

From: JustFOIA Notification donotreply@request.justfoia.com
Subject: Sarasota County School District - General Public Records Request PR2023-230 Completed
Date: July 31, 2023 at 2:35 PM
To: records@americanoversight.org



EXTERNAL SENDER

Hello Requestor,

PR2023-230 submitted on Wednesday, April 26, 2023 at 12:00 AM (Eastern Standard Time) has been completed. You will need your request number and security key (756817) to retrieve your requested records by clicking this [link](#).

Please call our office with any questions.

Thank you,

Kelly Romano, FCRM
Records Specialist
Sarasota County Schools
Records and Forms Management
101 Old Venice Road
Osprey, FL 34229
(941) 486-2166

Note: This is an automated email notification. Please do not respond to this email.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 1467

Date: August 26, 2022

In an effort to express my continued gratitude to each of you for the hard work and dedication you show toward both this school district's students and your craft, I wanted to provide to you a detailed analysis of the recently passed CS/HB 1467 – which became law July 1, 2022. Included amongst the several attached documents is a copy of this bill in its entirety. Since its passage, CS/HB 1467 has garnered considerable media attention. My recent discussions with several of you about it have revealed a general anxiety and concern about what CS/HB 1467 actually says and what it means regarding classroom instruction. After reviewing the text of it myself, I can certainly understand how CS/HB 1467 can also be viewed with frustration given its content denseness and how frequently it cites to criteria contained within other statutes.

To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 1467. And, like most newly enacted education-related laws, it is expected that the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. For now, here is our legal team's current analysis of CS/HB 1467:

Overview:

CS/HB 1467 primarily¹ addresses the handling of instructional materials and other education materials in a variety of contexts. It specifically does so by amending four existing statutes:

- Florida Statute 1006.28 entitled, “Duties of district school board, district superintendent, and school principal regarding K-12 instructional materials”;
- Florida Statute 1006.29 entitled, “State instructional material reviewers”;
- Florida Statute 1006.40 entitled, “Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books; and
- Florida Statute 1011.67 entitled, “Funds for instructional materials”.

¹ HB 1467 also addresses term limits for School Board members. For brevity purposes, a discussion of terms limits is omitted from this analysis.

Because a prior version of these four statutes preceded the enactment of HB 1467, I have attached a full copy of the most recent version of each of them. These attachments contain **yellow highlighted text** that outline the additions and subtractions that HB 1467 made to each of these statutes. I encourage each of you who seek a more comprehensive understanding of what specific changes occurred as a result of HB 1467 to review these highlighted attachments in detail.

A review of just these four statutes reveals that they substantially cite to several other statutes – some of which were also amended by the Florida Legislature during the most recent legislative session. In order to provide the full context of the changes HB 1467 has created, I have also attached the most recent version of these other statutes that are cited, including:

- Florida Statute 1006.283 entitled “District school board instructional materials review process”;
- Florida Statute 1006.31 entitled, “Duties of the Department of Education and school district instructional materials reviewer”;
- Florida Statute 847.012 entitled, “Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty”;
- Florida Statute 847.001 entitled, “Definitions” – which defines the terms included in Florida Statute 847.012;
- Florida Statute 1003.42 entitled, “Required instruction”;
- Florida Statute 1001.215 – entitled “Just Read Florida! Office”.

To differentiate these statutes from those expressly amended by CS/HB 1467, I have **highlighted them in green text**. Where the changes brought on by HB 1467 cite to specific portions of these statutes, I have highlighted such text in green, as well.

Statutes Affected by CS/HB 1467:

1. Florida Statute 1006.28:

Florida Statute 1006.28 addresses duties regarding “instructional materials” and other educational materials.

Regarding School Boards, the prior version of F.S. 1006.28 established a variety of duties regarding adequate instructional materials, including specifically:

- School Boards must adopt a course of study, including instructional materials, for use in district schools.
- School Boards are responsible for the content of materials used.
- School Boards must have a policy regarding an objection by parents or residents of the county to the use of specific materials which must provide for a resolution and the opportunity to proffer evidence to the School Board that:

- Certain instructional materials do not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d).
 - Florida Statute 1006.31(2) states, ‘To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:
 - (a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.
 - (b) Include only materials that accurately portray, whenever appropriate, humankind’s place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.
 - (c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.
 - (d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their

race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).”

- Florida Statute 1006.40(3)(d) states, “any materials purchased pursuant to this section must be:
 1. Free of pornography and material prohibited under s. 847.012.
 2. Suited to student needs and their ability to comprehend the material presented.
 3. Appropriate for the grade level and age group for which the materials are used or made available.”
- Certain other educational materials are pornographic or prohibited by F.S. 847.012, are not suited to student needs or the ability to comprehend, or are grade or age inappropriate.
- If such materials are deemed objectionable, the School Board must discontinue use of them for any grade level or age they are inappropriate or unsuitable.
- School Boards must have a policy for parents or residents of the county to contest the adoption of specific instructional materials which permits the opportunity to publicly protest the adoption within a proscribed time period.
- School Boards must provide for the proper requisitioning, distribution, accounting, storage, care, and use of instructional materials and furnish other needed materials. Materials must be consistent with district goals and objectives and state standards.
- School Boards must provide other teaching accessories and aids as needed in the school district’s educational program.
- School Boards must establish library media services in public schools and upon written request provide access to any book or material maintained in the libraries that is available.

Regarding School Boards, CS/HB 1467 *now mandates* a variety of new requirements and changes. These include:

- That School Board’s ensure that meetings of committees convened for purposes of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public. Any such committee must include parents of district students.
- That Beginning January 1, 2023, School Board’s must implement amended training requirements for school librarians, media specialists, (and now) other personnel

involved in the selection of library materials consistent with the requirements of F.S. 1006.29(6) before they review and select age appropriate materials.

- That School Board's ensure that each book made available to students in school libraries or reading lists is selected by school personnel possessing a valid media specialist certificate.
- That School Boards adopt procedures for developing library media center collections and post them on the district website. These procedures must:
 - Require book selection meet criteria in F.S. 1006.40(3)(d).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide for library media center collections be based on reader interest, consistent with state academic standards and aligned curriculum, and consistent with the academic needs of students and faculty.
 - Provide for the regular removal/discontinuance of books based on at least physical condition, rate or recent circulation, alignment to state standards, relevancy to curriculum, timeliness of content, and objectionability under F.S. 1006.28(2)(a)2.
 - Require that each elementary school publish in a searchable format on its website a list of all materials maintained in school libraries or that are required reading.
- That School Boards publish on its website in a searchable format a list of all instructional materials.
- That School Boards must:
 - Provide access to all materials in accordance with F.S. 1006.283(2)(b)8.a. before the School Board takes any official action on such materials. This process must include reasonable safeguards against unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, adopt, or purchase (which by definition also includes lease, license, and acquire) all materials as a separate line item on the agenda and provide reasonable opportunity for public comment. This cannot occur as part of a consent agenda.
 - Report annually beginning June 30, 2023 to the Commissioner of Education:
 - Each material for which the school district received an objection pursuant to F.S. 1006.28(2)(a)2. For the school year and the specific objection thereto.

- Each material that was removed or discontinued as a result of an objection.
- The grade level and course for which removed or discontinued material was used.
- FDOE is then required to publish and regularly update a list of materials that were removed or discontinued as a result of objection and disseminate the list to school districts.

Regarding superintendents, *the prior version of F.S. 1006.28* established requirements regarding materials. CS/HB 1467 creates *no specific new requirements* in F.S. 1006.28 for superintendents. Superintendents continue to be required to:

- Recommend plans for improving, providing, distributing, accounting for, and caring for instructional and other materials in accordance with adopted School Board rules.
- Keep adequate records and account for all financial transactions for certain funds collected.
- Notify FDOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use that contains specific statutory requirements.

Regarding principals, *the prior version of F.S. 1006.28* established requirements regarding management and care of instructional materials. CS/HB 1467 clarifies that certain requirements apply to materials; not just instructional materials. Principals continue to be required to:

- Assure instructional materials are used to provide grade-level appropriate instruction.
- Collect from students/parents the purchase price of lost, destroyed or unnecessarily damaged materials and report/transmit the money to the superintendent.
- Upon request sell to parents instructional materials used in school pursuant to School Board policies and annual provide information to parents regarding such purchases.
- Fully account for all instructional materials.

Regarding principals, CS/HB 1467 *now specifically requires* that principals oversee compliance with procedures for selecting school library media center materials at their schools.

2. Florida Statute 1006.29:

Florida Statute 1006.29 mostly concerns protocols at the state level regarding the selection, adoption, and format availability of state-approved instructional materials that do not have a material impact on local operations. However, for our purposes, this statute defines “instructional materials” as:

[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Additionally, CS/HB 1467 *now mandates* that FDOE develop an online training program for school librarians, media specials, and other personnel involved in the selection and maintenance of library media collections and materials maintained on reading lists which assists reviewers with compliance with F.S. 1006.31(2). This training must be available by January 1, 2023. No later than July 1 of each year thereafter, superintendents are required to certify that relevant employed personnel have completed the online training program.

3. Florida Statute 1006.40:

Florida Statute 1006.40 concerns the allocation of funds and the purchase of instructional materials. There is only one technical revision to the prior version of this statute made by CS/HB 1467.

Florida Statute 1006.40 continues to require that:

- School Boards purchase instructional materials to provide to k-12 students in core courses of math, language arts, science, social studies, reading, and literature.
- School Boards shall utilize the annual allocation of state instructional materials funds to purchase only instructional materials that align with state standards and are included on a state-adopted list, *except that*:

Up to 50% of the annual allocation may be used to:

- Purchase library and reference books and nonprint materials
- Purchase other materials having intellectual content which assist in the instruction of a subject or course
- Repair or renovate textbooks and library books or provide replacements for items which were part of previously purchased instructional materials

School Boards may use 100% of the annual allocation designated for the purchase of instructional materials for kindergarten and 75% of the annual allocation designated for the purchase of instructional materials for first grade to purchase materials not on the state-adopted list.

- Any materials purchases must be:

- Free of pornography and material prohibited under F.S. 847.012.
 - Suited to student needs and the ability to comprehend the materials presented.
 - Age and grade appropriate.
- School Boards be responsible for the content of all material used in a classroom or otherwise made available to students.
 - School Boards adopt rules, and each superintendent implement procedures that:
 - Maximize student use of district-approved instructional materials.
 - Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by F.S. 1003.42.

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0713 Elementary School Website Listing of Library Materials and Reading Lists

PURPOSE AND EFFECT: To describe the process and format for school district elementary schools to post materials maintained in elementary school media centers and materials found on a required school or grade-level reading list in a searchable format.

SUMMARY: This new rule describes the searchable format for books, ebooks, periodicals, videos, and all other materials, as well as reading lists. In addition, the rule contains definitions to identify schools that must comply with the posting requirements.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the process and format for school district elementary schools to post library media materials on their website.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d)3., F.S.

LAW IMPLEMENTED: 1006.28(2) F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: October 19, 2022, 9:00 a.m.

PLACE: Caribe Royal, 8101 World Center Drive, Orlando, Florida 32821.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, 850-245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0713 Elementary School Website Listing of Library Materials and Reading Lists.

(1) Purpose. The purpose of this rule is to provide school districts with the requirements for the format districts must use on elementary school websites in order to post, and permit searches of, materials maintained in elementary school library media centers and materials found on a required school or a grade-level reading list in an elementary school.

(2) Definitions. In this rule, the following definitions apply:

(a) "Elementary school" means a district-run public school that includes one or more grade levels from prekindergarten through grade five or a district-run school that includes any elementary school grade level;

(b) "Elementary school grade level" means kindergarten through grade five;

(c) "Library media center" means any collection of books, ebooks, periodicals, and videos maintained and accessible on the site of an elementary school including classrooms.

(d) "School or grade-level reading list" means a list of required reading material for a student in an elementary school; it must be required at one or more elementary school grade levels; and

(e) "School District" means the Florida Virtual School under s. 1002.37, F.S. the Florida School for the Deaf and the Blind under s. 1002.36, Developmental research (laboratory) schools under s. 1002.32, F.S. and districts set forth in Article IX, Section 4, of the Florida Constitution.

(3) Format. The format that must be used by school districts for materials maintained in an elementary school library media center which can be checked-out or used by a student in any elementary school grade level must:

(a) Identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals and videos; and

(b) List, at a minimum, the following information:

1. The title and author for books and ebooks;

2. The name or title for periodicals and videos; and

3. The title for any other material maintained in the media center.

(c) Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

(4) Reading Lists. A school or grade level reading list must meet the same requirements set forth in subsection (3) of this rule.

Rulemaking Authority 1001.02(1), (2)(N), 1006.28(2)(D)3. FS. Law Implemented 1006.28(2) FS. History--New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: September 23, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: August 12, 2022

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0714 Library and Instructional Materials Objection Report

PURPOSE AND EFFECT: To provide school districts reporting instructions for materials that were subject to an objection by a parent or resident of a school district so that the Department of Education can publish an annual objection report, identifying materials removed or discontinued as a result of an objection.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 (Chapter 2022-21, Laws of Florida) regarding district reporting instructions for instructional materials and library media materials that were subject to an objection.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has been prepared by the Agency.

In summary, the proposed rule is expected to result in no cost to the department and only minimal cost to school districts, which will be minimized by use of the reporting form and is not expected to require legislative ratification. Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), and 1006.28, F.S.

LAW IMPLEMENTED: 1006.28, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: May 24, 2023, 9:00 a.m.

PLACE: Miami Dade College, Hialeah Campus, Building#5, Room 5101B, 1780 W. 49th St., Hialeah, FL 33012.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0714 Library and Instructional Materials Objection Report.

(1) Purpose. The purpose of this rule is to provide school districts reporting instructions for materials that were subject to an objection by a parent or resident of a school district so that the Department of Education can publish an annual objection report, identifying materials removed or discontinued as a result of an objection.

(2) Definitions. In this rule, the following definitions apply:

(a) "Instructional materials" means the definition of instructional materials set forth in s. 1006.29(2), F.S.

(b) "Objection" means those objections to materials submitted by a parent or resident of the school district and resolved under a school district's policy adopted to implement s. 1006.28(2)(a)2., F.S.

(3) School District Objection Reporting. School Districts must report objections using the form entitled Library and Instructional Materials Objection Report, Form No. IM-D, (effective June 2023). The form is incorporated by reference in this rule and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) The form must be submitted electronically to <https://districts.flimadoption.org>.

(b) The form is due annually by June 30.

(4) School districts must annually report the following information on the incorporated form:

(a) Whether materials were subject to an objection submitted to the school district between July 1 and June 30.

(b) The type of material subject to an objection based upon two categories: instructional materials and all other materials.

