

Presentation Rationale:	Policy 8020, Use of Broward County School Facilities for Non-School Purposes, governs the leasing of District facilities. At the April 7, 2026, Regular School Board Meeting, the Board reached consensus to initiate rulemaking on the policy. Consistent with this direction, the policy is being presented to commence that process.
Purpose:	The community has expressed concerns regarding the implementation of this policy to the School Board, Superintendent, and staff. Rulemaking is being initiated to discuss those concerns and receive direction on potential policy amendments.
Connection to the 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 to the School Board:	The policy is being presented at the Board's direction for review and feedback. After deliberations, please provide guidance and direction to the Superintendent for rulemaking at the earliest possible Regular School 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
Policy 8020 **Use of Broward County School Facilities for Non-School Purposes**	The community has expressed many concerns with the implementation of the policy. At the April 7, 2026, Regular School Board Meeting, the Board reached consensus for the Superintendent to implement rulemaking for this policy.	The initial revisions address formatting edits and additional language for individuals who present inaccurate or misleading information.





Summary of Recommended Revisions

Recommendation	Action	Rationale
Page 1: Preamble	Addition	Expanded the language for individuals who provide inaccurate or misleading information when renting or using a District facility
Page 1: Authority and History	Deletion	Deleted the original Authority and History language and added it in the appropriate section of the recommended revisions
Page 3: 13 – Personnel Costs	Revise	Deleted ~~or~~ and added **and**

Policy At A Glance

Summary of Recommended Revisions Continued

Recommendation	Action	Rationale
Page 4: Rule 3	Addition	Added the **employee shall**, deleted ~~program~~, and added **event**
Page 11: Policy Custodian	Addition	Added current policy custodian
Page 11: Former Policy Number	Addition	Added former policy number
Page 11: Policy Status	Addition	Added current policy status
Page 11: Policy – Authority	Moved	Moved policy authority to the appropriate section of the document
Page 11: Policy History	Moved	Moved policy history to the appropriate section of the document

End-User Feedback

- Difficulty in Using the Facilitron Platform
- Potential Expansion of School Allied Group Definition (SAG)
- Inconsistencies with Partner in Education Designation (PIE)
- Requirements for Security and Law Enforcement
- Payment Timeframes
- Overall Application of the Policy
- Customer Service Concerns



Planned Strategic Enhancements

- Revise rental flowchart and place it on the District website
- Publish tutorial video on the District website
- Place security requirements in a prominent place on the District website
- Place flowchart on **"How to Obtain a SAG/PIE Certification"** on the District website
- Utilize the policy workgroup to assist in developing appropriate training
- Address customer service concerns through training and monitoring

Category of Charges Matrix

Category Charges Matrix

CATEGORIES	LEASE APPLICATION	COI	RENTAL	UTILITIES	CUSTODIAL	PERSONNEL	CONSUMABLE ITEMS
SCHOOL ALLIED GROUPS							
School Days	Yes	No	No	No	No	No	No
After School Hours and Non-School Days	Yes	Yes	No	No	As Incurred	As Incurred	No
PIE 1 GROUPS							
School Days	Yes	Yes	Yes*	No	No	As Incurred	No
After School Hours and Non-School Days	Yes	Yes	Yes*	No	Yes**	As Incurred	No
PIE 2 GROUPS							
School Days	Yes	Yes	Yes*	No	Yes	As Incurred	Yes [3]
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes**	As Incurred	Yes [3]
GOVERNMENT ORGANIZATIONS [1]							
School Days	Yes	Yes	No	No	No	As Incurred	Yes [3]
After School Hours and Non-School Days	Yes	Yes	No	Yes	Yes	As Incurred	Yes [3]
Activity Fees Charged to Participants	Yes	Yes	Yes	Yes	Yes	As Incurred	No
NON-PROFIT CORPORATION							
School Days	Yes	Yes	No	Nominal	No	As Incurred	Yes [3]
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes	As Incurred	Yes
OTHER ORGANIZATIONS							
School Days	Yes	Yes	Yes	Yes	No [2]	As Incurred	Yes
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes	As Incurred	Yes

Notes:

COI: Certificate of Insurance

* Pay reduced rent as codified in Policy 8020

**Pay custodial cost only when required by the school Principal or facility director.

[1] Government Organizations without Reciprocal Use Agreement's (RUA's).

[2] Rental includes only one custodian during normal operational hours.

[3] This fee would be required for any lease as stated in the fee schedule

Controlling requirements are set forth in Policy 8020 and Exhibits.

Fee Schedule for Facilities Comparable to Other School Districts

Facilities	Broward County		Orange County		Hillsborough County		Miami-Dade County		Palm Beach County	
	Non-Profit	*For Profit*	*Non-Profit*	*For Profit*	*Non-Profit*	*For Profit*	*Non-Profit*	*For Profit*	*Non-Profit*	*For Profit*
Auditorium	**Twenty-Five Percent (25%) Discount from Rental Fees**	$700.00			$482.24	$482.24	$111.64	$189.73	$88.00	$176.00
Basketball Courts		$150.00	$5.00	$20.00	$31.25	$60.00	$55.00	$55.00	$13.00	$26.00
Cafeteria (Large)		$313.00	$15.00	$150.00	$120.56	$120.56	$92.93	$150.13	$83.00	$166.00
Cafeteria (Medium)		$313.00	$15.00	$100.00	$120.56	$120.56	$84.68	$138.58	$63.00	$126.00
Cafeteria (Small)		$313.00	$15.00	$50.00	$120.56	$120.56	$78.09	$129.79	$58.00	$116.00
Classroom (Large)		$151.00	$5.00	$60.00	$31.25	$74.77	$70.93	$70.93	$28.00	$56.00
Classroom (Medium)		$151.00	$5.00	$43.00	$31.25	$74.77	$70.93	$70.93	$28.00	$56.00
Classroom (Small)		$151.00	$5.00	$25.00	$31.25	$74.77	$83.59	$83.59	$28.00	$56.00
Computer Lab		$151.00			$31.25	$74.77			$43.00	$86.00
Concessions			$30.00	$50.00						
Conference Center		$151.00								
Conference Room		$151.00			$31.25	$74.77				
Dance Studio		$151.00			$31.25	$74.77	$83.59	$83.59		
Field (Football)		$1,140.00	$15.00	$55.00	$31.25	$100.00	$55.00	$55.00	$63.00	$126.00
Field (Large)		$1,140.00	$10.00	$55.00			$55.00	$55.00	$33.00	$66.00
Field (Medium)		$60.00	$5.00	$45.00			$55.00	$55.00	$28.00	$56.00
Field (Small)		$60.00	$5.00	$35.00			$55.00	$55.00	$28.00	$56.00
Field (Soccer)		$60.00					$55.00	$55.00	$63.00	$126.00
Gym (Large)		$390.00	$15.00	$180.00	$120.56	$120.56	$161.68	$278.28	$113.00	$226.00
Gym (Medium)		$390.00	$15.00	$170.00	$120.56	$120.56	$161.68	$278.28	$88.00	$176.00
Gym (Small)		$390.00	$15.00	$150.00	$120.56	$120.56	$161.68	$278.28		
Kitchen		$313.00	$10.00	$50.00	$49.53	$49.53	$83.59	$83.59		
Lab		$151.00	$5.00	$60.00	$31.25	$74.77				
Library		$278.00	$10.00	$200.00	$31.25	$120.56	$83.59	$83.59	$38.00	$76.00
MPR (Large)		$278.00					$92.93	$150.13	$33.00	$66.00
MPR (Medium)		$278.00					$84.68	$138.58	$33.00	$66.00
MPR (Small)		$278.00					$78.09	$129.79	$33.00	$66.00
Music Room		$151.00			$31.25	$74.77			$18.00	$36.00
Outdoor Area/Quad		$60.00	$5.00	$20.00	$31.25	$15.00	$55.00	$55.00		
Parking Lot		$90.00			$15.00	$15.00	$99.00	$99.00	$503.00*	$1,006.00*
Performing Arts Center			$15.00	$225.00			$127.59	$210.09		
Pool		$342.00	$15.00	$180.00						
Stadium (Grass)		$1,140.00	$15.00	$55.00						
Tennis Courts		$150.00	$5.00	$20.00	$31.25	$60.00	$55.00	$55.00	$13.00	$26.00
Theater			$15.00	$138.00	$120.56	$120.56	$55.00	$55.00	$58.00	$116.00
Track & Field		$1,140.00	$50.00	$50.00					$63.00	$126.00
Weight Room		$390.00			$31.25	$74.77	$83.59	$83.59		

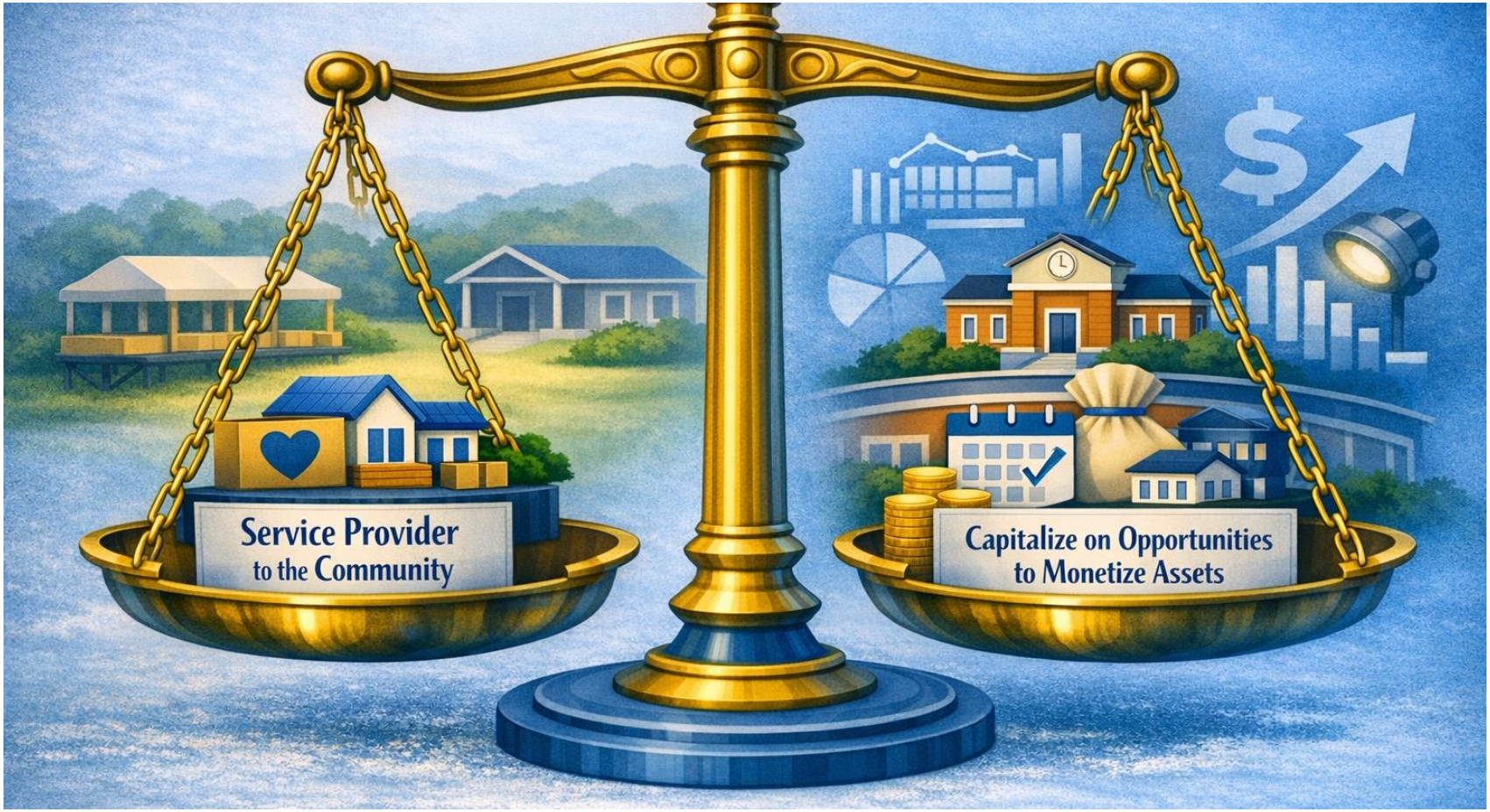
Source: Facilitron Some Broward County rates reflect three to five-hour minimums. Unless noted, rates for other districts are hourly rates. *Daily Rate
Broward County field rates reflect an eight-hour minimum.

Fee Schedule for Services Comparable to Other School Districts

Service	Broward County		Orange County		Hillsborough County		Miami-Dade County		Palm Beach County	
	Non-Profit	For Profit	Non-Profit	For Profit	Non-Profit	For Profit	Non-Profit	For Profit	Non-Profit	For Profit
A/V Technician			$39.00	$39.00	$37.00	$37.00	$44.00	$44.00		$40.00
Campus Security	$50.00	$50.00	$20.00	$20.00	$34.00	$34.00	$68.20	$68.20		
Custodial	$50.00	$50.00				$54.21	$38.50	$38.50		$35.00
Field Lights	$15.00	$15.00								
Food/Kitchen Service			$21.00	$21.00						$48.00
Food/Kitchen Service Staff			$30.00	$30.00	$24.00	$24.00				
Inspector					$34.00	$34.00				
Locker Rooms			$5.00	$5.00						
Maintenance	$65.00	$65.00			$36.00	$36.00				
Open & Close Fee							$38.50	$38.50		
PAC Services/Equipment			$26.50	$26.50						
Police Officer			$35.00	$35.00	$43.00	$43.00	$68.20	$68.20		$75.00
Pool Services			$5.50	$5.50						
Processing Fee							$25.00	$25.00		
Site Supervisor						$50.00	$44.00	$44.00		$45.00
Student Tech					$13.00	$13.00				
Supply Fee	$10.00	$10.00	$7.00	$7.00	$53.27	$53.27				
Technology	$50.00	$50.00								
Utilities (Cafeteria/MPR)			$28.70	$28.70	$22.00					
Utilities (Classroom)			$5.00	$5.00		$7.00				
Utilities (Gym/Field)			$17.65	$17.65		$43.00				
Utilities (Library)			$28.70	$28.70						
Utilities (Theater/Auditorium)			$15.50	$15.50		$34.00				
Utility Fees	$40.00	$40.00	$2.20	$2.20						

Source: Facilitron

Balanced Approach to Policy Implementation





Board Discussion

&

Guidance

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
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

Presentation Attachments

ATTACHMENTS

- Policy Draft
- Facility Rental Business Review 2025 & 2026 Prepared by Facilitron

POLICY 8020
USE OF BROWARD COUNTY SCHOOL FACILITIES FOR NON-SCHOOL PURPOSES

THE RENTAL OR USE OF BROWARD COUNTY PUBLIC SCHOOL (BCPS) FACILITIES SHALL BE PERMITTED WHEN NOT IN VIOLATION OF PROVISIONS OF THIS POLICY OR OTHER APPLICABLE SCHOOL BOARD POLICIES, WHEN NOT IN CONFLICT WITH THE REGULAR OR EXTRACURRICULAR SCHOOL PROGRAM, AND THE DESIRED FACILITY IS DETERMINED AVAILABLE.

NO GAMBLING, ALCOHOLIC BEVERAGES, WEAPONS, ILLEGAL SUBSTANCES OR ILLEGAL ITEMS SHALL BE ALLOWED AT ANY PUBLIC SCHOOL FACILITY.

ANY GROUP OR ORGANIZATION PROVIDING INFORMATION, PRODUCTS AND SERVICES UPON PUBLIC SCHOOL FACILITIES MUST NOTIFY ALL ATTENDEES, IN WRITING, THAT THE INFORMATION, PRODUCTS AND SERVICES OFFERED ARE NOT ENDORSED, SPONSORED OR RECOMMENDED BY THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SBBC).

IF AT ANY TIME IT IS DETERMINED THAT INACCURATE OR MISLEADING INFORMATION IS PRESENTED BY A PARTY RENTING OR USING PUBLIC SCHOOL FACILITIES, THE SBBC RESERVES THE RIGHT TO IMMEDIATELY TERMINATE THE LEASE WITHOUT REFUND **AND SUCH PARTY MAY BE PROHIBITED FROM FUTURE USE OR LEASING OF SCHOOL BOARD FACILITIES**.

THE USE OF SBBC LICENSED FACILITIES SHALL AT ALL TIMES BE IN COMPLIANCE WITH THE APPLICABLE LAWS OF THE STATE OF FLORIDA AND SBBC POLICIES.

THE RENTAL USE OR ENJOYMENT OF PUBLIC SCHOOL FACILITIES OR SERVICES BY ANY GROUP OR ORGANIZATION WHICH DISCRIMINATES ON THE BASIS OF AGE, COLOR, DISABILITY, GENDER IDENTITY, GENDER EXPRESSION, NATIONAL ORIGIN, MARITAL STATUS, RACE, RELIGION, SEX OR SEXUAL ORIENTATION WILL NOT BE PERMITTED, EXCEPT AS PROVIDED BY LAW OR COURT ORDER.

~~LEGAL AUTHORITY: Section 1001.41(1), F. S. HISTORY: Adopted: 4/29/70 Readopted: 9/5/74; 1/25/11~~

Coding: Words ~~stricken~~ are deletions. Words **underlined** are additions.

~~Amended: 8/25/71; 9/5/74; 1/6/77; 12/18/80; 7/1/82; 7/1/82; 6/2/83; 6/16/88; 12/15/88; 1/20/98; 1/15/02; 3/16/04; 1/25/11; 11/3/15; 6/21/16; 2/21/24; 1/22/25; 10/14/25~~

DEFINITIONS

1. **"Regular School Days":** Refers to when students are present on the school campus during normal operational hours for the purpose of educational instruction: (a) Monday through Friday during the regular school year, and (b) Monday through Thursday during the summer break. Normal operational hours vary by school campus.

2. **"Non-School Days":** Refers to those days when public schools and facilities are closed. Non-School Days include weekends and School Board recognized legal holidays, spring break, winter recess, and Fridays during the four (4) day work week period during summer break. Under Rule 3, a School Board employee, typically a member of the custodial staff, must open, remain on duty throughout the program, and close the public school building(s).

3. **"After School Hours":** Refers to 30 minutes after the Regular School Day dismissal bell. The time varies from one public school facility to another.

4. **"School-Allied Groups":** School Allied Groups (SAG) are groups that exist because of the existence of the school. SAG are groups such as the Parent Teachers Association (PTA), Parent Teacher Student Association (PTSA), Parent Teacher Organization (PTO) as defined herein, and Booster Clubs such as School Alumni Organization or as otherwise referenced in this Policy. No other entity will be recognized as a SAG, except those listed herein in this Policy or which are hereafter formed by a school as a component of that school's educational functions. Therefore, all outside entities must be approved by the SBBC as a SAG before being designated and recognized in BCPS as a SAG.

5. **"Partners in Education":** Partners in Education (PIE) is a legal entity organized under Florida Law or laws of another state and authorized to do business in the State of Florida. PIE support schools and students. The PIE commit to specific activities intended to benefit students, improve student achievement, and accomplish school improvement goals. A partnership is initiated in two ways:
   1) a school recruits a partner from the business community or 2) a prospective partner contacts an individual school. A PIE must complete a Sponsorship Agreement.

6. **"Groups and Organizations that Charge Fees":** Any group or

organization that charges participants an activity fee to attend the program offered by such group or organization.

7. **"Non-School Purposes":** Refers to the use of public school facilities by outside agencies, groups or organizations.

8. **"Lease Application":** Refers to the BCPS form entitled Lease Application for Use of public school facilities.

9. **"Certificate of Insurance":** A Certificate of Insurance (COI) is a document provided by an insurance company stating the limits of coverage for bodily injury and property damage insurance in effect during the use of the public school facility.

10. **"Rental Fees":** Refers to the fees charged for the use and enjoyment of a specific room at a public school or facility. A group or organization using one (1) or more than one (1) room will be charged separately for each room. The SBBC charges for the rental of its public school facilities for Non-School Purposes for the use of the public school facility, as codified in Exhibit 1, and appended to this Policy.

11. **"Utilities Costs":** Costs including lighting, air conditioning, and electrical power in support of the operation of the public school facilities. Utilities Costs should not be applied for use of outdoor public school facilities unless such facilities are used after dark and outdoor lighting is provided.

12. **"Custodial Costs":** Costs which include opening the public school facility, remaining on duty throughout the program (After School Hours only), and cleaning the public school facility following use and closing the public school facility. Custodial Costs are not charged on Regular School Days during normal operational hours, unless the school principal or facility director determines that an additional custodian must be brought in to assist. Under the terms of the custodians' labor contract, a custodian brought in After School Hours and on weekends must be paid a minimum of four (4) hours, regardless of whether the custodian works one (1) or four (4) hours.

13. **"Personnel Costs":** Personnel Costs are charged, as incurred, for the services of a technician staff for the media center or auditorium, standby electrician, or stadium manager for the athletic stadium. The Division of Safety and Security (DSS), upon receiving written notification/alert via the workflow of the BCPS Facility Online Usage Database, shall within five (5) working days of receipt of the notification/alert, provide response in the workflow, which at a minimum, the response shall state whether security is needed for the event indicated in the application

that is pending in the BCPS Facility Online Usage Database. If the DSS determines that security is needed for the event, the DSS shall specify the number of police officers ~~or~~ **and** designated school security that will be needed for the event. Also, the DSS shall timely advise the school principal or facility director of the subject facility about its decision. The minimum cost and number of police officers is set by the local law enforcement agency providing the service. Additional costs associated with metal detection wanding services or any other applicable security devices or services shall be in place to enhance safety measures. The cost associated with the services will be set by the approved BCPS vendor secured by the SBBC for these services.

14. **"Consumable Items":** Consumable Items are items such as restroom toilet paper, paper towels, soap, etc.

15. **"School Function":** School Function is a function that is sponsored by a school and approved by the school's principal or facility director to utilize a public school facility to enable the function; and when conducting such function, the school shall be exempt from: (1) signing a Lease Application, (2) paying Rental Fees, (3) paying Utilities Costs, (4) paying Custodial Costs, (5) paying Personnel Costs as incurred, and (6) shall not provide a Certificate of Insurance (COI).