(c) The title, author and, where applicable, the ISBN of the material.

(d) The grade level(s), and course name and number, as set forth in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., where use or access to the material was objected to, where applicable.

(e) The basis for the objection based on the following reasons:

1. Pornographic;

2. Prohibited under s. 847.012, F.S.;

3. Not suited to student needs and ability to comprehend the material;

4. Inappropriate for grade level and age group;

5. Fails to meet criteria of s. 1006.31(2), F.S., including a description of the criteria that forms the basis for the objection; or

6. Other, including a description of the criteria that forms the basis for the objection.

(f) School district action on an objection. A school district's action on the objection must be reported using the following description of school district decision on the objection:

1. The material was removed, discontinued or access limited. Include grade level and course name and number, or other area where material was removed, discontinued or access limited, if applicable;

2. The material was not removed, discontinued or access limited; or

3. Pending, where the objection is not resolved by June 30. Any pending objection must be reported the following year when the objection is resolved by a school district.

(g) The rationale for removing, discontinuing, or limiting access to the material or not taking any of these actions.

(5) Posting List of Removed or Discontinued Materials. Annually, by August 30, the Department will compile a list of materials removed or discontinued and publish the list at

<https://www.fldoe.org/academics/standards/instructional-materials/>.

Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28(2)(e) FS. History-New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: April 11, 2023

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: March 14, 2023

CS/HB 1467

Overview for Superintendent's
Cabinet

Monday, April 4, 2022

Rob Manoogian, Manager IMaLS

Sue Meckler, Director MS Curriculum and Instruction

Statutes 1006.31 and 1003.42 are referenced several times in the new legislation so I've attached copies to the copies of the presentation.

**Adoption
Process –
Selection of
Instructional
Materials
Meetings must
be noticed and
open to the
public
Committees must
include parents of
district students**

Lines 119-124

- Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

Beginning in the 2022-23 school year, all formal Adoption Committee Meeting will need to be noticed and open to the public. Specific plans for accomplishing that goal are underway.

Select, Approve, Adopt or Purchase

- **Lines 175-185**

- 1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
- 2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and must provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.

1. We currently have the procedure in place. Discussions are underway to address specifics in terms of location and oversight.
2. Currently, this is done as part of the consent agenda. Beginning next year, it will need to move to new business as a separate line item.

Training Program

Lines 132-139

- School librarians, and media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(5) before reviewing and selecting age-appropriate materials and library resources.

1. We currently have the procedure in place. Discussions are underway to address specifics in terms of location and oversight.
2. Currently, this is done as part of the consent agenda. Beginning next year, it will need to move to new business as a separate line item.

Online Training Programs

Lines 261-273

- The department shall develop training programs for persons selected as state instructional materials reviewers and school district reviewers of instructional materials, including those used to provide instruction required by s. 1003.42, and any materials maintained in the district school library media centers or included on a reading list. The programs shall be structured to assist reviewers in complying with the requirements of s. 1006.31(2)

The training program will assist reviewers in complying with the requirements of s.1006.31(2) and includes the review of textbooks for adoption, library media materials and instructional materials for required instruction.

Materials must be:

- Accurate
- Objective
- Balanced
- Noninflammatory
- Current
- Free of pornography
- Suited to student needs and their ability to comprehend the material

Selection of Books

—Media Specialist Required

Lines 143-148

- Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

Each book made available to students, regardless of whether the book is purchase, donated, or otherwise made available, must be selected by a school district employee holding a valid education media specialist certificate.

BOOK Selection continued...

Lines 149-160

- 2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.
- The procedures must:
 - a. Require that book selections meet the criteria in s.1006.40(3)(d).
 - b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

District school boards will adopt procedures for developing library collections. We currently have policy 4.22 which deals with library collections; however some editing needs to take place to ensure compliance

Library Collection

S - Weeding

Lines 161-165

- Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

Moving forward regular weeding of district library is required. There is a potential financial impact as the weeding of outdated and/or damaged materials requires regular replacement purchase as part of the process.

Elementar y School Websites

Lines 166-169

- Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Currently ALL stakeholders, including the public, has access to Follett Destiny through the district website. Confirmation as to whether this will satisfy the requirement of the bill, has not been confirmed.

District Website

ALL Instructional Materials including Required Instruction Resources

Lines 166-169

- Public participation.—Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:

This language expands the current requirement of providing a list of core adopted materials to now include ALL instructional materials. I'm still waiting for DOE input on confirmation, as well as the prescribed searchable format.

Additional District Responsibilities

Lines 186-195

- 3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:
 - a. Each material not purchased from the state-adopted list for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.
 - b. Each material that was removed or discontinued as a result of an objection.
 - c. The grade level and course for which a removed or discontinued material was used, as applicable.

At this point both the annual Certification of Alignment and Certificate of Fidelity have moved to online portals for data collection. It would seem logical that these additional data points would be collected the same way. Bill language does state that this list will be published and disseminated to districts for consideration in their own selection procedures.

Considerations and Implications

- Review and revise policies 4.21 4.22 and 4.30 procedures for:
 - Challenges 4.30
 - Textbook adoption 4.21
 - Library/School book selection 4.22
- Staffing Implications
 - Certified Media Specialists
 - Good – 3 Regional MS (TOSAS or PS) and current staffing of aides remains in ALL schools
 - Better – Elementary MS with current aides and 1 or 2 Media Specialists for Secondary
 - Best – Certified Media Specialist along with current aides in ALL schools

At this point both the annual Certification of Alignment and Certificate of Fidelity have moved to online portals for data collection. It would seem logical that these additional data points would be collected the same way. Bill language does state that this list will be published and disseminated to districts for consideration in their own selection procedures.

6A-7.0713 Elementary School Website Listing of Library Materials and Reading Lists.

(1) Purpose. The purpose of this rule is to provide school districts with the requirements for the format districts must use on elementary school websites in order to post, and permit searches of, materials maintained in elementary school library media centers and materials found on a required school or a grade-level reading list in an elementary school.

(2) Definitions. In this rule, the following definitions apply:

(a) “Elementary school” means a district-run public school that includes one or more grade levels from prekindergarten through grade five or a district-run school that includes any elementary school grade level;

(b) “Elementary school grade level” means kindergarten through grade five;

(c) “Library media center” means any collection of books, ebooks, periodicals, and videos maintained and accessible on the site of an elementary school including classrooms.

(d) “School or grade-level reading list” means a list of required reading material for a student in an elementary school **or ; it must be** required at one or more elementary school grade levels; and

(e) “School District” means the Florida Virtual School under s. 1002.37, F.S. the Florida School for the Deaf and the Blind under s. 1002.36, Developmental research (laboratory) schools under s. 1002.32, F.S. and districts set forth in Article IX, Section 4, of the Florida Constitution.

(3) Format. The format that must be used by school districts for materials maintained in an elementary school library media center which can be checked-out or used by a student in any elementary school grade level must:

(a) Identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals and videos; and

(b) List, at a minimum, the following information.

1. The title and author for books and eBooks.

2. The name or title for periodicals and videos; and

3. The title for any other material maintained in the media center.

(c) Books and eBooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

(4) Reading Lists. A school or grade level reading list must meet the same requirements set forth in subsection (3) of this rule.

Rulemaking Authority 1001.02(1), (2)(N), 1006.28(2)(D)3. FS. Law Implemented 1006.28(2) FS. History—New

Staff Guidance for Instructional Materials

HB 1467 Overview – The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- Classroom Libraries

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022 This document will be revised as needed to reflect State Statute and School Board Policy.

Parent Permission Guidance for Elementary School Teachers

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|---|--|--|
| Classroom Library | Resources available to students to self-select in the classroom. | ✓ See sample wording below if requested by parents. |
| <p>Sample Classroom Library Notification Statement for Communication with Families</p> <p>Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that not every book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.</p> | | |
| <p>Novels, and/or other supplemental instructional material/resource</p> | <p>This may include magazines and websites regularly used as instructional materials in class.</p> <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <p>✓ Consider including in regular communication with parents (i.e. monthly newsletters, start of new unit info, etc.)</p> |
| <p>Videos – PG</p> | <p>The teacher requesting to show a video from any source (DVD, Internet, streaming service, etc.) that has been given a rating of PG or that contains controversial or sensitive content must complete and sign a form and give it to the administrator for approval.</p> <p>The approved form is filed in the school's media center.</p> | <p>✓ MUST HAVE: Evaluation and Request to Use Video</p> |

8/3/2022 This document will be revised as needed to reflect State Statute and School Board Policy.

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|---|---|--|
| <p>Videos – PG</p> | <p>A permission form should be used to notify the parent or guardian that a video from any source (DVD, Internet, streaming service, etc.) that has a rating of PG or that contains controversial or sensitive content will be shown to their child’s class.</p> | <p>✓ MUST HAVE: Parent Permission for Student Viewing of a Movie/Video</p> |
| <p>Guest Speaker</p> | <p>This form must be signed and approved by all parties before the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.</p> <p>Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.</p> <p>Principals must receive pre-approval from Executive Director for any potentially controversial topic or presentation.</p> | <p>✓ MUST HAVE: Guest Speaker Approval</p> <p>✓ May use if notifying families/guardians and nothing is considered controversial: Classroom Activity Notification and Permission</p> |
| <p>Please note a parent/guardian may request an alternative text or video for any reason and options must be offered.</p> | | |

8/3/2022 This document will be revised as needed to reflect State Statute and School Board Policy.

Document is unavailable

Florida Statute 1003.42

Required instruction

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED IN YELLO BELOW

(1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.

(b) All instructional materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection ~~(5)(3)~~, must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8) s. 1000.05(7), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of African Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses:

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

a. Mental and emotional health

a. Injury prevention and safety.

b. Internet safety.

c. Nutrition.

d. Personal health.

e. Prevention and control of disease.

f. Substance use and abuse.

g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. The health education curriculum For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. The health education curriculum For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decisionmaking.

c. Resiliency.

d. Relationship skills and conflict resolution.

e. Understanding and respecting other viewpoints and backgrounds.

f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) Civic and character education on A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval.

1. The character development curriculum shall stress the qualities and responsibilities of patriotism and, responsibility, citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation

2. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

3. The character development curriculum for grades 11 and 12, shall include instruction on and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t) paragraph (s) and (t).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

(b) No race is inherently superior to another race.

(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.

(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

Florida Statute 1006.28

Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials

Effective: July 1, 2022

(1) Definitions.--

(a) As used in this section, the term:

1. “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

2. “Instructional materials” has the same meaning as in s. 1006.29(2).

(b) As used in this section and s. 1006.283, the term “resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(c) As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term “purchase” includes purchase, lease, license, and acquire.

(2) District school board.--The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.--*Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from

the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available. Each district school board shall maintain on its website a current list of instructional materials by grade level, purchased by the district.

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b) 8., 9., and 11.

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*--Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*--Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*--Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, Each school district shall provide training to school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.*--Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and¹ provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) District school superintendent.--

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials

have been requisitioned.

(4) School principal.--The school principal has the following duties for the management and care of instructional materials at the school:

(a) *Proper use of instructional materials.*--The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*--The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*--The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*--All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*--Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) *Selection of library media center materials.*--School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

Florida Statute 1006.29

State instructional materials reviewers

Effective: July 1, 2022

(1)(a) The commissioner shall determine annually the areas in which instructional materials shall be submitted for adoption, taking into consideration the desires of the district school boards. The commissioner shall also determine the number of titles to be adopted in each area.

(b) By April 15 of each school year, the commissioner shall appoint three state or national experts in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards. These reviewers shall be designated as state instructional materials reviewers and shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewers. The initial review of the materials shall be made by only two of the three reviewers. If the two reviewers reach different results, the third reviewer shall break the tie. The reviewers shall independently make recommendations to the commissioner regarding materials that should be placed on the list of adopted materials through an electronic feedback review system.

(c) The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. School districts shall ensure that these district reviewers are provided with the support and time necessary to accomplish a thorough review of the instructional materials. District reviewers shall independently rate the recommended submissions on the instructional usability of the resources.

(d) The department may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the department's website. The fees may not exceed the actual cost of the review process and may not exceed \$1,000 per submission by a publisher. Fees collected for this process shall be deposited into the department's Operating Trust Fund so that each instructional materials reviewer under paragraph (b) may be paid a stipend.

(2) For purposes of state adoption this part, the term "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. A publisher or manufacturer providing instructional materials as a single bundle shall also make the instructional materials available as separate and unbundled items, each priced individually. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers.

(3) Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through

grade 12 must be provided in an electronic or digital format. For purposes of this section, the term:

(a) “Electronic format” means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

(b) “Digital format” means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at any time and anywhere.

The terms do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

(4) By October 1, 2013, the department shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and guidelines on the number of students per device necessary to ensure that students can access all electronic and digital instructional materials.

(5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

Florida Statute 1006.31

Duties of the Department of Education and school district instructional materials reviewer

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED BELOW

NOTE: THE PORTIONS OF THIS STATUTE REFERENCED IN THE STATUTES IMPACTED BY HB 1467 ARE HIGHLIGHTED IN GREEN BELOW

The duties of the instructional materials reviewer are:

(1) Procedures.--To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval processes.

(2) Evaluation of instructional materials.--To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).

(3) Report of reviewers.--After a thorough study of all data submitted on each instructional material, to submit an electronic report to the department. The report shall be made public and must include responses to each section of the report format prescribed by the department.

Florida Statute 1006.40

Use of instructional materials allocation; instructional materials, library books, and reference books;
repair of books

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED IN YELLO BELOW

NOTE: THE PORTIONS OF THIS STATUTE REFERENCED IN THE STATUTES IMPACTED BY HB 1467 ARE HIGHLIGHTED IN GREEN BELOW

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.

2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. 847.012.

2. Suited to student needs and their ability to comprehend the material presented.

3. Appropriate for the grade level and age group for which the materials are used or made available.

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of materials, including instructional materials used to teach reproductive health or any disease, including HIV/AIDS, under [ss. 1003.42\(5\) and 1003.46](#) ~~ss.1003.42(3) and 1003.46~~, which satisfies the requirements of s. 1006.283(2)(b) 8., 9., and 11.

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list.

However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

Florida Statute 1011.67

Funds for instructional materials

Effective: July 1, 2022

(1) The department is authorized to allocate and distribute to each district an amount as prescribed annually by the Legislature for instructional materials for student membership in basic and special programs in grades K-12, which will provide for growth and maintenance needs. For purposes of this subsection, unweighted full-time equivalent students enrolled in the lab schools in state universities are to be included as school district students and reported as such to the department. The annual allocation shall be determined as follows:

(a) The growth allocation for each school district shall be calculated as follows:

1. Subtract from that district's projected full-time equivalent membership of students in basic and special programs in grades K-12 used in determining the initial allocation of the Florida Education Finance Program, the prior year's full-time equivalent membership of students in basic and special programs in grades K-12 for that district.

2. Multiply any such increase in full-time equivalent student membership by the allocation for a set of instructional materials, as determined by the department, or as provided for in the General Appropriations Act.

3. The amount thus determined shall be that district's initial allocation for growth for the school year. However, the department shall recompute and adjust the initial allocation based on actual full-time equivalent student membership data for that year.

(b) The maintenance of the instructional materials allocation for each school district shall be calculated by multiplying each district's prior year full-time equivalent membership of students in basic and special programs in grades K-12 by the allocation for maintenance of a set of instructional materials as provided for in the General Appropriations Act. The amount thus determined shall be that district's initial allocation for maintenance for the school year; however, the department shall recompute and adjust the initial allocation based on such actual full-time equivalent student membership data for that year.

(c) In the event the funds appropriated are not sufficient for the purpose of implementing this subsection in full, the department shall prorate the funds available for instructional materials after first funding in full each district's growth allocation.

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff

development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Florida Statute 847.001

Definitions

Effective: October 1, 2022

NOTE: HB 1467 DID NOT AMEND THIS STATUTE. IT IS INCLUDED WITH THESE MATERIALS AS IT PROVIDES DEFINITIONS TO TERMS REFERENCED IN ONE OF THE STATUTES AMENDED BY HB 1467.

As used in this chapter, the term:

(1) “Adult” means a person 18 years of age or older.

(2) “Adult entertainment establishment” means the following terms as defined:

(a) “Adult bookstore” means any corporation, partnership, or business of any kind which restricts or purports to restrict admission only to adults, which has as part of its stock books, magazines, other periodicals, videos, discs, or other graphic media and which offers, sells, provides, or rents for a fee any sexually oriented material.

(b) “Adult theater” means an enclosed building or an enclosed space within a building used for presenting either films, live plays, dances, or other performances that are distinguished or characterized by an emphasis on matter depicting, describing, or relating to specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults, or any business that features a person who engages in specific sexual activities for observation by a patron, and which restricts or purports to restrict admission to only adults.

(c) “Special Cabaret” means any business that features persons who engage in specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults.

(d) “Unlicensed massage establishment” means any business or enterprise that offers, sells, or provides, or that holds itself out as offering, selling, or providing, massages that include bathing, physical massage, rubbing, kneading, anointing, stroking, manipulating, or other tactile stimulation of the human body by either male or female employees or attendants, by hand or by any electrical or mechanical device, on or off the premises. The term “unlicensed massage establishment” does not include an establishment licensed under s. 480.043 which routinely provides medical services by state-licensed health care practitioners and massage therapists licensed under s. 480.041.

(3) “Child pornography” means:

(a) Any image depicting a minor engaged in sexual conduct; or

(b) Any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.

(4) “Computer” means an electronic, magnetic, optical, electrochemical, or other high-speed data processing device performing logical, arithmetic, or storage functions and includes any data storage facility or communications facility directly related to or operating in conjunction with such device. The term also includes: any online service, Internet service, or local bulletin board; any electronic storage device, including a floppy disk or other magnetic storage device; or any compact disc that has read-only memory and the capacity to store audio, video, or written materials.

(5) “Deviate sexual intercourse” means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.

(6) “Female genitals” includes the labia minora, labia majora, clitoris, vulva, hymen, and vagina.

(7) “Harmful to minors” means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

(a) Predominantly appeals to a prurient, shameful, or morbid interest;

(b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and

(c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.”

(8) “Identifiable minor” means a person:

(a) Who was a minor at the time the image was created, altered, adapted, or modified, or whose image as a minor was used in the creating, altering, adapting, or modifying of the image; and

(b) Who is recognizable as an actual person by the person’s face, likeness, or other distinguishing characteristic, such as a unique birthmark, or other recognizable feature.

The term may not be construed to require proof of the actual identity of the identifiable minor.

(9) “Masochism” means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.

(10) “Minor” or “child” means any person, whose identity is known or unknown, younger than under the age of 18 years of age.

(11) “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.

(12) “Obscene” means the status of material which:

(a) The average person, applying contemporary community standards, would find, taken as a whole, appeals to the prurient interest;

(b) Depicts or describes, in a patently offensive way, sexual conduct as specifically defined herein; and

(c) Taken as a whole, lacks serious literary, artistic, political, or scientific value.

A mother’s breastfeeding of her baby is not under any circumstance “obscene.”

(13) “Person” includes individuals, children, firms, associations, joint ventures, partnerships, estates, trusts, business trusts, syndicates, fiduciaries, corporations, and all other groups or combinations.

(14) “Promote” means to procure, manufacture, issue, sell, give, provide, lend, mail, deliver, transfer, transmit, transmute, publish, distribute, circulate, disseminate, present, exhibit, send, post, share, or advertise or to offer or agree to do the same.

(15) “Sadism” means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.

(16) “Sadomasochistic abuse” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

(17) “Sexual battery” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.

(18) “Sexual bestiality” means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.

(19) “Sexual conduct” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual **or simulated** lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”

(20) “Sexual excitement” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.

(21) “Sexually oriented material” means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.

(22) “Simulated” means the explicit depiction of conduct described in subsection (19) which creates the appearance of such conduct and which exhibits any uncovered portion of the breasts, genitals, or buttocks.

(23) “Specific sexual activities” includes the following sexual activities and the exhibition of the following anatomical areas:

(a) Human genitals in the state of sexual stimulation or arousal.

(b) Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.

(c) The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.

(d) Less than completely and opaquely covered:

1. Human genitals or the pubic region.

2. Buttocks.

3. Female breasts below the top of the areola.

4. Human male genitals in a discernibly turgid state, even if completely and opaquely covered.

Florida Statute 847.012

Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty

Effective: October 1, 2013

NOTE: HB 1467 DID NOT AMEND THIS STATUTE. IT IS INCLUDED WITH THESE MATERIALS AS IT IS REFERENCED IN ONE OF THE STATUTES AMENDED BY HB 1467.

(1) As used in this section, “knowingly” means having the general knowledge of, reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:

(a) The character and content of any material described in this section which is reasonably susceptible of examination by the defendant; and

(b) The age of the minor.

(2) A person’s ignorance of a minor’s age, a minor’s misrepresentation of his or her age, a bona fide belief of a minor’s age, or a minor’s consent may not be raised as a defense in a prosecution for a violation of this section.

(3) A person may not knowingly sell, rent, or loan for monetary consideration to a minor:

(a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors; or

(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.

(4) A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or is actually distributed to minors.

(5) An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection, the term “school property” means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or nonpublic. This subsection does not apply to the distribution or posting of school-approved instructional materials that

by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.

(6) Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(7) Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.

(8)(a) The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.

(b) After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor has been given to the party restrained of the time when and place where the application for the restraining order is to be made.

(c) The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.

(d) If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.

(e) In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.

(f) Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is chargeable with knowledge of the contents and character thereof.

(9) The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.

(10) This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. 847.013.

Guidance Update: Book Fairs



Book Fairs – All book fairs can be held as scheduled or scheduled as needed

The following template can be used as parent communication prior to a book fair being conducted at your school.

“The “xxx” Book Fair will be at held from “xx/xx/xxx - xx/xx/xxx”. The materials available for purchase at the Book Fair were not selected by the Sarasota County School District. We encourage parents to review their student’s wish list and have a conversation about what they wish their student to purchase at the book fair before sending money to make any purchases.”

“The following “Book Preview” link is a representation of any Fair’s actual selection. Some books in the Preview might be excluded based on availability at the branch when Scholastic packs the Fair; likewise, you may see books that aren’t featured in the Preview sent as substitutes for other titles.”

[Scholastic Book Fair Preview](#) - *The link above should be included and made accessible, if possible, in any documentation provided to parents*

- Schools are encouraged to review materials and remove any items that may not be age appropriate during student only shopping times. These materials can be made available during parent events.
- Scholastic is offering a no-questions-asked, money-back guarantee if ever a student, family member, or teacher is not completely satisfied with their purchase.
 - If a refund is requested, the purchaser should email custserv@scholasticbookfairs.com for help with their return.
- All funds generated from the book fair will need to be held until such time as we can provide guidance for the vetting process required by HB 1467.
- Scholastic has confirmed that “all profits generated NEVER expire. Rewards offered as a thank you for completing additional activities do expire at 6 months. Each school should be able to see this when they log into the Book Fair chairperson’s toolkit and regular reminders are sent.”

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 1467 K-12 Education
SPONSOR(S): Appropriations Committee, Garrison & others
TIED BILLS: None **IDEN./SIM. BILLS:**

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|-------------------------------------|-------------------|----------|--|
| 1) Education & Employment Committee | 13 Y, 7 N | Aaronson | Hassell |
| 2) Appropriations Committee | 15 Y, 10 N, As CS | Potvin | Pridgeon |

SUMMARY ANALYSIS

Florida's Constitution provides that each school district shall include a school board of five or more elected members that work to operate, control, and supervise public schools in the district. Currently, each member of a district school board earns a salary based on the population of the county the district school board member serves. The bill repeals the salary for school board members who are newly elected or re-elected on or after August 1, 2022. However, the bill provides these members a \$200 stipend per regular or special school board meeting, with an annual cap of \$4,800.

The bill increases the transparency and accountability for selecting and using instructional materials and library materials in schools by:

- requiring that certain school district instructional material review committee meetings be noticed and open to the public;
- requiring school district personnel who are involved in reviewing and selecting certain instructional materials and library materials to complete training developed by the Department of Education (DOE) on selecting quality, age-appropriate books, prior to making selections;
- requiring school districts to adopt and publicly post procedures for developing library media center collections;
- requiring each elementary school to post on its website a list of all materials maintained in the school library or recommended or assigned as part of a school- or grade-level reading list;
- requiring that each material in a school library or assigned school- or grade-level reading list be selected by a certified educational media specialist;
- requiring school districts to provide access to all materials for public inspection as allowed by law and to publish a list of all materials available to students on the school website in a searchable format;
- requiring school districts to provide a public review process for the adoption of all materials consistent with current instructional materials adoption requirements and to select, approve, adopt, or purchase materials as a separate line item on a board meeting agenda and provide reasonable opportunity for public comment;
- beginning June 30, 2023, requiring school districts annually to submit to the Commissioner of Education a report identifying materials adopted by the district school board for which the school district received an objection for the school year and requiring the DOE to publish removed or discontinued materials as a result of an objection; and
- requiring that school principals oversee compliance with school library media center materials selection procedures.

The bill does not appear to have a fiscal impact on state government and has an indeterminate fiscal impact on local school districts. See fiscal comments, *infra*.

The bill takes effect on July 1, 2022.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

District School Board Members' Salaries

Present Situation

Florida's Constitution provides that each county shall constitute a school district, to include a school board composed of five or more members chosen by vote. School board duties including operating, controlling, and supervising all public schools in a school district and determining the rate of school district taxes.¹

Currently, Florida law dictates a base salary for each member of a district school board. The base salary is dependent upon the population of the county the district school board member serves. In 2009, district school board members were authorized to voluntarily reduce their salary.² In 2018, the Legislature aligned district school board member salaries with the beginning teacher salary or the amount calculated by statute, or whatever is less.³ The below chart establishes the salary calculation to determine school board member's salaries.⁴

| Pop. Group | County Pop. Range | | Base Salary | Group Rate |
|------------|-------------------|---------|-------------|------------|
| | Minimum | Maximum | | |
| I | -0- | 9,999 | \$5,000 | \$0.08330 |
| II | 10,000 | 49,999 | 5,833 | 0.020830 |
| III | 50,000 | 99,999 | 6,666 | 0.016680 |
| IV | 100,000 | 199,999 | 7,500 | 0.008330 |
| V | 200,000 | 399,999 | 8,333 | 0.004165 |
| VI | 400,000 | 999,999 | 9,166 | 0.001390 |
| VII | 1,000,000 | | 10,000 | 0.000000 |

In Fiscal Year 2021-2022, elected school board member salaries ranged between \$26,965 (Liberty County) to \$47,189 (Broward, Hillsborough, Miami-Dade, Orange, and Palm Beach counties).⁵

The district is also authorized to reimburse travel expenses for district school board members from the district school fund. Travel outside the district that exceeds \$500 requires approval by the school board to confirm that the travel is for official business, and all travel outside of the state must include an itemized list detailing all anticipated expenses.⁶

Effect of Proposed Changes

The bill provides that newly elected or re-elected district school board members on or after August 1, 2022, may not receive a salary. The bill provides a \$200 stipend per regular or special meeting for school board members who do not receive a salary, not to exceed \$4,800 per year per member.⁷ The bill repeals s. 1001.395, F.S., effective January 1, 2025, removing the authority for school board members to receive a salary. School board members may continue to receive a salary through the end of their current term.

¹ Art. IX, s. 4(a), Fla. Const.

² Section 1, ch. 2009-3, L.O.F.

³ Section 5, ch. 2018-5, L.O.F.

⁴ Section 1001.395(1), F.S.

⁵ The Florida Legislature's Office of Economic and Demographic Research, *Salaries of Elected County Constitutional Officers and School District Officials for Fiscal Year 2021-22* (2021), pgs. 12-13, available at <https://www.flsenate.gov/Session/Bill/2021/1461/Analyses/h1461a.SEC.PDF>.

⁶ Section 1001.39, F.S.

⁷ Comparable reimbursement authority is provided for supervisors of community development districts. See s. 190.006(8), F.S.

Curriculum and Library Materials in Florida Public Schools

Present Situation

Instructional Materials Adoption

Each district school board has the constitutional duty and responsibility to select and provide adequate instructional materials to each student for core courses in mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12.⁸ “Adequate instructional materials” are defined by law as a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for students.⁹

The Florida Department of Education (DOE) facilitates the instructional materials adoption process statewide through evaluation of materials submitted by publishers and manufacturers.¹⁰ Expert reviewers chosen by the DOE must objectively evaluate materials based on alignment to Florida’s state-adopted standards, accuracy, and appropriateness for age and grade level.¹¹ Based on reviewer recommendations of materials that are “suitable, usable, and desirable,” the Commissioner of Education then selects and adopts instructional materials for each grade and subject under consideration.¹² The DOE must provide training to instructional materials reviewers on competencies for making valid, culturally sensitive, and objective recommendations prior to the reviewers beginning the review and selection process.¹³

After adoption, the DOE must make the final report of instructional materials available at all times for public inspection. The DOE Office of Instructional Materials announces the adoption by publicly posting the list on its website, as well as emailing district instructional materials contacts with the newly approved materials.¹⁴

School districts receive an allocation of state funds each year for instructional materials, library books, and reference books.¹⁵ Unless a school district has implemented its own instructional materials review process,¹⁶ at least 50 percent of the allocation of funds must be used to purchase instructional materials on the state-adopted list.¹⁷ The remaining 50 percent of the annual allocation may be used for the purchase of library and reference books, nonprint materials, and the repair and renovation of materials; however, such materials are not subject to the same school-district adoption procedures as instructional materials.¹⁸ Each district school board is required to maintain a list of all purchased instructional materials, by grade level, on its website.¹⁹

Prior to the purchase of any instructional material, whether from the state-adopted list or through a district-established instructional materials review process, a district school board must:

⁸ See s. 1006.40(2), F.S.