16. **"School" or "Facility" or "School Facilities":** Refers to vocational schools, educational centers, traditional elementary, middle, or high schools, including schools that are combination schools such as K-8 or 6-12 campuses. "School" or "Facility" or "School Facilities" do not include administrative sites.

17. **"BCPS Department Function":** BCPS Department Function is a meeting or other function that is requested to be held by a BCPS Department, to utilize a BCPS facility. Additionally, when the Department's request for the use of the facility has been subsequently approved by the school's principal or facility director. When conducting such a meeting or function, the BCPS Department shall be exempt from: (1) signing a Lease Application, (2) paying Rental Fees, (3) paying Utilities Costs, (4) Custodial Costs, (5) Personnel Costs as incurred, and (6) shall not provide a COI. The BCPS Department shall initiate a request for facility rental to the school's principal or facility director for approval and reservation.

18. **"Youth Organizations":** Organizations that qualify as non-profit entities, and whose primary mission is to provide education, health, leadership, personal development, and mental health services to the youth.

19. **"Other Organizations":** Other Organizations include all for-profit organizations and private individuals.

20. **"Non-Profit Corporations":** Non-Profit Corporations shall include civic, religious, or community organizations that qualify as non-profit entities under the Internal Revenue Service Code and/or are a not-for-profit corporation under the law of a state and/or governmental entities.

21. **"In-Kind Contribution":** In-Kind Contribution are payments in goods or services that directly benefits a school or facility in lieu of the payment of the monetary value of such goods or services.

RULES

Public School Facilities may be used for Non-School Purposes in accordance with the following provisions:

1. Each user/applicant desiring to lease space in public school facilities may make application for the lease and use of public school facilities at the administrative office of the desired school or facility. Designated school district staff at the school or facility location may assist the user/applicant to enter pertinent information regarding the application into the BCPS Facility Online Usage database; and upon completion of the application form, submit the application in the BCPS Facility Online Usage database, where it would be reviewed and processed via the workflow established in the BCPS Facility Online Usage database.

   Alternatively, each user/applicant desiring to lease space in public School Facilities may complete the Lease Application directly in the BCPS Facility Online Usage database and submit the completed application and related back-up information electronically in the BCPS Facility Online Usage database. Whereafter, the completed application will be reviewed and processed via the workflow established in the BCPS Facility Online Usage database.

2. If upon review, the application is determined to be complete, and lease of the facility will not conflict with school programs (such as extracurricular school activities or other previously scheduled activities), and the intended lease of the school or facility does not violate the provisions of School Board Policy 8020 or other applicable School Board policies, and further, that the desired school or facility is available for lease, the application may be approved. However, the application will be denied if the intended lease of the school or facility violates the provisions of School Board Policy 8020 or other

applicable School Board policies, if it is determined that the lease of the school or facility at the period desired, conflicts with school programs, and/or that the desired facility is not available for lease at the period desired.

The school principal or designee, or the facility director or designee of a school or facility that is desired for lease by a user/applicant, shall be included in the workflow or included in the loop regarding the request to lease such school or facility.

Any user/applicant who submitted application in the BCPS Facility Online Usage database to lease and use public school facilities, and whereupon, such application was determined to be complete, must be informed via written notice and within a timely manner, that their application has been approved or denied. At the most, such written notice must be made to the user/applicant no later than twenty (20) business days from the date determination was made that the user/applicant submitted a completed application for the lease and use of the school or facility.

3. An employee of the SBBC, approved by the school principal or facility director, must open and close the public school facilities**,** and **the employee shall** remain on duty throughout the meeting or ~~program~~ **event**. The use of public school facilities will be denied if school district staff is unavailable to be onsite as stated herein.

4. All applications for the use of school grounds at a public school facility, for a circus, fun fair, or carnival using mechanical equipment or animal rides, shall not be made or processed via the BCPS Facility Online Usage database. Rather, such requests must be made directly to the Facility Planning & Real Estate (FP&RE) Department. Whereafter, upon conducting additional due diligence, the Department shall prepare a lease agreement for submittal to the SBBC for consideration.

5. The following four (4) categories shall be used to describe applicants that request to use public School Facilities for Non-School Purposes. School principals or facility directors are to ensure that each and every use of their facility by outside organizations and/or entities, except as further required in this Policy, must be documented in the BCPS Facility Usage Database. A Fee Schedule and Category Charges Matrix are appended to this Policy as Exhibits 1 and 2 respectively. The Superintendent or designee shall review the Fee Schedule periodically (no less than annually), and any proposed changes to the Fee Schedule shall be recommended to the SBBC for

approval.

a. **School-Allied Groups:** Any planned use of public school facilities by a SAG must first be made in writing to the school's principal or facility director and approved by the school's principal or facility director. If the desired facility is available as determined by the school's principal or facility director, SAG shall be notified about the availability and permission to utilize the facility within forty-eight (48) hours of receipt of the written request. However, prior to the date of SAG's usage of the facility, the SAG must document the planned usage of the facility in the BCPS online Facility Usage database specifically to indicate its presence in the public school facility. Also, other than the SAG listed in this Policy and hereafter formed by a school as a component of that school's educational functions, all SAG must submit as a component of the rental process, valid BCPS document designating it as a SAG before being permitted to utilize a school facility.

2. On Regular School Days when the SAG is utilizing the public school facility to conduct its normal meeting during a school's operational or non-operational hours, the SAG shall sign a Lease Application, and be exempt from: (1) paying Rental Fees, (2) paying Utilities Costs, (3) paying Custodial Costs, (4) paying Personnel Costs as incurred, (5) paying consumable costs, and (6) the requirement to provide a COI.

3. When the SAG is utilizing the public school facility to conduct fundraising event, or other event that is separate and apart from its normal meeting during after normal operational hours and on Non-School Days, except as further stated in this Policy, the SAG shall sign a Lease Application, and be exempt from: (1) paying Rental Fees, (2) paying Utilities Costs, and (3) paying consumable costs. However, the SAG shall pay Custodial Cost and Personnel Costs as incurred, including security (if appliable and required) and submit a COI. For SAG to receive the exemptions as set forth herein, all fundraising events, and/or other events that the SAG conducts regarding the use of a public school facility must benefit the school or schools where the event is to be held, and/or benefit BCPS.

4. The failure of a SAG to abide by the Rules as set forth

herein may result in the Superintendent of Schools' or designee's denial of future utilization by the SAG of BCPS facilities for non-school purposes.

b. **Partners In Education:** PIE shall be categorized as PIE Category 1 and PIE Category 2 (PIE 1 and PIE 2). Also, a PIE must submit as a component of the rental process, a valid BCPS issued certificate which designates it as a PIE 1 or PIE 2 before being permitted to utilize a public school facility. To obtain the PIE certificate, the PIE shall contact the school principal or facility director of the school or facility the PIE is interested in utilizing, at least a month or more in advance from the date the PIE intends to utilize the public school facility.

PIE Category 1 (Youth Organizations)

The following shall apply to PIE 1 when it utilizes a public school facility:

2. Sign a Lease Application, pay reduced Rental Fees, and provide a COI.

3. Reduced rental fees means that PIE 1 shall pay a one-time rental fee of $300.00 per school year for the total rental cost to lease the public school facility.

4. To qualify for the one-time reduced rental fee of $300.00 per school year, the PIE 1 MUST provide an in-kind value that equates to or exceeds fifty percent (50%) of the cost for BCPS students to participate in the PIE 1 program. In-kind value support includes but shall not be limited to the cost of membership, tutoring services, program supplies, uniforms, activities, field trips, etc.

5. Pay custodial cost only when required by the school Principal or facility director.

6. Pay for personnel costs as incurred.

7. Pay for security only when required by the Division of Safety and Security.

8. Shall not pay for utilities.

9. Shall not pay for consumables.

PIE Category 2 (Other Organizations)

The following shall apply to PIE 2 when it utilizes a public school facility:

1. When PIE 2 utilizes the public school facility to conduct its business and or services, PIE 2 shall sign a Lease Application, pay reduced Rental Fees, and provide a COI.

2. When PIE 2 utilizes the public school facility to conduct fundraising event or other event after normal operational hours and on Non-School Days, PIE 2 shall sign a Lease Application, pay the full Rental Fees due, and provide a COI.

3. Reduced rental fees means that PIE 2 shall pay ***ONLY FIFTY PERCENT (50%)*** of the total rental fees due for the PIE 2 to lease the public school facility.

4. To qualify for the fifty percent (50%) reduction in total rental fees, PIE 2 ***MUST*** provide an in-kind value support to the school that equates to or exceeds the initial fifty percent (50%) of the total rental fees due to the PIE 2 to lease the public school facility.

5. Pay utility costs (only after normal operational hours and on Non-School Days), consumables costs, custodial fees, personnel costs as incurred, and for security only when required by the Division of Safety and Security).

c. **Government Organizations:** Government organizations must fulfill the Lease Application requirements and meet the insurance requirements as outlined under Rule 11- Insurance - Property Damage which will cover the SBBC for any property damages associated with the Government Organization's use of a public school facility.

    1. On Regular School Days during the normal operational hours when custodial staff is present, Government Organizations shall be exempt from the payment of Rental Fees, Custodial Costs and Utilities Costs. However, Government Organizations shall pay Consumable Items Costs, Personnel Costs, as incurred including, without limitation, any required security.

    2. After School Hours or on Non-School Days when

custodial staff presence is required, Government Organizations shall pay Custodial Costs, Consumable Items Costs, Utilities Costs and Personnel Costs, as incurred including, without limitation, any required security.

3. Regardless of school days, normal operational hours, after school hours, or Non-School Days, Government Organizations that charge participants for activities shall pay Rental Fees, Custodial Costs, Utilities Costs and Personnel Costs as incurred, including, without limitation, any required security.

4. All fees shall be based on the current established Fee Schedule (appended to this Policy as Exhibit 1).

5. This Policy is not applicable if a separate agreement exists between the SBBC and another governmental entity for the use of School Facilities. Those agreements shall stand on their own terms.

d. **Non-Profit Corporation:** An entity which represents itself as a Non-Profit Corporation shall fulfill the Lease Application requirements, all insurance requirements set forth in this Policy, and submit a copy of its State of Florida issued Certificate of Status (or State of Florida document(s) confirming status as a Non-Profit Corporation) prior to each and every use of public school facilities.

2. On Regular School Days as defined in this Policy, a Non-Profit Corporation shall pay nominal charges for electricity and administrative costs, Consumable Items Costs, as listed in the Fee Schedule, and Personnel Costs, as incurred including security, but shall be exempt from the payment of Rental Fees and Custodial Costs (if applicable).

3. During After School Hours or on Non-School Days as defined in this Policy, a Non-Profit Corporation shall also pay Rental Fees, Custodial Costs (if applicable), Utilities Costs, Consumable Items Costs and Personnel Costs, as incurred including, without limitation, any required security (if applicable). However, the total Rental Fees due shall be discounted by twenty- five percent (25%).

4. All fees shall be based on the current established Fee Schedule. In addition, any use of equipment shall be subject to Rental Fees, but the total Rental Fees due for such equipment shall be discounted by twenty-five percent (25%). Under Florida law, certain nonprofit organizations may qualify for an exemption from Florida sales and use tax. To receive this exemption, the nonprofit organization must upload into the BCPS online Facility Usage database, a valid **Florida Consumer's Certificate of Exemption** issued by the Florida Department of Revenue. If the nonprofit does not provide this certificate, the organization will be required to pay sales tax.