⁹ Section 1006.28(1), F.S. Digital and instructional materials, including software applications, must be provided by each school board, in consultation with the district schoolsuperintendent, to students with disabilities in prekindergarten through grade 12. Section 1003.4203(2), F.S.

¹⁰ Section 1006.34(1), F.S.

¹¹ Section 1006.31, F.S.

¹² Section 1006.34(2)(a), F.S. Generally, the commissioner adopts instructional materials according to a 5-year rotating schedule. The commissioner may approve a shorter schedule if the content area requires more frequent revision. Section 1006.36(1), F.S.

¹³ Section 1006.29(5), F.S.

¹⁴ Florida Department of Education, Instructional Materials, *Archive*, <https://www.fldoe.org/academics/standards/instructional-materials/archive/> (last visited Jan. 1, 2022). The DOE website has all adopted instructional materials lists from 2005 to present.

¹⁵ See s. 1011.67, F.S.

¹⁶ See s. 1006.283, F.S.

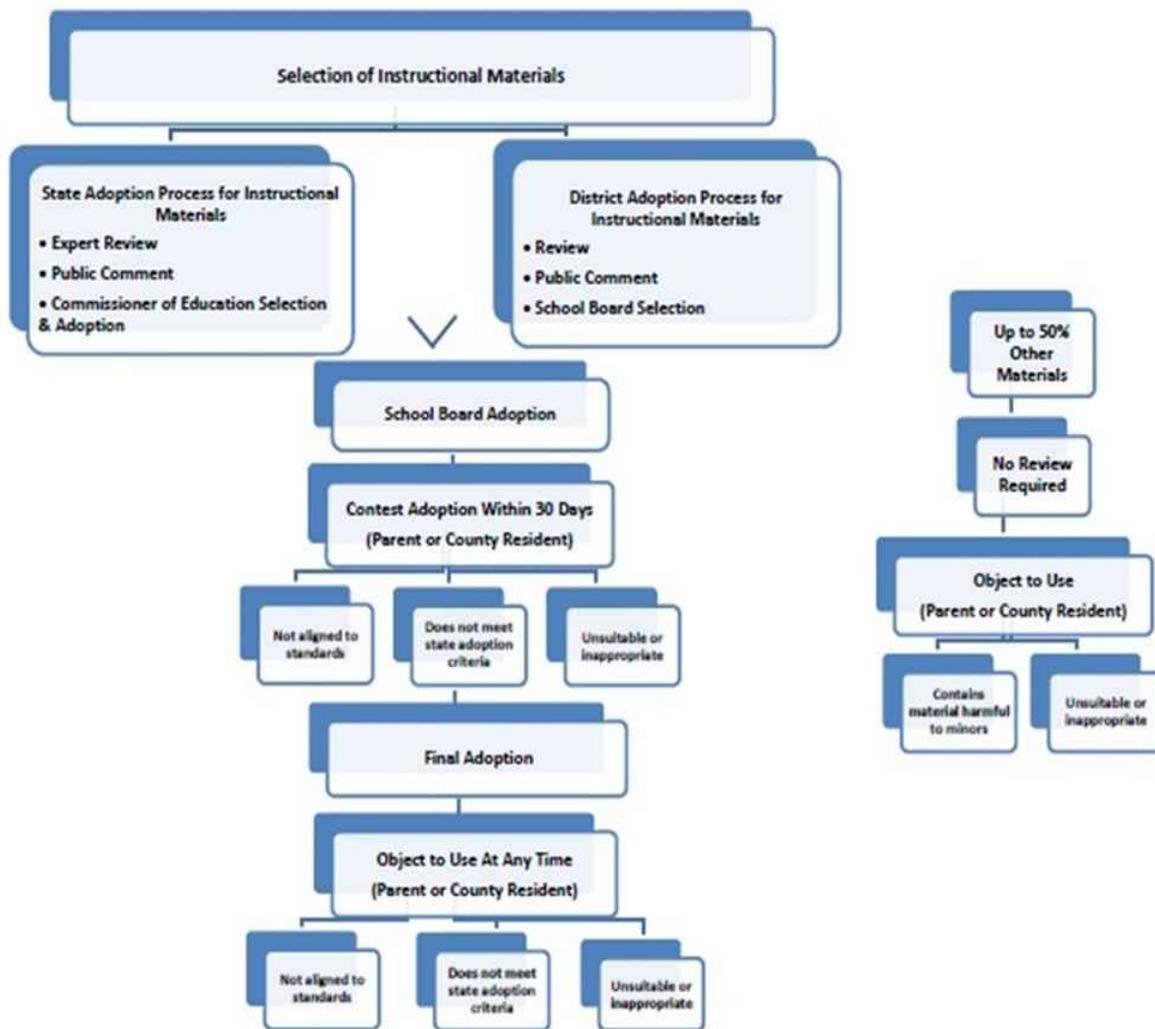
¹⁷ Section 1006.34, F.S. All adopted materials are posted on the DOE Instructional Materials webpage. Florida Department of Education, *Instructional Materials*, <https://www.fldoe.org/academics/standards/instructional-materials/> (last visited January 17, 2022).

¹⁸ See s. 1006.40(3)(b), F.S.

¹⁹ Section 1006.28(2)(a)(1), F.S.

- establish a process to allow student editions of recommended instructional materials to be accessed and viewed online by the public at least 20 calendar days before the required school board hearing and public meeting;
- conduct an open, noticed school board hearing to receive public comment on the recommended instructional materials;
- conduct an open, noticed public meeting, on another date, to approve an annual instructional materials plan to identify any instructional materials that will be purchased;
- provide notice for the school board hearing and the public meeting that specifically states the instructional materials being reviewed and how they can be accessed for public review; and
- establish a process for public comment on, and review of, the recommended instructional materials.²⁰

The below graphic portrays the state and district level adoption of instructional materials compared to the adoption of all other materials, including library media materials.²¹



As part of the adoption process, some school districts convene a committee composed of teachers and other stakeholders to provide a preliminary review of instructional materials and make recommendations to the district school board for adoption.²² Not all instructional materials review

²⁰ Sections 1006.40(4)(b) and 1006.283(2)(b)8., 9., and 11., F.S.

²¹ Florida House of Representatives, Education and Employment Committee, *Instructional Materials Fact Sheet* (2020).

²² See The School District of Palm Beach County, *District Instructional Materials Guidelines for Selection Procedures*, available at https://p14cdn4static.sharpschool.com/UserFiles/Servers/Server_270532/File/Students%20&%20Parents/Textbooks/Guidelines%20for%20District%20Adoptions.pdf.

committee meetings are noticed and open to the public. However, in September 2021, the Second District Court of Appeal held that when a district school board delegates decision-making authority to an instructional materials review committee, any meeting in which the committee exercises the authority to rank, eliminate, or select materials for final approval by the school board must be noticed and open in accordance with the Sunshine Law.²³

Library Media and Other Materials

In addition to instructional materials, each district school board is responsible for the content of any other materials used in the classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program, or otherwise purchased or made available.²⁴

The Office of Library Media Services at the DOE supports district library media supervisors to help create and maintain quality library programs and foster a love of reading and effective use of ideas and information by students and faculty.²⁵

Librarians/Media Specialists

Librarians/media specialists are defined by law as staff members responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems. They are also responsible for working with teachers and students to make resources available in instructional programs, media productions, and location and use of information resources.²⁶ Educators in Florida may become certified educational media specialists through the DOE certification process, but Florida schools are not required to employ a certified educational media specialist.

To become a certified educational media specialist in grades prekindergarten through 12, an individual must complete one of the following pathways:²⁷

- a bachelor's degree or higher with an undergraduate or graduate major in educational media or library science; or
- a bachelor's degree or higher with thirty semester hours in educational media or library science to include credit in management of library media programs, collection development, library media resources, reference sources and services, organization of collections, and design and production of educational media.

Each school district must provide training to school librarians and media specialists regarding the prohibition against distributing harmful materials to minors, and best practices for providing students access to age-appropriate materials and library resources.²⁸

Selection Processes of Library Media Materials

The selection of instructional materials, library media, and other reading materials used in the public-school system must include consideration of the age of the students who normally could be expected to have access to the material, the educational purpose to be served by the material, the degree to which the material would be supplemented and explained by classroom programs, and the consideration of the diversity of the students in Florida.²⁹ As provided, *supra*, library media books and materials are not

²³ *Florida Citizens Alliance, Inc. v. School Bd. of Collier Cnty.*, 328 So.3d 22 (Fla. 2d DCA 2021). Florida's Sunshine Law is established in s. 286.011, F.S.

²⁴ Section 1006.28(2)(a)1., F.S.

²⁵ Florida Department of Education, *Library Media Services*, <https://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/> (last visited Jan. 18, 2022).

²⁶ Section 1012.01(2)(c), F.S.

²⁷ Rule 6A-4.0251, F.A.C.

²⁸ Section 1006.28(2)(d), F.S.

²⁹ Section 1006.34(2)(b), F.S.

STORAGE NAME: h1467c.APC

DATE: 2/2/2022

considered under the state-level instructional materials adoption, and are reviewed and selected at the school level.

School district policies regarding library media materials selection vary. Some school districts have policies that provide criteria for the selection of materials, with consideration being given to the needs of the school based on the knowledge of curriculum and existing collection, and the needs of the students attending the school.³⁰ Such procedures may include the school media specialist evaluating reputable, unbiased, and professionally prepared aids such as those published by companies and accepted by the educational media profession. The school media specialist may also consult with other staff members of a school regarding evaluation of materials. Some school districts also utilize district handbooks that provide support for library media specialists.³¹

Best practices for developing a school library collection include research on potential books and basing selections on the goals and objectives of the school and the students' personal interests and learning. Materials should be appropriate for the subject area and age, emotional development, ability level, learning styles, and development of the students for whom the materials are selected.³² Resources such as Association for Library Service to Children, Booklist, School Library Journal, Kirkus, and Young Adult Library Services Association are commonly recommended review sources for school librarians.³³

Several school districts in Florida implement an online, searchable catalogue of all library materials at each school for parents, students, and the public to access materials.³⁴

Objection to Materials

Each district school board is required to establish a process by which a parent or resident of the county may contest the district school board's adoption of a specific material.³⁵ Parents must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the material. The school board is required to conduct at least one open public hearing before an unbiased and qualified hearing officer that is not an employee or agent of the school district. Following the hearing, the school board's decision is made and not subject to further petition or review.³⁶

Required Instruction

Florida law requires certain topics to be taught in kindergarten through grade 12 public schools annually to ensure coverage of all State Board of Education adopted standards in reading and language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.³⁷ Instructional personnel must teach these topics efficiently and faithfully, utilizing materials that meet the highest standards for professionalism and historical accuracy.³⁸

³⁰ See, e.g., The School District of Osceola County, Florida, 2021-22 School Board Rules, 4.22 *Educational Media Materials Selection* (2021) at 189, available at

<https://www.osceolaschools.net/site/handlers/filedownload.ashx?moduleinstanceid=15041&dataid=75567&FileName=OCSBR%202021-22%20121421.pdf>.

³¹ Santa Rosa County School District, *Library Media Handbook* (2016), available at <https://sites.santarosa.k12.fl.us/files/lmsfdbk.pdf> (providing a mission statement, the role of the school library media specialist, and the library media center management, evaluation, and selection protocol).

³² American Library Association, Selection Criteria, *School Library Selection Criteria*, <https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/criteria> (last visited Jan. 17, 2022).

³³ *Id.*

³⁴ See, e.g., Orange County Public Schools, *Orange County Library System Website* (2021), available at https://ocps.follettdestiny.com/common/welcome.jsp?context=saas065_0960615. See also Miami-Dade County Public Schools, *Destiny Catalog* (2021), available at <http://virtuallibrary.dadeschools.net/>. School districts including Orange County and Miami-Dade County use Follett Destiny Library Manager, a commonly used platform for school library management. See Follett Destiny Library Manager, <https://www.folletlearning.com/education-technology/library-management-system>. (last visited Jan. 20, 2022).

³⁵ Section 1006.28(2)(a)(3), F.S.

³⁶ *Id.*

³⁷ Section 1003.42(1), F.S.

³⁸ Section 1003.42(2), F.S.

Districts must submit a report to the Commissioner of Education annually describing how instruction was provided during the previous school year, including specific courses in which instruction was delivered, a description of materials and resources utilized to deliver instruction, and the professional qualifications of the person delivering instruction for specified topics.³⁹

Required instruction topics are not correlated with the instructional materials adoption process at the DOE; therefore, instructional materials that are purchased by a school district to teach these topics may not go through a public adoption process as with instructional materials for core courses.⁴⁰ For example, the most recent state instructional materials adoption that included a call for health and physical education materials was in the 2015-2016 adoption; however, no materials were adopted for health and physical education for kindergarten through grade 8.⁴¹ The previous year's adoption, in 2014-2015, adopted three instructional materials for health and physical education courses in high school grade levels.⁴²

Effect of Proposed Changes

The bill improves transparency and accountability relating to the selection and use of instructional materials and library materials in schools.

Specifically, the bill requires each elementary school to publish on its website, in a searchable format prescribed by the DOE, a list of all instructional materials, including those used to teach required instruction topics. In addition, each school board must select, approve, adopt, or purchase materials, in addition to instructional materials, as a separate line item on the school board meeting agenda and provide reasonable opportunity for public comment. The public must also have access to all materials, excluding teacher editions, for public inspection before the board takes official action on such materials, consistent with current procedures and safeguards for school district instructional materials adoption.

The bill also codifies the holding of the Second District Court of Appeal by requiring that any meeting of a school district instructional review committee in which materials are ranked, eliminated, or selected for recommendation to the school board be noticed and open to the public as required by Sunshine Laws. Any committee convened for this purpose must include parents of students in the district.

Beginning June 30, 2022, school districts must annually submit to the Commissioner of Education a report identifying materials, excluding materials on the state-adopted list, for which the school district received an objection for the school year, materials that are removed or discontinued as a part of the objection, and the grade level and course for which a removed material was used. The DOE must publish, disseminate, and regularly update a list of materials that are removed or discontinued as a result of an objection.