5. The Superintendent of Schools or designee (Chief Operations Officer), at his or her discretion, is authorized to determine that the rental and/or operational costs due to a Non-Profit Corporation could be satisfied by the Corporation via an in-kind value approach. The Corporation will qualify to satisfy the costs due to it via an in-kind value approach only if the Corporation proposes to utilize the public school facility to provide specific services that would benefit BCPS students. Such services shall include but not be limited to the provision of mental health counseling, improving student achievement, enabling and accomplishing school improvement goals, etc. Additionally, a formal agreement between the School Board and the Corporation must be generated by the Facility Planning & Real Estate Department or pertinent department to memorialize the provisions that would allow the Corporation to utilize and operate from the public school facility to provide the services.

e. **Other Organizations: Other Organizations** are entities that were not named or listed in Rule Sa, Sb, Sc, and Sd. Other Organizations shall fulfill all Lease Application and insurance requirements necessary for each use of public school facilities.

2. On Regular School Days, Other Organizations shall pay Rental Fees, Utilities Costs, Consumable Items Costs, and any Personnel Costs that are incurred including, without limitation, any required security, or additional custodial staff.

3. During After School Hours or on Non-School Days, when custodial staff presence is required, Other Organizations shall pay Rental Fees, Custodial Costs, Utilities Costs, Consumable Items Costs, and any Personnel Costs as incurred including, without limitation, any required security.

4. All fees are based on the current established Fee Schedule (appended to this Policy as Exhibit 1).

6. This Policy does not apply to any vendors, who are Private Providers that have entered into valid agreement(s) with SBBC to operate a Child Care Program on SBBC's property and does not apply to any vendors that are awarded agreements as a result of a competitive solicitation process issued by SBBC or an exceptional purchase exemption. Any use of public school facilities by such entities shall be governed by the specific contracts or agreements existing between such entities and the SBBC.

7. The basic Rental Fees and Custodial Costs, Consumable Items Costs, Utilities Costs and Personnel Costs for all public school facilities shall be reviewed periodically (no less than annually) by the Superintendent's School Board Policy 8020 Committee, which will subsequently recommend any changes to the Superintendent for approval by the SBBC. Any revised Fee Schedule shall become effective on the date of its approval by the SBBC and shall apply to all subsequent applications.

   Rental Fees, Utilities Costs, Custodial Costs, Consumable Items Costs, and other Personnel Costs (including school security) should be adjusted based on related cost data garnered from the BCPS Facility Online Usage database (if any), and/or with comparable cost data from several large urban school districts in the State of Florida.

   With the exception of government organizations that charge participants for activities, custodial charges shall only apply when either additional custodial staff is required for the activity or when custodial staff is required beyond normal working hours. The need for additional custodians shall be determined by the school principal or facility director of the public school facility.

   Unless exempt pursuant to this Policy, Utilities Costs shall be applied only for activities held on School Days after normal operational hours (which is 30 minutes after regular day dismissal bell) or on Non-School Days. Personnel Costs shall be based upon the rates

established in the Broward County Salary Schedule, plus other expenses including fringe benefits. The above charges do not include the services of law enforcement officers.

8. If selected, the school principal or facility director shall require the use of regular Food and Nutrition Services Staff when the Food and Nutrition Services Department is needed to prepare food or serve food during the use of the public school facility rental. The group or organization shall pay the cost of the Food and Nutrition Services Staff involved, according to the adopted School Food Services salary schedule, including retirement and other fringe benefits. If there is an additional camp/activity/event on campus that is utilizing the Food and Nutrition Services Department at the same time of the request, the cost per meal per individual will match the current SBBC cost per meal.

9. All payments made (i.e., check, ACH, wire, etc.) for the rental of public school facilities via the BCPS online Facility Usage database, shall be remitted to the Treasurer's Office. The Treasurer's Office, on a monthly basis, shall process the payments in accordance with the Business Practice Bulletin A-429, which fulfills the required budget transfer procedure. A 11 organizations must prepay the total Rental Fees and other costs due seven (7) days in advance before being given access to utilize public school facilities. However, if the rental period is greater than one month, facility lease cost shall be paid on a monthly basis. Per this Policy, parties can only lease a District school or facility up to a one (1) year term. Therefore, any party who desires to lease a District school or facility for more than a one (1) year term, shall submit such a request to the Facility Planning & Real Estate Department, and if the Department determines that such a lease is feasible, the Department will proceed to implement subsequent due diligence steps towards generating and scheduling a lease agreement between the party and the SBBC for the SBBC's consideration.

10. Regarding refunds, if BCPS cancels a reservation made by a Lessee for any reason, the Lessee shall receive 100% refund for the reservation. Cancellations made by the Lessee within seven (7) days or more days in advance of the event date, will receive a one hundred percent (100%) refund of the Rental Fee paid by the Lessee. Cancellations made within three to six (3- 6) days of the event date by the Lessee will incur a twenty percent (20%) cancellation fee, which fees shall be taken from the Rental Fee paid by the Lessee and the remaining eighty percent (80%) will be returned to the Lessee. Cancellations made within forty-eight (48) hours of the event date by the Lessee will incur a fifty percent (50%) cancellation

fee, which fee shall be taken from the Rental Fee paid by the Lessee and the remaining fifty percent (50%) will be returned to the Lessee. The total amount of Rental Fee paid by Lessee shall not be refunded for cancellations made twenty-four (24) hours before the event date.

11. INSURANCE

The user of public school facilities shall be financially responsible for all liability and property damage incurred during its use of facilities, if such damage occurs as a result of its use subject to applicable law.

The user of a public school facility must furnish a Certificate of Insurance along with the initial application prior to the use of the public School Facilities. The Certificate of Insurance must contain the following provisions:

a. A statement certifying that there is in force a general liability insurance policy naming the SBBC as an additional insured; and

b. Be written by a company licensed to write this line of coverage in the State of Florida (or an approved Non-admitted Carrier). The limits of the insurance policy shall be not less than:

Bodily Injury:	$200,000 each person $300,000 each occurrence
Property Damage: (Damage to Rented Premises)	$500,000 each occurrence $500,000 aggregate

Lessee is not permitted to utilize stoves, ovens, microwave ovens, hot plates or any devices which have the potential to cause a fire on SBBC property.

The user of a public school facility is required to notify the School District within two (2) business days if the above referenced insurance coverages are cancelled.

As an alternative to the user purchasing insurance on their own, BCPS offers access to a vendor who provides insurance for their events on a per day basis (subject to exclusions). Minimal premium costs are based upon the nature and duration of the event, number of participants, and level of risk associated with the event.

12. Meal Functions, Picnics, Carnivals and Fun Fairs, which do NOT have mechanical or animal rides, sponsored by the school for School-Allied Groups are required to comply with the following provisions:

    a. The school principal or his/her designee shall be in attendance in a supervisory capacity.

    b. Third-party vendors participating in an event conducted by a School-Allied Group must furnish all vendor Certificates of Insurance, invoices, and agreements listing planned amusement activities with photos to the Risk Management Department for approval three (3) weeks prior to the event. The Certificate of Insurance must contain the following provisions:

        1. Certificate of liability insurance with coverage of $1,000,000 from the vendor providing the amusement activities. The certificate must name The School Board of Broward County, Florida as additional insured.

        2. Automobile Insurance with coverage of $500,000 for business-owned vehicles.

        3. Workers' Compensation insurance with limits specified in Chapter 440, Florida Statues and Employer's Liability limits of $100,000 / $100,000 /$500,000 (each accident/disease each employee /disease policy limit). If a vendor has less than four employees, an affidavit is available from the Risk Management Department.

    c. **Food truck vendors:** Food truck vendors participating in an event conducted by a School-Allied Group on school grounds at a public school facility must comply with all applicable state, local, and School Board requirements and complete a checklist at least three (3) weeks prior to the event (Checklists are available on the Risk Management Department's website). Food trucks may prepare, make and and/or sell food directly to patrons at the event. However, a visual inspection report and site plan which identifies the location of each food truck and the generator on the site that is affiliated with the food truck must be submitted to the Office of the Chief Fire Official at least

three (3) weeks prior to the date of the event. If Broward County or another municipality in Broward County has approved an inspection report for the food truck vendor within the last twelve (12) months, the vendor can submit the inspection report to the Office of the Chief Fire Official for approval and will not be required to undergo a physical inspection.

d. **Inflatables/Bounce House vendors:** Any inflatables or bounce house vendors participating in an event conducted by a School-Allied Group on school grounds at a public school facility must comply with all applicable state, local and School Board requirements and complete a checklist at least three (3) weeks prior to the event (Checklists are available on the Risk Management Department's website).

e. All such activities hosted by groups other than School-Allied Groups must comply with all provisions of this Policy.

13. This Policy shall become effective upon the approval of the SBBC.

Policy Custodian: Facility Planning & Real Estate

Former Policy Number: 1341

Policy Status: Active

AUTHORITY: Section 1001.41 (1), F. S.

History: Adopted: 4/29/70 Readopted: 9/5/74; 1/25/11 Amended: 8/25/71; 9/5/74; 1/6/77; 12/18/80; 7/2/81; 7/1/82; 6/2/83; 6/16/88; 12/15/88; 1/20/98; 01/15/02; 3/16/04; 1/25/11; 11/3/15; 6/21/16; 2/21/24; 2/21/25; 10/14/25

SCHEDULE A

NON -PROFIT CORPORATIONS FOR SCHOOL DAYS	
Fee Category	Cost Unit
Nominal charge for electricity, materials and administrative costs	$25.00 per meeting, not to exceed $250.00 per school/per fiscal year.

SCHEDULE B

Fee Category	Cost Unit
Auditorium Fee	$100.00 Per hour of rehearsal or setup $700.00 Per performance (3-hour period) $100.00 Per each additional hour (or part thereof) of performance
Food and Nutrition Services Cafeteria Fee	$313.00 (includes 5-hour daily minimum) $50.00 Per each additional hour (See Hourly Salary Range for Food and Nutrition Services Manager for Rental Below)
Classroom Fee	$131.00 (includes 5-hour daily minimum) $10.00 Per each additional hour
Multi-Purpose Room Fee (i.e. Media Center)	$278.00 (includes 5-hour daily minimum) $15.00 Per each additional hour
Swimming Pool	$342.00 (includes 3-hour daily minimum) $75.00 Per each additional hour
Individual Athletic Areas i.e. Baseball Field, Basketball Courts, Tennis Courts, and associated parking.	$150.00 (Includes 3-hour daily minimum) $60.00 Per each additional hour
Gymnasium	$390.00 (includes 3-hour daily minimum) $75.00 Per each additional hour
Regional Athletic Stadium for Athletic Competitions	$1,140.00 (Includes 8-hour daily minimum) $75.00 Per each additional hour. These fees include the use of the stadium, track, field and associated equipment and parking. Does not include field lining, security & operational costs.
Parking Lot only	$90.00 (includes 3-hour daily minimum) $30.00 Per each additional hour

EQUIPMENT RENTAL FEES	
Fee Category	Cost Unit
Athletic Scoreboard	$75.00
Floor Mat Placement/Removal	$350.00
Lectern/Podium	$25.00

Microphone	$25.00
Moveable Stage	$500.00
P.A. System	$25.00
Piano	$30.00
Projector	$25.00
Projector Screen	$25.00
Risers	$25.00
Spotlight	$25.00
Stadium Lights	$15.00
Theatre Lights	$20.00
TV/DVD Player	$25.00
Video Equipment	$25.00
Mandatory Event Set Up Fee (Classrooms)	$50.00
Mandatory Set Up Fee (Other)	$100.00

UTILITIES COSTS AND CUSTODIAL COSTS	
Fee Category	Cost Unit
Energy (Light, Cooling and Power)	$40.00 Per hour
Water	$30.00 Per day. This fee would be required for activities using more than the standard facility use such as car washes.
Refuse	$25.00 Per day. This fee would be required for activities using multiple trash cans requiring disposal.
Custodial Services	$200.00 (Includes 4-hour daily minimum) $50.00 Per each additional hour
Consumable Items (restroom toilet paper, paper towels, soap, etc.)	$10.00 Per day 1-30 people expected at function. $20.00 Per day 31-100 people expected at function. $30.00 Per day 101-200 people expected at function. $10.00 additional per day for each additional 100 people expected, or part thereof.

PERSONNEL COSTS	
Fee Category	Cost Unit
Technical Supervision	$50.00 Per hour
Technical Crew	$50.00 Per hour
School Security	$50.00 Per hour
Off-duty detail officers	*Per hour
Stand-by-Electrician	$65.00 Per hour
Stadium Manager (Athletic Director or designee)	$65.00 Per hour
Wanding Services	** Per hour

* Cost is set by the local law enforcement agencies. The Division of Safety, **Security, & Emergency Preparedness (SSEP)** shall state if security is needed for any event in a lease application facility online database. If ~~DSS~~ **SSEP** determines that security is needed for the event, DSS shall specify the number of police officers ~~or~~ **and** designated school security that be needed for the event. ~~DSS~~ **SSEP** shall timely advise the school principal or facility director of the subject facility about its decision.

Sales tax will be collected where applicable.

** Metal detection wanding services and the cost associated with metal detection wanding services will be set by the approved BCPS vendor providing the services.

Hourly Salary Range for Food and Nutrition Services Manager for Rental:

The group or organization shall pay the cost of the Food and Nutrition Services Staff involved, time and one-half (1.5) the adopted School Food Services salary schedule, including retirement and other fringe benefits.

Minimum Hourly Rate	Maximum Hourly Rate
$24.00	$66.00

EXHIBIT 2

Category Charges Matrix

CATEGORIES	LEASE APPLICATION	COI	RENTAL	UTILITIES	CUSTODIAL	PERSONNEL	CONSUMABLE ITEMS
SCHOOL ALLIED GROUPS							
School Days	Yes	No	No	No	No	No	No
After School Hours and Non-School Days	Yes	Yes	No	No	As Incurred	As Incurred	No
PIE 1 GROUPS							
School Days	Yes	Yes	Yes*	No	No	As Incurred	No
After School Hours and Non-School Days	Yes	Yes	Yes*	No	Yes**	As Incurred	No
PIE 2 GROUPS							
School Days	Yes	Yes	Yes*	No	Yes	As Incurred	Yes[3]
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes**	As Incurred	Yes [3]
GOVERNMENTORGANIZATIONS [1]							
School Days	Yes	Yes	No	No	No	As Incurred	Yes [3]
After School Hours and Non-School Days	Yes	Yes	No	Yes	Yes	As Incurred	Yes[3]
Activity Fees Charged to Participants	Yes	Yes	Yes	Yes	Yes	As Incurred	No
NON-PROFIT CORPORATION							
School Days	Yes	Yes	No	Nominal	No	As Incurred	Yes [3]
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes	As Incurred	Yes
OTHER ORGANIZATIONS							
School Days	Yes	Yes	Yes	Yes	No[2]	As Incurred	Yes
After School Hours and Non-School Days	Yes	Yes	Yes	Yes	Yes	As Incurred	Yes

Notes:

COI: Certificate of Insurance

* Pay reduced rent as codified in Policy 8020

**Pay custodial cost only when required by the school Principal or facility director.

[1]Government Organizations without Reciprocal Use Agreement's (RUA's).

[2]Rental includes only one custodian during normal operational hours.

[3]This fee would be required for any lease as stated in the fee schedule.

Coding: Words ~~stricken~~ are deletions. Words **underlined** are additions.

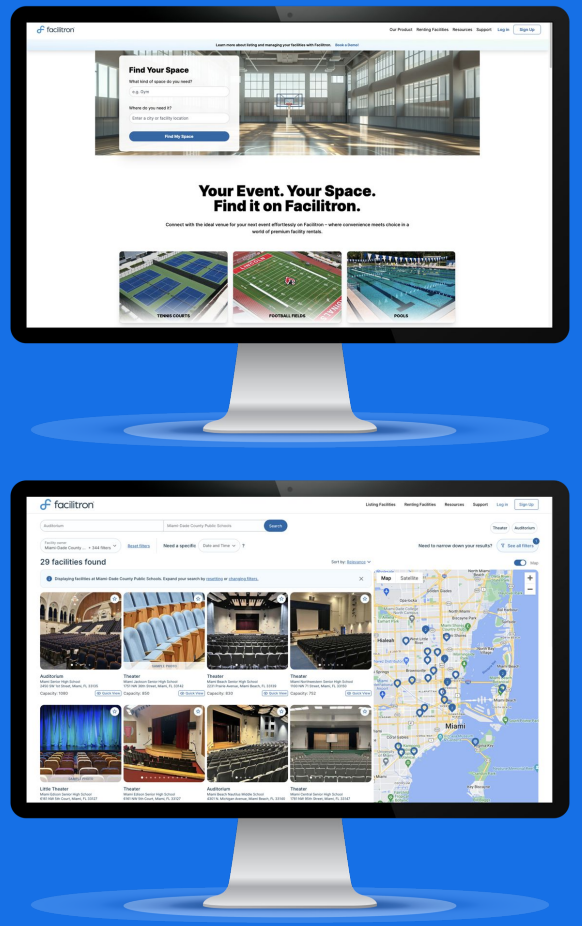
Facility Rental Business Review

2025 & 2026

facilitron®

Agenda

- Facilitron Recap
- 2025 In Review
- Performance and Comparative Analysis
- 2026 Goals
- Roadmap/Next steps



Making Community Access Work at Scale

Renter Experience Services

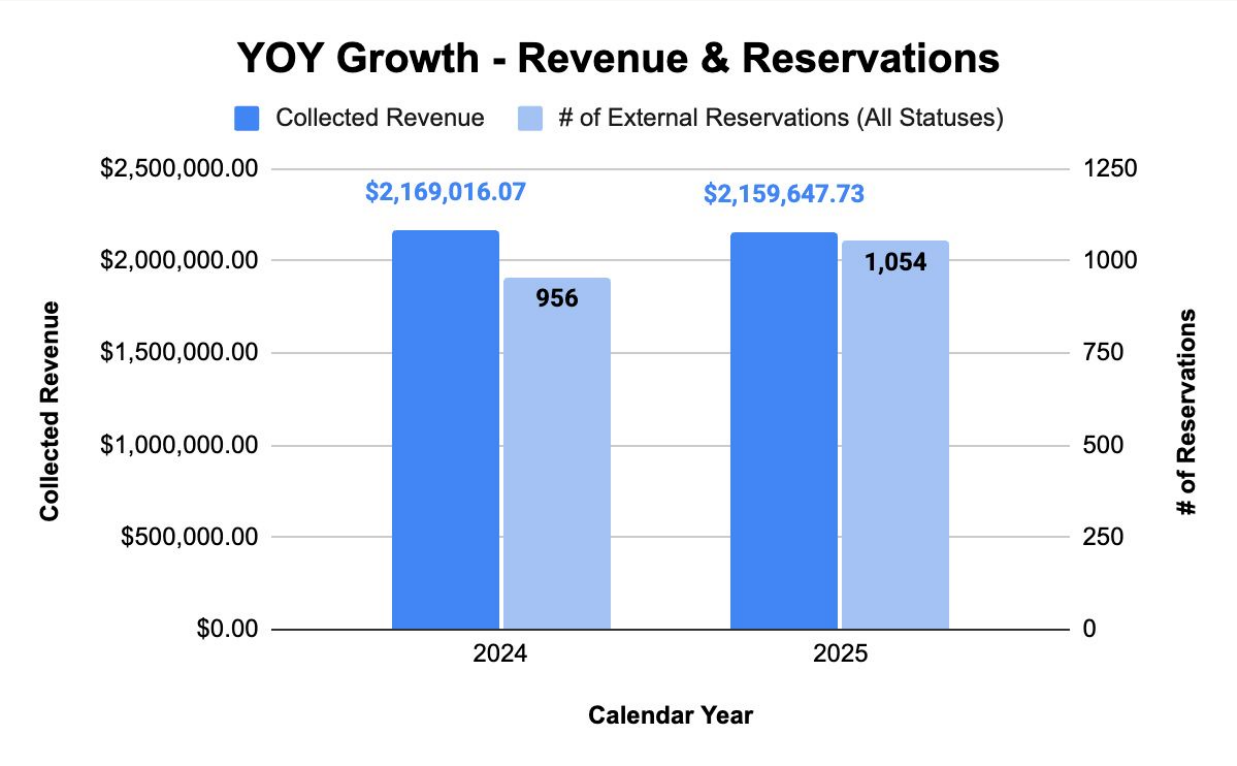
- **Live Renter Support**
  Phone, email, and chat support not just for technical issues, but real-world problems at the site.
- **Flexible Payment Options**
  Renters can pay by credit card, ACH, PayPal, or mailed check — without tying up district finance teams.
- **Clear Communications on Insurance & Requirements**
  Renters are proactively notified of missing or incorrect documentation, minimizing back-and-forth with district staff.
- **Mass Event Disruptions (wildfire, flooding, weather)**
  Facilitron proactively cancels impacted reservations, communicates with renters, and works to repurpose or refund events as needed.
- **Consistent Experience Across Campuses**
  Whether it's a small elementary or a major high school stadium, renters get one experience — accessible, accountable, supported.