The bill also expands the list of individuals who must participate in the DOE-developed instructional materials selection training to include school district reviewers of instructional materials for required instruction topics, and reviewers of library materials and books included on reading lists. School librarians, media specialists, and other personnel involved in the selection of school district library

³⁹ Rule 6A-1.094124, F.A.C. The DOE provides the Required Instruction Portal website for districts to annually submit information on required topics. Florida Department of Education, *Florida Required Instruction Portal*, <https://www.flrequiredinstruction.org/> (last visited Jan. 18, 2022).

⁴⁰ Instructional materials adoption at the state level focuses on one or more related subject areas per year, on 5-year rotating basis. Florida Department of Education, Instructional Materials, *FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE FOR ADOPTION YEARS 2020-2021 THROUGH 2023-2024* (2020), available at <https://www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf>. The DOE posts the instructional materials adoption cycle for 5 years. K-12 Mathematics is the subject area in the 2021-2022 year.

⁴¹ Florida Department of Education, Instructional Materials, *2015-2016 Florida Department of Education 6-12 Career and Technical Education, K-8 Physical and Health Education, K-12 Visual and Performing Arts, and K-12 World Languages: Chinese, German, Italian and Latin Adopted Instructional Materials* (July 12, 2016), available at <https://www.fldoe.org/core/fileparse.php/5574/urlt/2015-2016AdoptedIMUpdate.pdf>.

⁴² Florida Department of Education, Instructional Materials, *2014-2015 Florida Department of Education Adopted Instructional Materials* (Jan. 28, 2016), available at <https://www.fldoe.org/core/fileparse.php/5574/urlt/1415AIMDec2015.pdf>.

materials must complete the training prior to reviewing and selecting materials and library resources. The bill specifies that the training must assist reviewers in complying with Section 1006.31(2), F.S., which requires, among other things, reviewers to include materials portraying the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, and to exclude materials containing pornography and prohibited under s. 847.012, F.S.⁴³

With respect to the selection of library materials, the bill requires that each book included in a school library collection or recommended or assigned as part of a school- or grade-level reading list be selected by a certified educational media specialist, regardless of how the book is acquired. In addition, each district school board must adopt and post on its website procedures for developing library media center collections. Selection procedures must:

- require that book selections be free of pornography and prohibited materials harmful to minors, suited to student needs, and appropriate for the grade level and age group;
- require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders for each selection;
- consider reader interest, support of academic standards and aligned curriculum, and academic needs of students and faculty; and
- provide for regular removal or discontinuance of books based on physical condition, rate of recent circulation, alignment to state standards and relevancy to curriculum, out-of-date content, and required removal.

The bill also codifies the holding of the Second District Court of Appeal by requiring that any meeting of a school district instructional review committee in which materials are ranked, eliminated, or selected for recommendation to the school board be noticed and open to the public as required by Sunshine Laws.

The bill provides that school principals are responsible for overseeing compliance with school library media center materials selection procedures.

B. SECTION DIRECTORY:

- Section 1:** Amends s.145.19, F.S.; conforming provisions to changes made by the act.
- Section 2:** Amends s. 1001.39, F.S.; conforming provisions to changes made by the act; providing for reimbursements to school board members.
- Section 3:** Repeals s. 1001.395, F.S., providing that school board members elected or re-elected after a certain date may not receive a salary; providing for future repeal of that section.
- Section 4:** Amends s. 1001.43, F.S.; conforming provisions to changes made by the act.
- Section 5.** Amends s. 1002.32, F.S.; conforming provisions to changes made by the act.
- Section 6:** Amends s. 1006.28, F.S.; deleting a requirement that district school boards maintain a specified list on their websites; requiring certain meetings relating to instructional materials to be noticed and open to the public; providing requirements for the membership of committees related to instructional materials; requiring certain individuals involved in selecting library materials to complete a specified training; requiring certain materials to be selected by employees who meet specified criteria; requiring district school boards to adopt procedures for developing library media center collections; providing requirements for such procedures; requiring elementary schools, district school boards, and the Department of Education to post on their websites specified information relating to instructional materials and other materials in certain formats; providing district school board requirements; providing school principals are responsible for overseeing compliance with specified procedures relating to library media center materials.

⁴³ Section 1006.31(2), F.S.
STORAGE NAME: h1467c.APC
DATE: 2/2/2022

- Section 7:** Amends s. 1006.29, F.S.; revising requirements for the department relating to the development of training programs for the selection of materials used in schools and library media centers.
- Section 8:** Amends s. 1006.40, F.S.; revising district school board requirements for the selection and adoption of certain materials.
- Section 9:** Amends s. 1011.10, F.S.; conforming provisions to changes made by the act.
- Section 10:** Provides an effective date of July 1, 2022.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:
None.
2. Expenditures:
None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:
See fiscal comments.
2. Expenditures:
See fiscal comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill does not appear to have a fiscal impact to the Department of Education (DOE). Current law already requires the DOE to provide a training program to instructional materials reviewers and school district reviewers. The bill allows for more than one training program for other personnel involved in the selection of school district library materials. District school boards may incur costs to ensure approval of all district materials have been evaluated and selected by certified library media specialists.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:
None.
2. Other:
None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

On January 31, 2022, the Appropriations Committee adopted two amendments and reported the bill favorably as a committee substitute. The first amendment:

- Provides that newly elected or re-elected district school board members on or after August 1, 2022, may not receive a salary;
- Provides a \$200 stipend per regular and special meeting for school board members who do not receive a salary, not to exceed \$4,800 per year per member.
- Repeals s. 1001.395, F.S., removing the authority for newly elected school board members to receive a salary, on January 1, 2025.

The second amendment:

- Removes the requirement that a school district textbook review committee includes a member of the community;
- Replaces the term booklist with “recommended or assigned school- or grade-level reading list;”
- Clarifies the public review process of all materials for public inspection to be consistent with the district instructional materials adoption public review process;
- Clarifies the school board’s responsibility to report objected-to materials to the DOE does not include state-adopted instructional materials.

The analysis is drafted to the committee substitute as amended by the Appropriations Committee.



HB 1467: Updated Guidance

Overview

Below are updates to the original document that was provided in the fall. District staff continues to work with School Board counsel to support best practice and provide guidance to ensure we are adhering to current legislation. Our goal remains the same: provide transparency, deepen understanding and ensure accountability and compliance across the district to compliment the high quality, standards aligned instruction offered by our outstanding instructional staff.

Classroom Libraries

What HB 1467 says:

All books contained within a school media center must be made available on the district website in a searchable format.

- Through the DOE rulemaking process the definition of a “library media center” was expanded to include K-5 Classroom Libraries
- As of 1/24/23 – a **proposed** revision expands the definition to include “any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms.” This would impact all K-12 classroom libraries.

In response:

- A plan is underway to comply with the publishing of all K-5 classroom libraries on the district web
 - The program for scanning/publishing libraries has been identified
 - We will not be barcoding classroom titles; however, all books will be scanned using their ISBN
- A pilot is being conducted to:
 - determine an estimated timeline
 - create guidance and instructions on the process
 - maximize efficiency and ensure accountability

Purchases/Vetting/Staffing

What HB 1467 says:

Requires that all books purchased, donated, or otherwise made available to a school media center, classroom library or included on a school or grade level reading list, regardless of how they were obtained, must be selected by an employee with a valid education media specialist certificate. This includes school and staff purchases.

In response:

- All book purchases remain temporarily frozen
 - In limited cases, community partners, sponsoring programs around books and donations to students and families home use, have been approved.
 - Library Manager has been hired to support district libraries and the implementation of new legislation
 - (3) District Media Specialist have been hired
 - Start date: August 2023 so as not to disrupt schools and cause additional vacancies
 - Potential for vetting some titles exists between now and the end of the school year
 - Processes and Procedures being created with guidance from district counsel

In addition to requiring all new books be vetted by a media specialist prior to purchase, HB 1467 also requires districts to publish the contents of media center and classroom collections and engage in “the removal or discontinuance of books”, otherwise known as “weeding”.

It is strongly encouraged that teachers regularly evaluate and weed their classroom libraries using the guidelines and recommendations below. Your professionalism, dedication and hard work are valued and appreciated, and we know that you will use best practice and common sense in making your choices.

- **Weeding** – Weeding is the process of permanently removing an item from a library’s collection. A careful weeding plan is an integral part of keeping school and classroom libraries as trusted sources of **self-selected** reading for students.

Use the following guidelines as a roadmap for deciding what you might consider removing. Copies identified as candidates for weeding should be removed from the classroom.

- **Poor Condition**
 - Keep an eye out for torn out pages, broken covers, mold, and books that are beyond repair.
- **Usage Statistics**
 - Infrequent circulation can be a sign that students are not interested in the book in question. Look into what’s not being used to clear the way for new books.
- **Out of Date Content – Non-fiction**
 - If a library has a new edition or better book on a subject, this can replace one that is no longer current.

In addition to the parameters above, the following tenants are considered **critical** in the evaluation of the materials currently found in your classroom library. Please evaluate all classroom library books to ensure that they are:

- **Free from pornography and material printed under [s.847.012, F.S.](#) and under [847.001](#)****
 - **[847.001](#) “Harmful to minors” means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:*
 - *Predominantly appeals to a prurient, shameful, or morbid interest.*
 - *Is patently offensive to prevailing community standards in the adult community as a whole with respect to what is suitable materials or conduct for minors; and*
 - *Taken as a whole, is without serious literary, artistic, political, or scientific value for minors*
- **Suited to student needs and their ability to comprehend the materials presented**
- **Appropriate for the grade level and age group for which the materials are used and made available**
- **Adding Books to Collections** – All books being considered for addition to classroom libraries must pass through the state mandated vetting process. Stay tuned for more information.
- An implementation plan of the recently released FLDOE Library Media training has been proposed and initiated with select staff, with the intent to be in full compliance by June 2023.

None of this would be possible without the tireless effort, passion and drive exemplified every day in classrooms across the district, by our amazing staff. The district team remains committed to providing guidance and support through this process as we work to ensure full compliance with the legislation and help our students strive, thrive and succeed.

HB1467: District Impact on Processes and Procedures

The following items need to be considered as part of the implementation of HB1467 beginning July 1, 2022.

- Freezing Purchases**
 - Recommendation that all purchases of supplementary instructional materials and library books be suspended until at least January 2023
 - This allows the district the time to inform, train and implement new staff and processes

- Implications For Schools**
 - Messaging for school administrators/staff
 - Who? What?
 - Expectations for schools
 - Include Union?
 - New Processes/procedures

- Implications for Finance/Bookkeeping**
 - Purchasing processes
 - Approval Process
 - PCard Usage

- Purchasing Procedures**
 - Instructional Materials Purchases
 - Adopted materials
 - Supplemental Materials
 - Library/Classroom Book Purchases
 - School Based approval process
 - District based approval process

- Supplemental Resources**
 - Partnership with County Library System
 - An opt out is already in place
 - *Continue/Discontinue
 - e.g., GALE, World Book, You Tube, etc.

- District Library use opt out**
 - Do we offer the ability for parents to opt out of their students' use of the library altogether?

*Priority Item based on renewal window during Summer 2022

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

1
 2 An act relating to K-12 education; amending s.
 3 1001.35, F.S.; establishing term limits for school
 4 board members; amending s. 1006.28, F.S.; deleting a
 5 requirement that district school boards maintain a
 6 specified list on their websites; requiring certain
 7 meetings relating to instructional materials to be
 8 noticed and open to the public; providing requirements
 9 for the membership of committees related to
 10 instructional materials; requiring certain individuals
 11 involved in selecting library materials to complete a
 12 specified training by a certain date; requiring
 13 certain materials to be selected by employees who meet
 14 specified criteria; requiring district school boards
 15 to adopt procedures for developing library media
 16 center collections; providing requirements for such
 17 procedures; requiring elementary schools, district
 18 school boards, and the Department of Education to post
 19 on their websites specified information relating to
 20 instructional materials and other materials in certain
 21 formats; providing district school board requirements;
 22 providing that school principals are responsible for
 23 overseeing compliance with specified procedures
 24 relating to library media center materials; amending
 25 s. 1006.29, F.S.; requiring the department to develop

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb1467-04-er

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

26 a training program for the selection of materials used
 27 in schools and library media centers by a certain
 28 date; amending s. 1006.40, F.S.; revising district
 29 school board requirements for the selection and
 30 adoption of certain materials; amending s. 1011.67,
 31 F.S.; requiring that the certification by district
 32 school superintendents to the Commissioner of
 33 Education identifies instructional materials that are
 34 the subject of an objection and provides specified
 35 information related to the objection; providing an
 36 effective date.

37

38 Be It Enacted by the Legislature of the State of Florida:

39

40 Section 1. Section 1001.35, Florida Statutes, is amended
 41 to read:

42 1001.35 Term of office.—District school board members
 43 shall be elected at the general election in November for terms
 44 of 4 years except that a person may not appear on the ballot for
 45 reelection to the office of school board member if, by the end
 46 of his or her current term of office, the person will have
 47 served, or but for resignation would have served, in that office
 48 for 12 consecutive years. Service of a term of office which
 49 commenced before November 8, 2022, will not be counted toward
 50 the limitation imposed by this section.

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

51 Section 2. Paragraphs (a) and (d) of subsection (2) and
 52 subsection (4) of section 1006.28, Florida Statutes, are
 53 amended, and paragraph (e) is added to subsection (2) of that
 54 section, to read:

55 1006.28 Duties of district school board, district school
 56 superintendent; and school principal regarding K-12
 57 instructional materials.—

58 (2) DISTRICT SCHOOL BOARD.—The district school board has
 59 the constitutional duty and responsibility to select and provide
 60 adequate instructional materials for all students in accordance
 61 with the requirements of this part. The district school board
 62 also has the following specific duties and responsibilities:

63 (a) *Courses of study; adoption.*—Adopt courses of study,
 64 including instructional materials, for use in the schools of the
 65 district.

66 1. Each district school board is responsible for the
 67 content of all instructional materials and any other materials
 68 used in a classroom, made available in a school library, or
 69 included on a reading list, whether adopted and purchased from
 70 the state-adopted instructional materials list, adopted and
 71 purchased through a district instructional materials program
 72 under s. 1006.283, or otherwise purchased or made available.
 73 ~~Each district school board shall maintain on its website a~~
 74 ~~current list of instructional materials, by grade level,~~
 75 ~~purchased by the district.~~

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

76 2. Each district school board must adopt a policy
 77 regarding an objection by a parent or a resident of the county
 78 to the use of a specific ~~instructional~~ material, which clearly
 79 describes a process to handle all objections and provides for
 80 resolution. The process must provide the parent or resident the
 81 opportunity to proffer evidence to the district school board
 82 that:

83 a. An instructional material does not meet the criteria of
 84 s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in
 85 a course or otherwise made available to students in the school
 86 district but was not subject to the public notice, review,
 87 comment, and hearing procedures under s. 1006.283(2)(b) 8., 9.,
 88 and 11.