Making Community Access Work at Scale

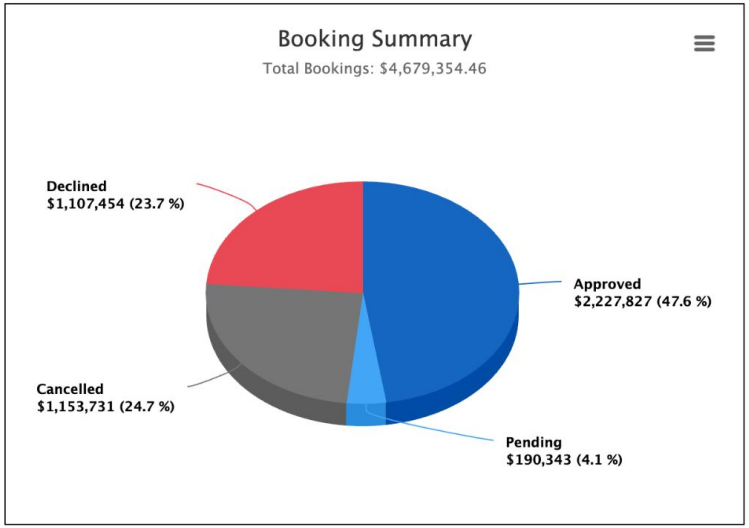
Offloaded District Services

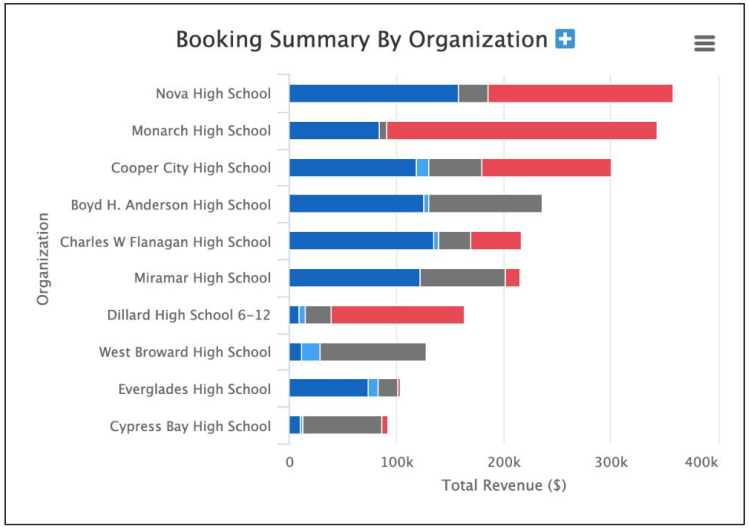
- **Automated Insurance Verification**:
  AI-powered COI checks and renter guidance to ensure compliance and reduce liability.
- **Renter Organization Verification**
  Confirm nonprofit status, eligibility for rate categories, and prevent misuse of district policies.
- **Invoicing, Payments, and Refunds**
  Facilitron handles it all — no reconciling, no check writing. Just clean, monthly disbursements and reporting.
- **Account Support for Admins & School Sites**
  Dedicated team to assist staff with approvals, troubleshooting and system training.
- **Ongoing Training**
  Onboarding, new staff support, feature updates — customized and continuous.

2025 Calendar Year Performance at a Glance



2025 Calendar Year Key Metrics

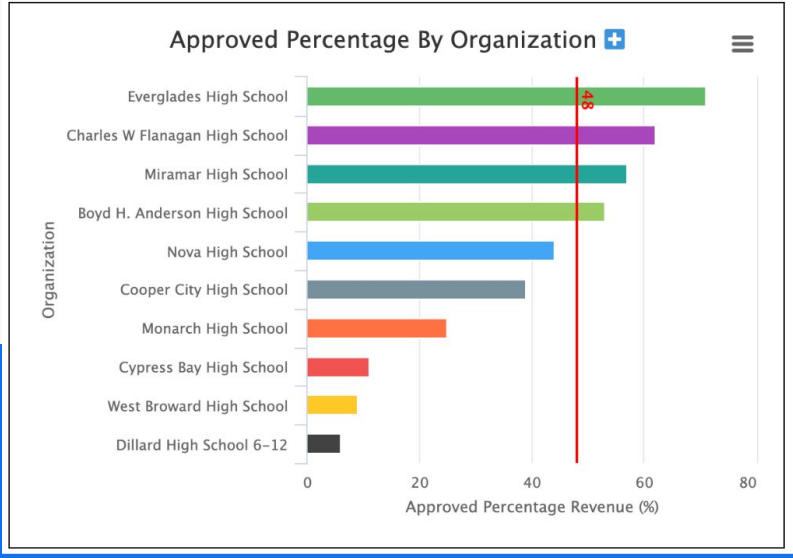


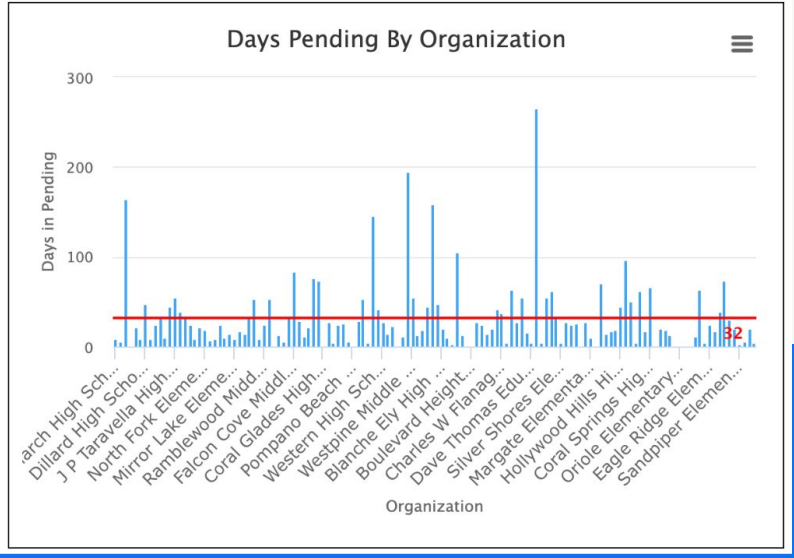


KEY TAKEAWAYS

- *Opportunities to increase site usage of Facilitron to ensure policy compliance, community engagement, and equitable access*
- *Would it be valuable to propose a site-level training on inputting internal schedules and pre-approving events?*

2025 Calendar Year Key Metrics - Cont.





KEY TAKEAWAYS

- *Opportunities to increase site usage of Facilitron to ensure policy compliance, community engagement, and equitable access*
- *Would it be valuable to propose a site-level training on inputting internal schedules and pre-approving events?*

Policy and Revenue YOY

$2,159,647.7 3

Fees collected, representing
97.41% of total fees owed

91,540

Internal and External events on the
Facilitron platform

Policy		
Policy	**Current Policy**	**Recommended Policy**
Cancellation Policy	> 7 days- 100% refund 3-6 days - 20% cancellation fee 48 hours - 50% cancellation fee 24 hours - no refund	14 Days
Change Fee	N/A	$15 Per change
Payment Suspension Policy	7 Days - Do not reinstate ANY usage.	7-10 Days
Insurance Suspension Policy	7 Days - Do not reinstate ANY usage.	7-10 Days
Schedule Delay	14 Days	3 Days or less
Application Fee	N/A	$25 - $40 non-refundable application/processing fee
Deposit	N/A	$500 for PAC and Stadium usage
Average Days Pending	32 Days	3 Days or less

Revenue		
Revenue Category	**2024**	**2025**
Total Due for Events	$2,209,148.42	$2,217,986.21
Payments Collected for Events	$2,169,016.07	$2,159,647.73
% Collected	98%	97.41%
Declined Revenue	$1,243,086.76	$1,107,454.17
Declined % of Revenue	22.6%	23.7%
Declined % of Reservations	19%	16%

Platform Utilization and Partnership YOY

1,360

Renters and Admin using the Facilitron platform

29,185

Communication touchpoints between Facilitron support and renters or admin

Platform Utilization		
Utilization Category	**2024**	**2025**
Renters Using Platform	384	406
Admin Using Platform	No Historical Data	954
Internal Events **# usage timeslots for all statuses*	35,823	76,682
External Events **# usage timeslots for all statuses*	16,232	14,858
Total Events **# usage timeslots for all statuses*	52,055	91,540
Utilization Hours Logged	56,782.39 Hours	222,782.77 Hours
Availability Through	No Historical Data	12/27/2026
% Facilities Available	No Historical Data	76.51%
Approval % of Reservations	47%	51%
Approval % of Revenue	34.3%	47.6%

Partnership		
Partnership Category	**2024**	**2025**
Invoices Sent	9,560.00	10,540.00
COIs Reviewed	5,736.00	6,324.00
Number of Refunds Processed	291	267
$ Refunds Processed	$350,393.06	$551,026.73
Total Communications with Renters and Admin	25734	29185
Account Policy Updates	29	43
Suspensions and Reinstatements	3,328 Suspensions 2,997 Reinstatements	1,499 Suspensions 1,119 Reinstatements

Policy Adherence Threats

Role-Based Privilege

- **Coach-Run Camps**
  Personal enrichment using district facilities, often framed as student benefit.
- **Staff-Sponsored Events**
  Staff use their authority or access to sponsor outside groups or side programs as "internal."
- **Loophole Framing**
  “It’s for the kids” or “It’s our students” becomes a catch-all justification to bypass policy or fees.

Inconsistent Fee Waiver Application

- **Decentralized Facility Management Programs**
  Lack of centralized, standardized policies for fee waiver eligibility lead to inequitable application.
- **“Grandfathered in” to Rate Categories**
  Once a rate category is determined for a renter organization, audits are rarely conducted and adjustments are rarely made - even if some events may not qualify for fee reductions.

Renter Policy ‘Workarounds’

- **Third-party Rentals Logged as Internal Events**
  Outside orgs “donate” to boosters in exchange for free or discounted access.
- **Event/Organization Misrepresentation**
  Use of another organization’s EIN or misrepresentation of non-profit status.
- **Do All Nonprofits Deserve District Subsidies?**
  501(c)(3) status used to secure subsidies, regardless of actual financial or public benefit.

2025 Comparative Analysis: Demand and Approval Rates

	Broward County	Hillsborough County	Orange County
Locations	230	246	240
Total Requests	885	2222	4975
Requests per Location	3.85	9.03	20.73
Approved Requests	453	1552	3480
% Approval	51%	70%	70%
# Renter Groups	406	975	1382
Groups per Location	1.77	3.96	5.76

2025 Comparative Analysis: Revenue Performance by Location

	Broward County	Hillsborough County	Orange County
Locations	**230**	246	240
Revenue Collected	**$2,159,647.73**	$2,899,992.90	$6,972,864.15
Locations with Revenue	**98**	149	200
% Locations with Revenue	**42.61%**	60.57%	83.33%
Revenue per Location	**$9,389.77**	$11,788.59	$29,053.60

KEY TAKEAWAYS

- *Value of BAS in ensuring site compliance with Facilitron usage*
- *Encouraging sites to pursue rentals as a means of community engagement*

2025 Comparative Analysis: Fees Maintained and Lost Revenue

	Broward County	Hillsborough County	Orange County
Total Policy Bookings	**$4,845,608.85**	$9,429,974.59	$10,194,581.07
Approved Policy Bookings	**$2,371,480.90**	$5,416,372.32	$6,601,859.62
Approved Actual Bookings	**$2,227,826.65**	$3,973,762.33	$6,745,666.21
% Fees Maintained	**94%**	73%	102%

KEY TAKEAWAYS

- *High policy adherence leads to increased equity and sustainability, and decreases liability*

Looking Forward to 2026: Facility Management Challenges

- **Budget Constraints**
  Rising costs demand smarter, more efficient management
- **Community expectations**
  Growing demand for access, equity, and transparency
- **Operational inefficiencies**
  Inefficient scheduling and approval processes strain staff
- **Decentralized Process**
  Community members approach schools directly to make facility rental decisions

2026 Goals & Next Steps:

1. Complete BAS integration to increase energy efficiency & ensure compliance with board policy (all events logged in Facilitron) **Increased Commission by 2% to a total of 12%*
2. Consider whether Facilitron event ticketing would be a valuable time-saving asset. **Increased Commission*
3. Complete photo audit & photo retakes
4. Conduct yearly renter rate group audit to ensure accuracy
5. Train additional SIU personnel in utilizing Facilitron to streamline approval process
6. Refresher training to ensure internal schedules are logged and reduce declined reservations
7. Bring all usage at all sites including FUAs and RUAs onto platform
    a. Ensures compliance with School Board Policy 8020, which stipulates that only circus, fun fair, or carnival use should be requested outside of the Online Platform
    b. Ensures all facility usage data is documented and accessible via one platform in order to increase transparency, policy compliance, equity, and data accuracy (incl. utilization data, cost analyses, and projection data)

References

Scorecard Data:
https://docs.google.com/document/d/1HfIvHL202KGmBiCkcItrDj61yDLRmm2rnQAKSYqej5U/edit?tab=t.8iv3yik31ypk

Best Practice Recommendations:
https://drive.google.com/file/d/1xWDux6DpdJZ7AV6D-jdUjUxBqrMQ_95w/view?usp=sharing



Safety, Security and Emergency Preparedness (SSEP)

Rule Development

Policy 2080, Disqualifying Offenses to Employment
Policy 2090, Background Screening

May 12, 2026
School Board Workshop

Michael G. Gregory, Chief Safety & Security Officer
Kevin Nosowicz, Chief, Broward County Schools Police



Established 1915 BROWARD County Public Schools | A RATED SCHOOL DISTRICT

INTRODUCTION

Presentation Rationale:	**POLICY NO. 1000** **RULE DEVELOPMENT AND RULEMAKING** 7. (POLICY) RULE UPDATES- Each rule (policy) must be reviewed and/or revised within five (5) years of the policy's last review to ensure that it continues to be relevant regarding the needs of the District and comply with current requirements of The School Board's governing laws and rules. Additionally, the Superintendent's designee(s) shall conduct a formal review of all District rules in compliance with Section 120.74, Fla. Stat.
Purpose:	To orient all School Board members on the proposed policy revisions and capture the Board's feedback for Rulemaking.
Connection to the Strategic Plan:	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 to the School Board:	Please review the two policies presented in this presentation 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.

Rationale for all Policy Reviews

Assists with giving Broward County Public Schools Purpose and Direction

Creates Tools that Support Teaching and Learning and Operations

SBBC Policies

Increases Organizational Effectiveness, Accountability, and Compliance

Promote Partnerships in Creating Holistic Networks of Support



COLLEGE READY

CAREER READY

POLICY REVIEW



Rulemaking Timeline

May 12, 2026
Rule Development Workshop
(Capture School Board's Input)

March 6, 2026
Advertisement for Rulemaking Published
(*CivicPlus Legal Notice Platform- County-wide*)

April 7, 2026
Rulemaking School Board Meeting
(Final Approval)

Disqualifying Offenses to Employment Policy At-A-Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
2080 (formerly 2404) Disqualifying Offenses to Employment	In 2025, Florida legislature added additional disqualifying offenses for the security clearance screen process. The updates will solidify and implement the necessary changes.	Updated policy to be current and align with Florida Statutes.







Page	Section	Proposed Revision	Rationale/Looping feedback
1	Policy No.	Changed	Formerly Policy number 2404
1	Title	Revised	Added verbiage "To Employment" as disqualifying offenses effect employment with the District.
1	1. Disqualification	Revised	Added language regarding disqualification and included being arrested and awaiting disposition
1-65	A. Felony Offenses	Revised	Added sections and language to mirror changes in Florida State Statutes 435.07(4)(c)
4	B. Misdemeanor Offenses	Revised	Added sections to mirror changes in Florida State Statutes 435.07(4)(c)

Disqualifying Offenses to Employment Policy *(Continue)* At-A-Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
2080 (formerly 2404) Disqualifying Offenses to Employment	In 2025, Florida legislature added additional disqualifying offenses for the security clearance screen process. The updates will solidify and implement the necessary changes.	Updated policy to be current and align with Florida Statutes.







Page	Section	Proposed Revision	Rationale/Looping feedback
4	C. Crimes Involving Moral Turpitude	Revised	Added enumerated Chapter 435 to be included with behavior in the presence of a minor.

Background Screening Policy At-A-Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
2090 (formerly 2407) Background Screening	In 2023, Florida Legislature passed Senate Bill 676, which amended section 435.12(1), Florida Statutes. The updates will solidify and implement the necessary changes.	Updated policy to be current and align with Florida Statutes.







Page	Section	Proposed Revision	Rationale/Looping feedback
1	Policy No.	Changed	Formerly Policy number 2407
1	1. Criminal Background Screening	Updated	Added verbiage "fingerprint provider or district staff" as to include those authorized to fingerprint current and potential SBBC employees.
1	1.A. Criminal Background Screening	Updated	Added language regarding disqualifying offenses listed in Policy 2080.
1	1.B. Criminal Background Screening	Revised	Condensed/revised repetitive language.
2	IV. Re-screening	Added	Added paragraph of re-screening every five years.
1-4	Revised	Changed	Changed District to SBBC



Board Discussion

&

Guidance

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
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

POLICY 2090

NEW HIRE BACKGROUND SCREENING

This policy is adopted to ensure that individuals who are offered employment with The School Board of Broward County, Florida ("SBBC") are appropriately screened to safeguard the health, safety, and welfare of students, staff, and the school community. This policy establishes uniform requirements for criminal background screening, eligibility for employment, reconsideration, and rescreening in compliance with applicable state and federal laws.

By requiring fingerprint-based background checks through the Florida Department of Law Enforcement ("FDLE"), the Federal Bureau of Investigation ("FBI") , and the Care Provider Background Screening Clearinghouse, this policy promotes informed hiring decisions, ensures statutory compliance, and reinforces SBBCs obligation to maintain a safe, secure, and trustworthy educational environment.

I. CRIMINAL BACKGROUND SCREENING

Prior to commencing employment, each person offered employment with SBBC must undergo a criminal background screening by filing with SBBC with a complete set of fingerprints taken by an authorized fingerprint provider. The person's fingerprints must be submitted to FDLE for statewide criminal and juvenile records checks in accordance with Section 435.12, Florida Statutes, and requirements of the Care Provider Background Screening Clearinghouse and the FBI for federal criminal records checks. The cost of the background screening will be borne by the person seeking employment.

A. A person subject to this policy will be ineligible to commence employment with SBBC if the person:

1. Is on the disqualification list maintained by the Florida Department of Education (FDOE") under Section 1001.10(4)(b), Florida Statutes; or

2. Is currently on probation or awaiting disposition of pending criminal charges; or

3. Has been convicted of; has been found guilty of, regardless of adjudication; entered a plea of nolo contendere or guilty to; has been adjudicated delinquent and the record has not been sealed or expunged for any of the disqualifying offenses listed in Policy 2080, or

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for any offense that constitutes domestic violence as defined in Section 741.28, Florida Statutes, whether such act was committed in this state or in another jurisdiction; or has been issued a court imposed sanction for any of the disqualifying criminal offenses listed in Policy 2080; or

4. A court imposes a sanction for one or more crimes that negatively impacts the applicant's fitness for the position for which he/she is applying.

II. DEFINITIONS

A. "Convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile. Conviction of a similar offense includes, but is not limited to, a conviction by a federal or military tribunal, including courts-martial conducted by the Armed Forces of the United States, and includes a conviction or entry of a plea of guilty or nolo contendere resulting in a sanction in any state or other jurisdiction of the United States.

B. A "sanction" includes, but is not limited to, a fine, probation, community control, parole, conditional release, control release, or incarceration in a state prison, federal prison, private correctional facility, or local detention facility.

III. RECONSIDERATION

A. Accuracy. An applicant may request reconsideration to challenge the accuracy of the background investigation. After reviewing the applicant's record and any documents the applicant provides, SBBC shall notify the applicant in writing of SBBC's final decision regarding the applicant's final clearance status.

B. Disqualifying Offenses. Other than reconsideration pursuant to subsection A above for accuracy, SBBC will not reconsider denial of clearance based on a record of a Disqualifying Offense listed in Policy 2080, regardless of how long ago the underlying criminal act occurred.

C. Non-Disqualifying Offenses. An applicant may also request reconsideration when the applicant believes SBBC improperly denied the applicant clearance due to a record relating to an offense other than a Disqualifying Offenses listed in Policy 2080. For offenses other than a Disqualifying Offenses listed in Policy 2080, SBBC may reconsider its initial determination if the underlying criminal act occurred more than ten (10) years prior to application for employment. After reviewing the

applicant's record and any documents the applicant provides, SBBC shall notify the applicant in writing of SBBC's final decision regarding the applicant's final clearance status.

IV. RE-SCREENING

Every five (5) years following employment, SBBC shall re-screen each person who remains employed to ensure that the employee remains in compliance with the requirements of this policy in accordance with Section 435.12, Florida Statutes, and the requirements of the Care Provider Background Screening Clearinghouse

V. PROCEDURES

The Chief Safety and Security Officer or designee shall establish and maintain administrative procedures for implementing this policy.

Policy Custodian: Safety, Security, and Emergency Preparedness

Former Policy Number: 2407

Policy Status: Active

Authority: Chapter 435, Florida Statutes; Sections 120.52(6), 120.54, 1001.41(1) and (2), 1001.42(29), 1012.315, 1012.32, 1012.321, 1012.33, 1012.335, 1012.465, 1012.56, and Chapter 435, Florida Statutes; Rule 6A-10.081, Florida Administrative Code

History: Adopted 12/15/20; Amended 5/12/26

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POLICY NO. 2080

DISQUALIFYING OFFENSES AND INELIGIBILITY FOR EMPLOYMENT

~~Protecting~~ This policy is adopted to protect the safety, welfare, and best interests of students, staff, and the school community by establishing clear standards for disqualification and ineligibility for employment, affiliation, or continued service with ~~the~~ The School Board of Broward County, Florida.

This policy ensures compliance with applicable state and federal laws by identifying criminal offenses and conduct that render an individual ineligible for employment or affiliation, including offenses involving violence, abuse, exploitation, sexual misconduct, controlled substances, domestic violence, and crimes involving moral turpitude. The policy further provides a uniform framework for evaluating criminal history, including offenses committed in other jurisdictions and delinquent acts, consistent with statutory background screening requirements.

By defining disqualifying offenses and related terms, this policy promotes transparency, consistency, and fairness in personnel decisions while reinforcing the School District's obligation to maintain a safe, secure, and trustworthy educational environment.