89 b. Any material used in a classroom, made available in a
 90 school library, or included on a reading list contains content
 91 that is pornographic or prohibited under s. 847.012, is not
 92 suited to student needs and their ability to comprehend the
 93 material presented, or is inappropriate for the grade level and
 94 age group for which the material is used.

95
 96 If the district school board finds that an instructional
 97 material does not meet the criteria under sub-subparagraph a. or
 98 that any other material contains prohibited content under sub-
 99 subparagraph b., the school district shall discontinue use of
 100 the material for any grade level or age group for which such use

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

101 | is inappropriate or unsuitable.

102 | 3. Each district school board must establish a process by
 103 | which the parent of a public school student or a resident of the
 104 | county may contest the district school board's adoption of a
 105 | specific instructional material. The parent or resident must
 106 | file a petition, on a form provided by the school board, within
 107 | 30 calendar days after the adoption of the instructional
 108 | material by the school board. The school board must make the
 109 | form available to the public and publish the form on the school
 110 | district's website. The form must be signed by the parent or
 111 | resident, include the required contact information, and state
 112 | the objection to the instructional material based on the
 113 | criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days
 114 | after the 30-day period has expired, the school board must, for
 115 | all petitions timely received, conduct at least one open public
 116 | hearing before an unbiased and qualified hearing officer. The
 117 | hearing officer may not be an employee or agent of the school
 118 | district. The hearing is not subject to the provisions of
 119 | chapter 120; however, the hearing must provide sufficient
 120 | procedural protections to allow each petitioner an adequate and
 121 | fair opportunity to be heard and present evidence to the hearing
 122 | officer. The school board's decision after convening a hearing
 123 | is final and not subject to further petition or review.

124 | 4. Meetings of committees convened for the purpose of
 125 | ranking, eliminating, or selecting instructional materials for

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

126 recommendation to the district school board must be noticed and
 127 open to the public in accordance with s. 286.011. Any committees
 128 convened for such purposes must include parents of district
 129 students.

130 (d) *School library media services; establishment and*
 131 *maintenance.*—Establish and maintain a program of school library
 132 media services for all public schools in the district, including
 133 school library media centers, or school library media centers
 134 open to the public, and, in addition such traveling or
 135 circulating libraries as may be needed for the proper operation
 136 of the district school system. Beginning January 1, 2023, Each
 137 ~~school district shall provide training to school librarians, and~~
 138 ~~media specialists, and other personnel involved in the selection~~
 139 ~~of school district library materials must complete the training~~
 140 ~~program developed pursuant to s. 1006.29(6) before reviewing and~~
 141 ~~selecting regarding the prohibition against distributing harmful~~
 142 ~~materials to minors under s. 847.012 and applicable case law,~~
 143 ~~and best practices for providing students access to age-~~
 144 appropriate materials and library resources. Upon written
 145 request, a school district shall provide access to any material
 146 or book specified in the request that is maintained in a
 147 district school system library and is available for review.

148 1. Each book made available to students through a school
 149 district library media center or included in a recommended or
 150 assigned school or grade-level reading list must be selected by

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

151 a school district employee who holds a valid educational media
 152 specialist certificate, regardless of whether the book is
 153 purchased, donated, or otherwise made available to students.

154 2. Each district school board shall adopt procedures for
 155 developing library media center collections and post the
 156 procedures on the website for each school within the district.

157 The procedures must:

158 a. Require that book selections meet the criteria in s.
 159 1006.40(3)(d).

160 b. Require consultation of reputable, professionally
 161 recognized reviewing periodicals and school community
 162 stakeholders.

163 c. Provide for library media center collections based on
 164 reader interest, support of state academic standards and aligned
 165 curriculum, and the academic needs of students and faculty.

166 d. Provide for the regular removal or discontinuance of
 167 books based on, at a minimum, physical condition, rate of recent
 168 circulation, alignment to state academic standards and relevancy
 169 to curriculum, out-of-date content, and required removal
 170 pursuant to subparagraph (a)2.

171 3. Each elementary school must publish on its website, in
 172 a searchable format prescribed by the department, a list of all
 173 materials maintained in the school library media center or
 174 required as part of a school or grade-level reading list.

175 (e) Public participation.—Publish on its website, in a

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

176 searchable format prescribed by the department, a list of all
 177 instructional materials, including those used to provide
 178 instruction required by s. 1003.42. Each district school board
 179 must:

180 1. Provide access to all materials, excluding teacher
 181 editions, in accordance with s. 1006.283(2)(b)8.a. before the
 182 district school board takes any official action on such
 183 materials. This process must include reasonable safeguards
 184 against the unauthorized use, reproduction, and distribution of
 185 instructional materials considered for adoption.

186 2. Select, approve, adopt, or purchase all materials as a
 187 separate line item on the agenda and must provide a reasonable
 188 opportunity for public comment. The use of materials described
 189 in this paragraph may not be selected, approved, or adopted as
 190 part of a consent agenda.

191 3. Annually, beginning June 30, 2023, submit to the
 192 Commissioner of Education a report that identifies:

193 a. Each material for which the school district received an
 194 objection pursuant to subparagraph (a)2. for the school year and
 195 the specific objections thereto.

196 b. Each material that was removed or discontinued as a
 197 result of an objection.

198 c. The grade level and course for which a removed or
 199 discontinued material was used, as applicable.
 200

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

201 The department shall publish and regularly update a list of
 202 materials that were removed or discontinued as a result of an
 203 objection and disseminate the list to school districts for
 204 consideration in their selection procedures.

205 (4) SCHOOL PRINCIPAL.—The school principal has the
 206 following duties for the management and care of ~~instructional~~
 207 materials at the school:

208 (a) *Proper use of instructional materials.*—The principal
 209 shall assure that instructional materials are used to provide
 210 instruction to students enrolled at the grade level or levels
 211 for which the materials are designed, pursuant to adopted
 212 district school board rule. The school principal shall
 213 communicate to parents the manner in which instructional
 214 materials are used to implement the curricular objectives of the
 215 school.

216 (b) *Money collected for lost or damaged instructional*
 217 *materials; enforcement.*—The school principal shall collect from
 218 each student or the student's parent the purchase price of any
 219 instructional material the student has lost, destroyed, or
 220 unnecessarily damaged and to report and transmit the money
 221 collected to the district school superintendent. The failure to
 222 collect such sum upon reasonable effort by the school principal
 223 may result in the suspension of the student from participation
 224 in extracurricular activities or satisfaction of the debt by the
 225 student through community service activities at the school site

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

226 as determined by the school principal, pursuant to policies
 227 adopted by district school board rule.

228 (c) *Sale of instructional materials.*—The school principal,
 229 upon request of the parent of a student in the school, shall
 230 sell to the parent any instructional materials used in the
 231 school. All such sales shall be made pursuant to rule adopted by
 232 the district school board, and the principal shall annually
 233 provide information to parents that they may purchase
 234 instructional materials and how to purchase the materials.

235 (d) *Disposition of funds.*—All money collected from the
 236 sale, exchange, loss, or damage of instructional materials shall
 237 be transmitted to the district school superintendent to be
 238 deposited in the district school board fund and added to the
 239 district appropriation for instructional materials.

240 (e) *Accounting for instructional materials.*—Principals
 241 shall see that all instructional materials are fully and
 242 properly accounted for as prescribed by adopted rules of the
 243 district school board.

244 (f) *Selection of library media center materials.*—School
 245 principals are responsible for overseeing compliance with school
 246 district procedures for selecting school library media center
 247 materials at the school to which they are assigned.

248 Section 3. Subsection (2) of section 1006.29, Florida
 249 Statutes, is amended, and subsection (6) is added to that
 250 section, to read:

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

251 1006.29 State instructional materials reviewers.—
 252 (2) For purposes of this part ~~state adoption~~, the term
 253 "instructional materials" means items having intellectual
 254 content that by design serve as a major tool for assisting in
 255 the instruction of a subject or course. These items may be
 256 available in bound, unbound, kit, or package form and may
 257 consist of hardbacked or softbacked textbooks, electronic
 258 content, consumables, learning laboratories, manipulatives,
 259 electronic media, and computer courseware or software. A
 260 publisher or manufacturer providing instructional materials as a
 261 single bundle shall also make the instructional materials
 262 available as separate and unbundled items, each priced
 263 individually. A publisher may also offer sections of state-
 264 adopted instructional materials in digital or electronic
 265 versions at reduced rates to districts, schools, and teachers.
 266 (6) The department shall develop an online training
 267 program for school librarians, media specialists, and other
 268 personnel involved in the selection and maintenance of library
 269 media and collections or materials maintained on a reading list.
 270 This training must assist reviewers in complying with the
 271 requirements of s. 1006.31(2). The department shall make this
 272 training available no later than January 1, 2023. No later than
 273 July 1, 2023, and annually thereafter, each superintendent must
 274 certify to the department that all school librarians and media
 275 specialists employed by the district have completed the online

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

276 training program.

277 Section 4. Paragraph (b) of subsection (4) of section
278 1006.40, Florida Statutes, is amended to read:

279 1006.40 Use of instructional materials allocation;
280 instructional materials, library books, and reference books;
281 repair of books.—

282 (4) Each district school board is responsible for the
283 content of all materials used in a classroom or otherwise made
284 available to students. Each district school board shall adopt
285 rules, and each district school superintendent shall implement
286 procedures, that:

287 (b) Provide a process for public review of, public comment
288 on, and the adoption of ~~instructional~~ materials, including those
289 ~~instructional materials~~ used to provide instruction required by
290 s. 1003.42 ~~teach reproductive health or any disease, including~~
291 ~~HIV/AIDS, under ss. 1003.42(3) and 1003.46,~~ which satisfies the
292 requirements of s. 1006.283(2)(b)8., 9., and 11.

293 Section 5. Subsection (2) of section 1011.67, Florida
294 Statutes, is amended to read:

295 1011.67 Funds for instructional materials.—

296 (2) Annually by July 1 and before the release of
297 instructional materials funds, each district school
298 superintendent shall certify to the Commissioner of Education
299 that the district school board has approved a comprehensive
300 staff development plan that supports fidelity of implementation

ENROLLED

CS/HB 1467, Engrossed 2

2022 Legislature

301 | of instructional materials programs, including verification that
302 | training was provided; that the materials are being implemented
303 | as designed; and, beginning July 1, 2021, for core reading
304 | materials and reading intervention materials used in
305 | kindergarten through grade 5, that the materials meet the
306 | requirements of s. 1001.215(8). Such instructional materials, as
307 | evaluated and identified pursuant to s. 1001.215(4), may be
308 | purchased by the school district with funds under this section
309 | without undergoing the adoption procedures under s.
310 | 1006.40(4)(b). The certification must identify any material that
311 | received an objection pursuant to s. 1006.28 for the school year
312 | and the specific objections thereto, each material that was
313 | removed or discontinued as a result of an objection, and the
314 | grade level and course for which a removed or discontinued
315 | material was used, as applicable. This subsection does not
316 | preclude school districts from purchasing or using other
317 | materials to supplement reading instruction and provide
318 | additional skills practice.

319 | Section 6. This act shall take effect July 1, 2022.

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: June 3, 2022

SUBJECT: House Bill 1467, K-12 Education, School District Responsibilities

Contact Information:

Amber Baumbach
850-245-9115
Amber.Baumbach@fldoe.org
DPS: 2022-83

[House Bill 1467](#), signed by Governor DeSantis on March 25, 2022, and effective July 1, 2022, requires school districts to be transparent in the selection of instructional materials and library and reading materials. This legislation preserves the rights of parents to make decisions about what materials their children are exposed to in school. Changes for school districts are noted below.

- School district meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials must be noticed and open to the public and parents of district students must be included in such committees.
- Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the online training program developed by the Florida Department of Education (FDOE) prior to reviewing and selecting age-appropriate materials and library resources. A [memorandum](#) was sent recently to school districts calling for nominations for workgroup members to help develop this training.
- Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
- It is the responsibility of school principals to oversee compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.
- Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:
 - Require that book selections meet the selection criteria in section (s.) 1006.40(3)(d), Florida Statutes (F.S.).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide library media center collections are based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

JACOB OLIVA
SENIOR CHANCELLOR

- Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to s. 1006.28(2)(a)2., F.S.
- Each elementary school must publish on its website, in a searchable format prescribed by the FDOE, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.
- Each district must publish on its website, in a searchable format prescribed by the FDOE, a list of all instructional materials, including those used to provide instruction required by s. 1003.42, F.S. Each district school board must:
 - Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a., F.S., before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, approve, adopt, or purchase all materials as a separate line item on the agenda and must provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
- Annually, beginning June 30, 2023, each district must submit to the Commissioner of Education a report that identifies:
 - Each material for which the school district received an objection for the school year and the specific objections thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which a removed or discontinued material was used, as applicable.
- No later than July 1, 2023, and annually thereafter, each superintendent must certify to FDOE that all school librarians and media specialists employed by the district have completed the required training developed by the FDOE.
- The annual school district certification of fidelity of instructional materials must include any material that received an objection pursuant to s. 1006.28, F.S., for the school year and the specific objections thereto; each material that was removed or discontinued as a result of an objection; and the grade level and course for which a removed or discontinued material was used, as applicable.

FDOE will begin the rule development process and information on rule workshops is forthcoming.

Thank you for your attention to the implementation of these important changes.

JO/ab

cc: School District Library Media Supervisors
School District Instructional Materials Supervisors

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: August 12, 2022

SUBJECT: House Bill 1467 – Call for Parent Workgroup Members to Develop Online Training Program for School Library Media

Contact Information:

Amber Baumbach

850-245-9115

Amber.Baumbach@fldoe.org

DPS: 2022-127

[House Bill 1467](#), signed by Governor DeSantis on March 25, 2022, and effective July 1, 2022, requires the Florida Department of Education (FDOE) to develop an online training program for all personnel involved in the selection and maintenance of library media collections. Beginning January 1, 2023, all personnel involved in selecting library materials must complete training developed by FDOE in order to select materials. No later than July 1, 2023, and annually thereafter, the superintendent of schools in each district must certify to the FDOE Commissioner that all school librarians and media specialists have completed this training.

FDOE is currently seeking parents of students in K-12 schools for representation on a workgroup to develop the online training program.

Workgroup meeting participation will be on a hybrid basis with some meetings occurring in-person and other meetings conducted remotely. Participation will be ongoing and participants must be available for multiple meetings. Travel reimbursement will be paid.

If your district would like to nominate a parent or parent organization representative, please email the nominee's resume to IMStaff@fldoe.org by August 19, 2022.