I. DISQUALIFICATION

A person is ineligible for employment, student teaching, and/or continued employment, with The School Board of Broward County, Florida if the person is on the disqualification list maintained by the Florida Department of Education (:FDOE") under Section 1001.10(4)(b), Florida Statutes; has been arrested for and awaiting disposition of; convicted of; has been found guilty of, regardless of adjudication; entered a plea of nolo contendere or guilty to; has been adjudicated delinquent, and the record has not been sealed or expunged for any of the disqualifying offenses listed below, or for any offense that constitutes domestic violence as defined in Section 741.28(2), Florida Statutes, whether such act was committed in this state or in another jurisdiction; or has been issued a court imposed sanction as a result of any offense prohibited under any of the following provisions of state law or similar law of another jurisdiction:

A. Felony Offenses. Any felony offense prohibited under any of the following Florida Statutes:

1. Section 39.205, relating to the failure to report child abuse, abandonment, or neglect.
2. Section 393.135, relating to sexual misconduct with certain developmentally disabled clients and reporting of such sexual misconduct.
3. Section 394.4593, relating to sexual misconduct with certain mental health patients and reporting of such sexual misconduct.
4. Section 414.39, relating to fraud, if the offense was a felony.
5. Section 415.111, relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
6. Section 777.04, relating to attempts, solicitation, and conspiracy to commit an offense listed in this subsection.
7. Section 782.04, relating to murder.
8. Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or disabled adult, aggravated manslaughter of a child, or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.
9. Section 782.071, relating to vehicular homicide.
10. Section 782.09, relating to killing of an unborn child by injury to the mother.
11. Chapter 784, relating to assault, battery and culpable negligence, if the offense was a felony.
12. Section 784.011, relating to assault, if the victim of the offense was a minor
13. Section 784.021, relating to aggravated assault.
14. Section 784.03, relating to battery, if the victim of the offense was a minor.
15. Section 784.045, relating to aggravated battery.
16. Section 784.075, relating to battery on a detention or commitment facility staff member or a juvenile probation officer.
17. Section 787.01, relating to kidnapping.
18. Section 787.02, relating to false imprisonment.
19. Section 787.025, relating to luring or enticing a child.
20. Section 787.04(2), relating to leading, taking, enticing, or removing a child beyond the state limits with criminal intent pending custody

proceedings.

21. Section 787.04(3), relating to carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person.
22. Section 787.06, relating to human trafficking.
23. Section 787.07, relating to human smuggling.
24. Section 790.115(1), relating to exhibiting firearms or weapons at a school-sponsored event, on school property, or within 1,000 feet of a school.
25. Section 790.115(2)(b), relating to possessing an electric weapon or device, destructive device, or other weapon at a school-sponsored event or on school property.
26. Section 794.011, relating to sexual battery.
27. Section 794.05, relating to unlawful sexual activity with certain minors.
28. Section 794.08, relating to female genital mutilation.
29. Chapter 796, relating to prostitution.
30. Section 798.02, relating to lewd and lascivious behavior.
31. Chapter 800, relating to lewdness and indecent exposure and offenses against students by authority figures.
32. Section 800.101, relating to offenses against students by authority figures.
33. Section 806.01, relating to arson.
34. Section 810.02, relating to burglary.
35. Section 810.14, relating to voyeurism, if the offense is a felony.
36. Section 810.145, relating to digital voyeurism, if the offense is a felony.
37. Chapter 812, relating to theft, robbery and related crimes, if the offense is a felony.
38. Section 817.563, relating to fraudulent sale of controlled substances only if the offense was a felony.
39. Section 825.102, relating to abuse, aggravated abuse, or neglect of an elderly person or disabled adult.
40. Section 825.1025, relating to lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled person.
41. Section 825.103, relating to exploitation of an elderly person or disabled adult, if the offense is a felony.

42. Section 826.04, relating to incest.

43. Section 827.03, relating to child abuse, aggravated child abuse, or neglect of a child.

44. Section 827.04, relating to contributing to the delinquency or dependency of a child.

~~45. Section 827.05, relating to negligent treatment of children.~~

~~46.~~45. Section 827.071, relating to sexual performance by a child.

~~47.~~46. Section 831.311, relating to the unlawful sale, manufacture, alteration, delivery, uttering or possession of counterfeit-resistant prescription blanks for controlled substances.

~~48.~~47. Section 836.10, relating to written or electronic threats to kill, do bodily injury, or conduct a mass shooting or an act of terrorism.

~~49.~~48. Section 843.01, relating to resisting arrest with violence.

~~50.~~49. Section 843.025, relating to depriving law enforcement, correctional, or correctional probation officer means of protection or communication.

~~51.~~50. Section 843.12, relating to aiding in an escape.

~~52.~~51. Section 843.13, relating to aiding in the escape of juvenile inmates in correctional institutions.

~~53.~~52. Chapter 847, relating to obscene literature.

~~54.~~53. Section 859.01, relating to poisoning food or water.

~~55.~~54. Section 873.01, relating to the prohibition on the purchase or sale of human organs and tissue.

~~56.~~55. Section 874.05, relating to encouraging, or recruiting another to join a criminal gang.

~~57.~~56. Chapter 893, relating to drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor.

~~58.~~57. Section 916.1075, relating to sexual misconduct with certain forensic clients and reporting of such sexual misconduct.

~~59.~~58. Section 944.35(3), relating to inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm.

~~60.~~59. Section 944.40, relating to escape.

~~61.~~60. Section 944.46, relating to harboring, concealing, or aiding an escaped prisoner.

~~62.~~61. Section 944.47, relating to introduction, of contraband into a correctional facility.

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~~63.~~62. Section 985.701, relating to sexual misconduct in juvenile justice programs.

~~64.~~63. Section 985.711, relating to contraband introduced into detention facilities.

B. Misdemeanor Offenses. Any misdemeanor offense prohibited under any of the following statutes:

1. ~~Section 741.28, relating to domestic violence.~~
2. Section 784.03, relating to battery, if the victim of the offense was a minor.
3. Section 784.011, relating to assault, if the victim of the offense was a minor.
4. Section 787.025, relating to luring or enticing a child.

C. Crimes Involving Moral Turpitude. Any other crime not listed above involving moral turpitude which shall include, but not be limited to, any crime involving the abuse of a child, or the sale and/or possession of a controlled substance, sexual misconduct, sexual battery, possession (includes e-mail transmissions) or sale of pornography involving minors, or sexual relations with students, or lewd and lascivious behavior in the presence of a minor, or otherwise enumerated in Chapter 435, Florida Statutes.

D. Crimes in Other Jurisdictions. Any criminal act committed in another state, country or under federal law, including those punishable by a military tribunal, including courts-martial conducted by the Armed Forces of the United States of America, which, if committed in this state, constitutes an offense prohibited under any statute listed in sections A, B, or C.

E. Delinquent Acts. Any delinquent act committed in this state, or any delinquent or criminal act committed in another state or under federal law which, if committed in this state, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under Section 943.0435(1)(h)1. d., Florida. Statutes.

II. DEFINITIONS

A. "Convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile. Conviction of a similar offense includes, but is not limited to, a conviction by a federal or military tribunal, including courts-

martial conducted by the Armed Forces of the United States, and includes a conviction or entry of a plea of guilty or nolo contendere resulting in a sanction in any state of the United States or other jurisdiction.

B. A “sanction” includes, but is not limited to, a fine, probation, community control, parole, conditional release, control release, or incarceration in a state prison, federal prison, private correctional facility, or local detention facility.

III. PROCEDURES

The Chief Safety and Security Officer shall establish and maintain administrative procedures for implementing this policy.

Policy Custodian: Safety, Security, Emergency Preparedness

Former Policy Number: 2404

Policy Status: Active

Authority: Sections 120.52(6), 120.54, 435.04, 1001.41(1) and (2), 1001.42(29), 1012.315, 1012.32, 1012.321, 1012.33, 1012.335, 1012.465, 1012.56, Florida. Statutes.; Rule 6A-10.081, Florida Administrative Code

History: Adopted 12/15/2020, Amended:

260421Policy2080rpvrl

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Safety, Security and Emergency Preparedness

Office of Safe Schools Reports

May 12, 2026
School Board Workshop

Michael G. Gregory, Chief Safety & Security Officer
Morgan E. Nykiel, Coordinator, School Safety Compliance



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Presentation Rationale:	The rationale of this presentation is to ensure compliance with Florida State Statute 1001.212(13)(c) by identifying the number and percentage of schools, including charter schools, inspected or reinspected during the quarter and the number and percentage of inspected schools that had no school safety requirement deficiencies.
Purpose:	To publicly present the Office of Safe Schools (OSS) Quarterly Report for the 2025–2026 school year, Quarter 2, as required by Florida State Statute 1001.212(13)(c).
Connection to the Strategic Plan:	This report supports the District's strategic priorities related to safety, security, emergency preparedness.
Request to the School Board:	The School Board is requested to receive the information presented and as needed provide feedback to the Superintendent.

Purpose

Fla. Stat. 1001.212(13)(c) Office of Safe Schools (OSS): 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 2025-2026 (3 of 4)

District	Number of School Facilities	Schools Inspected or Reinspected	Schools Inspected or Reinspected (%)	Schools Inspected With No Safety Deficiencies	Schools Inspected With No Safety Deficiencies (%)
Broward	287	51	17.77%	35	76.09%

OSS Quarterly Report – Comparison

Current: 2025-2026 – Quarter 3

District	Schools Inspected or Reinspected	Schools Inspected or Reinspected (%)	*Compliance Calculation Eligible Inspections*	Schools Inspected With No Safety Deficiencies	Schools Inspected With No Safety Deficiencies (%)
Broward	51	17.77%	46*	35	76.09%

Comparison: 2024-2025 – Quarter 3

District	Schools Inspected or Reinspected	Schools Inspected or Reinspected (%)	*Compliance Calculation Eligible Inspections*	Schools Inspected With No Safety Deficiencies	School Inspected With No Safety Deficiencies (%)
Broward	46	14.74%	46*	21	45.65%

*Re-inspections are not included in the compliance calculation by the state. They were also not included in reports prior to SY25-56.

OSS Inspection Data for 2025-2026 – Q3

District-Operated Schools Only

District	Schools Inspected	Schools Inspected (%)	Schools Inspected With No Safety Deficiencies	Schools Inspected With No Safety Deficiencies (%)
Broward	32	14.5%	28	87.5%

Average Compliance Rate (Based on Applicable Inspection Items):
In 2025-2026 there are 11 total items inspected and possibly cited for non-compliance, down from 18 items in SY 24-25.

Compliance History:

SY 24-25 Q4: 96% Compliance
SY 25-26 Q1: 95% Compliance
SY 25-26 Q2: 98% Compliance
SY 25-26 Q3: 99% Compliance

OSS Inspection Data for 2025-2026 – Q3

Charter School Only

District	Schools Inspected	Schools Inspected (%)	Schools Inspected With No Safety Deficiencies	Schools Inspected With No Safety Deficiencies (%)
Broward	14	21.5%	7	50%

Average Compliance Rate (Based on Applicable Inspection Items):
In 2025-2026 there were 11 total items inspected and possibly cited for non-compliance, down from 18 items in SY 24-25.

Compliance History:

SY 24-25 Q4: 92% Compliance
SY 25-26 Q1: NA - no visits
SY 25-25 Q2: 95% Compliance
SY 25-26 Q3: 95% Compliance

Areas of Focus

Areas for Continued Improvement:

- Instructional doors not closed and locked
- Student ID cards missing crisis hotline information

Actions to Address Areas of Improvement

- At the direction of the Board, a review of all safer space markings was conducted across district-operated and charter public schools, with the assistance of school leadership.
  - Total Schools Inspected:
    - Public: 226
    - Charter: 65 (92 MSIDs)
  - Total Classrooms Safer Space Signs Replaced:
    - 52 rooms at 17 public schools
- Safety & Security Operations is working with Teaching & Learning to create classroom checklists for teachers as reminders for what should be posted in a classroom, including safer spaces.
- Employees are being held accountable by school leadership when staff knowingly violate safety & security requirements, including the propping of doors to spaces in use for instruction.
- Hot Topics published to Principals with reminders to ensure Student ID Cards are produced with crisis hotline information.

Conclusion

These focused improvement efforts, combined with ongoing monitoring and accountability, reinforce our commitment to maintaining safe, secure, and compliant school environments.

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