If you have additional questions, please contact the Office of Library Media & Instructional Materials, at IMStaff@fldoe.org.

JO/ab

JACOB OLIVA
SENIOR CHANCELLOR

Staff Guidance for Instructional Materials

HB 1467 Overview - The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- **Classroom Libraries**

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Parent Permission Guidance for High School Teachers

| | Details | Communication and Forms |
|--|---|--|
| Classroom Library | Resources available to students to self-select in the classroom. | <ul style="list-style-type: none"> ✓ Include language in the Course Syllabus ✓ See Sample Classroom Library Notification Statement for Course Syllabus document included below. |
| Textbook, novel, and/or other supplemental instructional material/resource | <p>This may include magazines and websites regularly used as instructional materials in class.</p> <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <ul style="list-style-type: none"> ✓ Include titles and/or resources in Course Syllabus |
| Novel or other supplemental instructional material/resource with mature themes and/or content | <p>Mature content includes, but is not limited to: Portrayal of drug use, includes controversial and/or sensitive subject matter, violence or gore, Profanity/mature language</p> <p>The teacher requesting to show a video from any source (DVD, internet, streaming service, etc.) that has been given a rating of PG, PG-13, NR or that contains controversial or sensitive content must complete and sign a form and give it to the administrator for approval.</p> <p>The approved form is filed in the school's media center.</p> | <ul style="list-style-type: none"> ✓ Include titles or resources in Course Syllabus ✓ MUST HAVE: Parent Permission for Student Assigned Text ✓ MUST HAVE: Evaluation and Request to Use Video ✓ MUST HAVE: Parent Permission for Student Viewing of a Movie/Video |
| Videos – PG, PG-13, NR | | |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

| | Details | Communication and Forms |
|----------------------|--|--|
| | <p>A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class.</p> <p>Rated R videos may only be viewed by students in grade 11 and grade 12. The following considerations are in place:</p> <ul style="list-style-type: none"> There is no documentary or educational film version (non-R rated) available with similar content/ impact that will address the curriculum objectives listed. This video (or clip) is a suitable length for comprehension and intended impact. <p>A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class.</p> | |
| Videos – R | <p>This form must be signed and approved by all parties before the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.</p> <p>Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.</p> <p>Principals must receive pre-approval from Executive Director</p> | <p>✓ MUST HAVE: Evaluation and Request to Use Video – Grades 11 and 12 ONLY</p> <p>✓ MUST HAVE: Parent Permission for Student Viewing of a Movie/Video</p> |
| Guest Speaker | | <p>✓ MUST HAVE: Guest Speaker Approval</p> <p>✓ May Use if notifying families/guardians and nothing is considered controversial: Classroom Activity Notification and Permission</p> |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

| | Details | Communication and Forms |
|---|--|---|
| | for any potentially controversial topic or presentation. | <ul style="list-style-type: none"> ✓ MUST HAVE: Health and Safety Curriculum Committee (HSCC) Guest Speaker Application ✓ MUST HAVE if the topic/presentation is considered controversial: Classroom Activity Notification and Permission or Permission Form for instruction about reproductive Health, Sexual Transmitted Diseases, and HIV/AIDS |
| <p>Health and Safety Curriculum Committee (HSCC) Guest Speaker Application – for presentations covering potentially controversial topics</p> | <p>The HSCC must approve guest Speakers and presentations covering potentially controversial topics for district schools. Guest Speaker completes this application and submits it per Information Sheet on page 3.</p> | |
| <p>Classroom Activity</p> | <p>This may be used for any activity or event on campus that is not addressed on a course syllabus. It may be used for events like a Guest Speaker, <i>Unity Day</i> or <i>The Globe Reads Project</i>.</p> | <ul style="list-style-type: none"> ✓ Planned Classroom Activity Form |
| <p>Please note a parent/guardian may request an alternative text or video for any reason and options must be offered.</p> | | |
| <p>WHEN IN DOUBT REACH OUT! Administrators and the Curriculum and Instruction department are happy to help!</p> <p> English Language Arts/Reading ESE ESOL CTE </p> <p> Social Studies/World Language Mathematics/Performance Based Diploma Program Science/Computer Science AICE/AP/IB </p> | | |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Sample Classroom Library Notification Statement for Course Syllabus

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Staff Guidance for Instructional Materials

HB 1467 Overview - The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- **Classroom Libraries**

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Parent Permission Guidance for Middle School Teachers

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|---|--|---|
| Classroom Library | Resources available to students to self-select in the classroom. | <input checked="" type="checkbox"/> Include language in the Course Syllabus <input checked="" type="checkbox"/> See sample wording included below. |
| Sample Classroom Library Notification Statement for Course Syllabus | | |
| <p>Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that not every book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.</p> | <p>This may include magazines and websites regularly used as instructional materials in class.</p> <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <input checked="" type="checkbox"/> Include titles and/or resources in Course Syllabus |
| <p>Textbook, novel, and/or other supplemental instructional material/resource</p> | <p>Mature content includes, but is not limited to: Portrayal of drug use, includes controversial and/or sensitive subject matter, Violence or gore, Profanity/mature language</p> | <input checked="" type="checkbox"/> Include titles or resources in Course Syllabus <input checked="" type="checkbox"/> MUST HAVE: Parent Permission for Student Assigned Text |
| <p>Novel or other supplemental instructional material/resource with mature themes and/or content</p> | <p>The teacher requesting to show a video from any source (DVD, internet, streaming service, etc.) that has been given a rating of PG, PG-13, NR or that contains controversial or</p> | <input checked="" type="checkbox"/> MUST HAVE: Evaluation and Request to Use Video <input checked="" type="checkbox"/> MUST HAVE: Parent Permission for Student Viewing of a Movie/Video |
| <p>Videos – PG, PG-13, NR</p> | | |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|---|---|---|
| | <p>sensitive content must complete and sign a form and give it to the administrator for approval.</p> <p>The approved form is filed in the school's media center.</p> <p>A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class.</p> | |
| <p>Guest Speaker</p> | <p>This form must be signed and approved by all parties before the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.</p> <p>Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.</p> <p>Principals must receive pre-approval from Executive Director for any potentially controversial topic or presentation.</p> | <p>✓ MUST HAVE: Guest Speaker Approval</p> <p>✓ May Use if notifying families/guardians and nothing is considered controversial: Classroom Activity Notification and Permission</p> |
| <p>Health and Safety Curriculum Committee (HSCC) Guest Speaker Application – for presentations covering potentially controversial topics</p> | <p>The HSCC must approve guest Speakers and presentations covering potentially controversial topics for district schools. Guest Speaker completes this application and submits it per Information Sheet on page 3.</p> | <p>✓ MUST HAVE: Health and Safety Curriculum Committee (HSCC) Guest Speaker Application</p> <p>✓ MUST HAVE if the topic/presentation is considered controversial: Classroom Activity Notification and Permission or Permission Form for instruction about</p> |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|--|---|---|
| Classroom Activity | This may be used for any activity or event on campus that is not addressed on a course syllabus. It may be used for events like a Guest Speaker, <i>Unity Day</i> or <i>The Globe Reads Project</i> . | ✓ Planned Classroom Activity Form |
| Please note a parent/guardian may request an alternative text or video for any reason and options must be offered. | | |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Procedures for Curriculum and Instruction Related Legislation

HB 1467

Instructional Materials & Library Services

1. Requires certain school district instructional material review committee meetings be noticed and open to the public
 - a. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board for the purpose of core adoption, must be noticed and open to the public in accordance with s. 286.011.
 - b. The preliminary plan for implementing this requirement is as follows:
 - i. Establish timeline for adoption committee meetings
 - ii. Advertise meetings via district website, social media, and conventional media, as open to the public
 - iii. Replicate the school board process for public viewing to broaden the viewing audience
 1. These meetings are not subject to public comment
2. Requires school district personnel who are involved in reviewing and selecting certain instructional materials and library materials to complete training developed by DOE on selecting quality, age-appropriate books, prior to making selections
 - a. Once we have clarification and guidance from the FLDOE we will identify all stakeholders that will participate in this training (e.g., District Media Specialists, Instructional Materials Department Staff, select curriculum staff, and Library Technicians)
 - b. Training is expected to be available January 2023 and completed by June 1.
3. Requires school districts to adopt and post procedures for developing library media center collections
 - a. Upon approval of SB Policy 4.22 – Education Media Materials Evaluation, Selection, and Objection to Use, the criteria will be posted on both the district and each school's website
 - b. Forms and actual procedures will be created/revised as needed to address Policy 4.22 by winter break.
4. Requires each elementary school to post on its website a list of all materials maintained in the school library or required as part of a school or grade-level reading list
 - a. Each district school website has been updated to clearly identify the way in which a parent or citizen may access the school library media collection via Follett Destiny
 - b. If a school should have either a school or grade level reading list, that list will be posted separately on the school's website in a format prescribed by the FLDOE
5. Requires material in a school library or grade-level reading list to be selected by a certified educational media specialist
 - a. Hiring of three district level Media Specialists
 - b. Completion of state mandated training referenced in item #3
 - c. Adhere to the parameters established via FLDOE rulemaking regarding the selection of materials



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

**Approval of New Rule 6A-7.0713, F.A.C.,
Elementary School Website Listing of Library Materials and
Reading Lists**

State Board of Education

October 19, 2022

www.fldoe.org

Rule 6A-7.0713, F.A.C.

- Parents have a right to know what materials their child has access to at school.
- This rule expands parental rights to give parents the ability to search what materials are in their child's elementary school library.
- This rule provides school districts the requirements describing the format for the listing of books, ebooks, periodicals, videos, and all other materials on elementary school websites.
 - Rule contains definitions to identify schools that must comply with the posting requirements.
 - Rule defines “library media center” to include classroom libraries.
 - School or grade-level required reading lists are included.

Requirements

- The format that must be used by school districts for any elementary school grade level must:
 1. Identify type of material – book, ebook, periodical, etc.;
 2. List title and author for books and ebooks;
 3. List name or title for periodicals and videos, and;
 4. List title for any other material.
- Books and ebooks must be searchable by author and title. All other materials must be searchable by title.
- Books on a required reading list must meet the same requirements.



www.flDOE.org



www.flDOE.org

Status as of 3/24/22: Passed on 3/10/22

Effective date: July 1, 2022

HB 1467: K-12 Education

The bill establishes 12-year terms limits for school board members, and modifies school district requirements for instructional materials, including instructional materials in school libraries and media centers to provide increased oversight over, and public access to, all materials used in instruction.

The instructional materials adoption process will be impacted by this bill. The school district's instructional materials administrator should work closely with counsel to ensure full compliance. Additionally, persons responsible for library/media content and personnel should do the same. Counsel should review proposed library media policies before they are submitted to the board for approval.

School Board Member Term Limits

The bill establishes term limits of 12 years for school board members. A person may not appear on the ballot for reelection as a school board member if, by the end of his or her current term of office, the person will have served, or but for resignation would have served, in that office for 12 consecutive years. The term limits begin with the November 8, 2022, election, allowing current school board members to serve an additional 12 years.

Public Participation in the Instructional Materials Review Process

The bill requires that each district school board that holds meetings of committees convened for the purpose of selecting instructional materials for recommendation to the district school board must be noticed and open to the public, and must include parents of district students. Additionally, the bill modifies the requirement that each school district publish on its website a list of all instructional materials to include those used for specified required instruction.

A district school board must also:

- Provide access to all materials, excluding teacher editions, at least 20 calendar days before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption; ***The exclusion of teacher editions is significant as it prevents bad actors from attempting to access these materials for nefarious purposes.***
- Select, approve, adopt or purchase materials as a separate line item on the agenda, rather than on a consent agenda, and must provide a reasonable opportunity for public comment; ***it is imperative that counsel provide guidance regarding the definition of "reasonable opportunity for public comment" so that clear guidelines can be developed and adhered to,*** and
- Submit to the Commissioner of Education (commissioner), beginning June 30, 2023, an annual report that identifies:

- Each material for which the school district received an objection in the school year and the specific objections;
- Each material that was removed or discontinued as a result of an objection, by grade level and course.

- • Requires the Department of Education (DOE) to publish and update a list of materials that were removed or discontinued by district school boards as a result of an objection and disseminate the list to school districts for consideration in their instructional materials selection. **It would be of value for district personnel responsible for library/media oversight to review this list from time to time when it is made available to gain awareness of trends across the state.**
- • Requires each superintendent to identify, in the annual certification to the commissioner for the release of funds for instructional materials, any material that received an objection and the grade-level and course for which a removed or discontinued material was used.

Materials in School District Libraries and Media Centers

The bill:

- • Requires that each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate.
- • Requires the DOE to develop an online training program for librarians and media specialists, which includes training on materials in school library media centers and reading lists, to be made available no later than January 1, 2023. ○ After that date, personnel involved in the selection of school district library materials and reading lists must complete the training program developed by the DOE.
- • Requires each superintendent, beginning July 1, 2023, to annually certify to the commissioner that all school librarians and media center specialists have completed the online training program.
- • Requires all public elementary school to publish on its website a list of all materials maintained in the school library or required as part of a booklist used in a classroom.
- • In addition, each district school board is required to adopt and post on the website procedures for developing library media center collections. At a minimum, the procedures must:
 - Require book selections to be free of pornography and prohibited materials harmful to minors, suited to student needs, and appropriate for the grade level and age group;
 - Require consultation of reputable, professionally recognized sources and school community stakeholders for each selection;

- Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty; and
- Provide for the regular removal or discontinuance of books based on factors specified in the bill, including those removed because of an objection by a parent or resident of the county.

The bill provides that school principals are responsible for overseeing compliance with school library media center materials selection procedures at the school in which they are assigned.

Status as of 3/24/22: Signed by Officers and presented to Governor (Governor must act on this bill by 04/06/22)

Effective date: July 1, 2022

Duggan, Patrick J.

From: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>
Sent: Wednesday, August 03, 2022 5:07 PM
To: Termine Linda; Tomkins Kathy; Asplen Brennan; Cantalupo Denise; Cantees Stephen; Corcoran Mitsi; Dipillo Ronald; Dumas Jody; Figaredo-Alberts Sonia; Foster Allison; Giacolone Debra; Johnson Brandon; Maniglia Craig; Moore Harriet; Oakes Duane; Renouf Chris
Cc: DeLeo, Daniel J.; McKinley, Michael R.; Duggan, Patrick J.
Subject: Bills signed into law
Attachments: 2022 Cabinet Implementation Chart.pdf

CAUTION: External Email

The attachment is an easy to read spreadsheet describing the actions we must take for each law and the department(s) responsible. All of the bills on this spreadsheet have now been signed into law. Remember to also view the video link from the FADSS attorney discussing the laws. We will need to create or revise procedures as soon as possible. We'll discuss this again in Cabinet.

Thank you.

Brennan



Brennan W. Asplen III Ed.D.
Superintendent
Sarasota County Schools
941-927-9000 ext. 31151
www.SarasotaCountySchools.net

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

2022 Post-Session Bill Implementation

| Bill | Subject | Sponsor | Status | Summary | Effective Date | Department |
|--------------------------------|-------------------------|-------------|----------|---|-----------------|---|
| <u>HB 1</u> <u>Analysis</u> | Homestead Tax Exemption | Rep. Tomkow | Enrolled | <p>Proposes an amendment to the state constitution to authorize an additional homestead exemption of \$50,000 for specified critical public service employees, including classroom teachers</p> <p>HB 1563, which is linked to this bill, defines a “classroom teacher” as a staff member assigned to the professional activity of instructing K-12 students in courses and classroom situations, including basic instruction, exceptional student education, and career education</p> <p>This proposed amendment is subject to approval by 60 percent of voters in the state during the 2022 general election</p> | January 1, 2023 | Finance |
| <u>HB 3</u> <u>Analysis</u> | Law Enforcement | Rep. Leek | Enrolled | <p>Provides that dependent children of law enforcement officers are eligible to receive a Family Empowerment Scholarship</p> | July 1, 2022 | Guidance & Choice |
| <u>HB 7</u> <u>Analysis</u> | Individual Freedom | Rep. Avila | Enrolled | <p>Specifies that subjecting any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe certain specified divisive concepts constitutes unlawful discrimination</p> <p>Defines individual freedoms based on the fundamental truth that all individuals are equal before the law and have inalienable rights</p> <p>Requires students to develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions</p> | July 1, 2022 | Human Resources Curriculum & Instruction |

Last Update: 3.28.2022

| | | | | | | | |
|----------------------------------|---|--------------|-----------------|--|--------------|-------------------|--|
| | | | | Requires that instruction, instructional materials, and professional development in public schools be consistent with principles of individual freedom | | | |
| <u>HB 45</u> <u>Analysis</u> | Disabled Opportunities for Veterans | Rep. Morales | Enrolled | Beginning with the 2022-2023 academic year, a disabled veteran who is enrolled in a program approved for education assistance under the GI Bill and receives a tuition benefit under the GI Bill to attend a state university, Florida College System institution, career center operated by a school district, or charter technical career center, but who does not qualify for the 100-percent eligibility tier federally, is eligible for a waiver of tuition and fees from the institution attended | July 1, 2022 | Career Education | |
| <u>HB 173</u> <u>Analysis</u> | Care of Students w/ Epilepsy or Seizure Disorders | Rep. Duran | Signed into Law | Creates an individualized seizure action plan (ISAP) which informs school personnel of the unique health care services required by the student and how to respond in emergency situations Requires a school to implement an ISAP once a parent submits it to the school principal and school nurse Requires a school nurse or an appropriate school employee to: <ul style="list-style-type: none"> • Coordinate the provision of epilepsy and seizure disorder care, including administering medication, as outlined in a student's ISAP; and • Verify that school employees, whose duties include regular contact with a student with an ISAP, have completed training in the care of students with epilepsy and seizure disorders | July 1, 2022 | Health Services | |
| <u>HB 225</u> <u>Analysis</u> | Charter School Charters | Rep. Hawkins | Enrolled | Current law allows for a charter to be modified, including consolidating two or more charter schools, and provides procedures for terminating or non-renewing a charter. This bill revises these provisions to: <ul style="list-style-type: none"> • Specify that a charter may be modified at any time, during any term • Require that a request for the consolidation of multiple charters be approved or denied within 60 days after submission of the request | July 1, 2022 | Guidance & Choice | |

| | | | | | | |
|---------------------------|---------------------------------------|----------------|-----------------|--|--------------|-----|
| | | | | <ul style="list-style-type: none"> Require that any sponsor who denies a request for consolidation to provide the charter school's governing board with the specific reasons for the denial within 10 days Specify that a sponsor provide notice to a charter school of a decision to renew, terminate, or not renew before a vote and at least 90 days before the end of the school year; and Provide for the automatic renewal of a charter if notification does not occur at least 90 days before the end of the school year | | |
| <u>HB 235</u> Analysis | Restraint of Students w/ Disabilities | Rep. Plasencia | Signed into Law | Prohibits the use of mechanical restraint by school personnel except for school resource officers, school safety officers, school guardians, or school security guards, who may use mechanical restraint in the exercise of their duties to restrain students in grades 6 through 12 Devices prescribed or recommended by physical or behavioral health professionals may still be used for their indicated purposes. Authorized school personnel are still permitted to use appropriate physical restraint as permitted by existing law | July 1, 2022 | ESE |
| <u>SB 236</u> Analysis | Children w/ Developmental Delays | Sen. Jones | Enrolled | Modifies the definition of a developmental delay by extending the upper age limit for the identification of a student as having a developmental delay from age 5 to age 9, the maximum age authorized by federal law, or through the completion of 2 nd grade, whichever comes first Requires the State Board of Education to adopt rules for the identification of developmental delays in students up to age 9 or 2 nd grade, whichever comes first, who are eligible for admission to public special education programs and for related services | July 1, 2022 | ESE |
| <u>HB 255</u> Analysis | Applied Behavior Analysis Services | Rep. Plasencia | Enrolled | Adds a registered behavior technician who holds a nationally recognized paraprofessional certification in behavior analysis, practices under the supervision of either certified behavior analysts or | July 1, 2022 | ESE |

| | | | | | | |
|----------------------------------|---|--------------|----------|--|-------------------|--------------------------|
| <u>HB 395</u> <u>Analysis</u> | Victims of Communism Day | Rep. Borrero | Enrolled | professionals licensed under chapter 490 or chapter 491, and who is employed by an enrolled Medicaid provider, to the list of private instructional personnel who must be allowed to provide ABA services in the classroom setting Requires the governor to annually issue a proclamation designating November 7 th as "Victims of Communism Day" and calls for public schools to observe the day Beginning in the 2023-2024 school year, the bill requires high school students enrolled in the U.S. Government course to receive at least 45 minutes of instruction on "Victims of Communism Day" on topics of communist dictators and how the victims of communism suffered under these regimes. Requires the State Board of Education to adopt revised social studies standards for the required United States Government course that incorporate educational standards for instruction on "Victims of Communism Day" by April 1, 2023 | Upon Becoming Law | Curriculum & Instruction |
| <u>SB 430</u> <u>Analysis</u> | Interstate Compact for Military Children | Sen. Wright | Enrolled | Reenacts the Interstate Compact on Educational Opportunity for Military Children and provides for future legislative review and repeal of the Compact on July 1, 2025 | July 1, 2022 | School Services |
| <u>HB 461</u> | Bright Futures Student Service Requirements | Rep. Melo | Enrolled | Authorizes a student to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through 100 hours of paid work beginning with high school students graduating in the 2022-2023 academic year | Upon Becoming Law | Guidance & Choice |
| <u>SB 638</u> <u>Analysis</u> | Early Childhood Music Pilot Program | Sen. Perry | Enrolled | Extends the scheduled expiration of the Early Childhood Music Education Incentive Pilot Program from June 30, 2022, to June 30, 2023 | Upon Becoming Law | Curriculum & Instruction |

| | | | | | | |
|--|----------------------------------|-------------------|-----------------|--|---------------------|--|
| <p>SB 706 <u>Analysis</u></p> | <p>School Concurrency</p> | <p>Sen. Perry</p> | <p>Enrolled</p> | <p>Provides that school concurrency is deemed satisfied when the developer tenders a written legally binding commitment, rather than actually executes such commitment, to provide mitigation proportionate to the demand created by the development</p> <p>A district school board must notify the local government that capacity is available for the development within 30 days after receipt of the developer's commitment</p> <p>Provides that such mitigation paid by a developer, rather than being immediately directed toward a school capacity improvement, must be set aside and not spent until an appropriate improvement is identified</p> | <p>July 1, 2022</p> | <p>Planning</p> |
| <p>SB 758</p> | <p>Charter Review Commission</p> | <p>Sen. Diaz</p> | <p>Enrolled</p> | <p>Provides that a legislator may visit any public school in the member's district without prior notice. The school may not require an escort or limit the duration or scope of the visit</p> <p>Creates the Charter School Review Commission within DOE to review and approve applications for charter schools overseen by school boards</p> <p>Requires the school district in which the charter school is located to serve as sponsor following application approval by the commission</p> <p>Requires a school district to provide an initial proposed charter contract to a charter school within 30 calendar days after the commission's approval of an application</p> <p>Requires that a proportionate share of costs per student station of educational impact fees be designated for the construction of charter school facilities that mitigate student impact</p> <p>Creates the Institute for Charter School Innovation at Miami Dade College to provide sponsor resources and support and develop sponsor best practices</p> | <p>July 1, 2022</p> | <p>Chief of Staff</p> <p>Guidance & Choice</p> <p>Planning</p> |

| | | | | | | |
|---------------------------|--|------------------|----------|--|-----------------|-------------------------------|
| <u>HB 777</u> Analysis | Local Tax Referenda Requirements | Rep. Robinson | Enrolled | Requires referenda authorizing a school district millage tax increase to be held at a general election | October 1, 2022 | Finance, Government Relations |
| <u>HB 817</u> Analysis | Emergency Medical Care and Treatment to Minors | Rep. Massullo | Enrolled | Authorizes physicians licensed under chapters 458 or 459, F.S., to provide emergency medical care or treatment to a minor without parental consent Allows physicians to provide such care in prehospital settings, similar to EMTs and paramedics, or in hospital settings | July 1, 2022 | Health Services |
| <u>SB 896</u> Analysis | Educator Certification Pathways for Veterans | Sen. Burgess | Enrolled | Removes the requirement that an applicant for a temporary educator certificate hold a baccalaureate degree if the applicant has completed: <ul style="list-style-type: none"> At least 48 months of active-duty military service with an honorable discharge or medical separation; and At least 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a non-accredited institution of higher learning that the Department of Education has identified as having a quality program resulting in a bachelor's degree or higher | July 1, 2022 | Human Resources |
| <u>HB 899</u> Analysis | Mental Health for Students | Rep. Hunschofsky | Enrolled | Revises requirements for a school district's annual mental health assistance allocation plan to include policies and procedures that require the provision of information on available mental health services and resources for students and their families Requires school districts to identify a mental health coordinator that will serve as the primary point of contact regarding the district's student mental health policies, procedures, responsibilities, and reporting | July 1, 2022 | Student Services |
| <u>HB 921</u> Analysis | Campaign Finance | Rep. Roach | Enrolled | Provides that a local government may not spend, or authorize the expenditure of, public funds for a political advertisement or any other communication sent to electors concerning an issue or referendum | July 1, 2022 | Government Relations |

| | | | | | | |
|---|----------------------------|------------------|------------------------|---|---------------------|-----------------------|
| <p><u>SB 1048</u></p> | <p>Student Assessments</p> | <p>Sen. Diaz</p> | <p>Signed into Law</p> | <p>This does not preclude a local government from:</p> <ul style="list-style-type: none"> • Reporting on official actions of the governing body in an accurate, fair, and impartial manner • Posting factual information on a government website or in printed materials • Hosting and providing information at a public forum • Providing factual information in response to an inquiry • Providing information otherwise authorized or required by law | <p>July 1, 2022</p> | <p>Accountability</p> |
| <p>Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment will be the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8</p> <p>Requires DOE to provide recommendations on additional ways to streamline testing based on an independent review of the progress monitoring system by January 31, 2025</p> <p>Requires the progress monitoring system to be computer-based and, beginning with the 2023-2024 school year, be computer adaptive</p> <p>The system must provide results from the first 2 administrations to a student's teacher within 1 week and to the student's parent within 2 weeks of testing</p> <p>Provides that the 2022-2023 school grades and district grades shall serve as an informational baseline for schools and districts</p> <p>Due to the absence of learning gains data in the 2022-2023 school year, the initial school grading scale for the 2022-2023 informational baseline grades shall be set so that the percentage of schools that earn</p> | | | | | | |

| | | | | | |
|-----------------------------------|-------------------------------|--------------|-----------------|--|--|
| <u>SB 1054</u> | Personal Financial Literacy | Sen. Hutson | Signed into Law | <p>an "A," "B," "C," "D," and "F" is statistically equivalent to the 2021-2022 school grades results</p> <p>Requires that a student entering 9th grade before the 2023-2024 school year earn eight credits in electives. A student entering 9th grade in the 2023-2024 school year or thereafter must earn seven and one-half credits in electives</p> <p>Requires that, beginning with students entering 9th grade in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management</p> <p>Requires a student in the CTE graduation pathway that enters 9th grade before the 2023-2024 school year to complete two credits in electives or work-based learning programs. A one-half credit in financial literacy may be included in the two credits of electives</p> <p>Requires a student in the CTE graduation pathway that enters 9th grade in the 2023-2024 school year and thereafter to complete one and one-half credits in electives or work-based learning programs and one-half credit in financial literacy</p> | <p>Guidance & Choice</p> <p>Curriculum & Instruction</p> <p>Career Education</p> |
| <u>HB 1421</u> <u>Analysis</u> | School Safety | Rep. Hawkins | Enrolled | <p>Requires district school boards and charter school governing boards to adopt a plan that guides family reunification when K-12 public schools are closed or unexpectedly evacuated due to natural or manmade disasters</p> <p>Requires that the State Board of Education adopt rules setting requirements for emergency drills including timing, frequency, participation, training, notification, and accommodations</p> <p>Requires that law enforcement responsible for responding to schools in the event of an assailant emergency be physically present and participate in active assailant drills</p> | <p>July 1, 2022</p> <p>School Services</p> |

| | | | | | | |
|----------------|---|---------------|-----------------|--|---|------------------|
| | | | | | <p>Requires safe-school officers that are sworn law enforcement officers to complete mental health crisis intervention training.</p> <p>Requires safe-school officers that are not sworn law enforcement officers to receive training on incident response and de-escalation</p> <p>Requires that school districts annually certify, beginning with July 1, 2023, that at least 80 percent of school personnel received the mandatory youth mental health awareness training</p> <p>Reauthorizes the MSD Commission until July 1, 2026, for the purpose of monitoring implementation of school safety legislation</p> | Student Services |
| <u>HB 1467</u> | Library Materials Review and School Board Term Limits | Rep. Garrison | Signed into Law | <p>Establishes 12 year term limits for district school board members</p> <p>Requires certain school district instructional material review committee meetings be noticed and open to the public</p> <p>Requires school district personnel who are involved in reviewing and selecting certain instructional materials and library materials to complete training developed by DOE on selecting quality, age-appropriate books, prior to making selections</p> <p>Requires school districts to adopt and post procedures for developing library media center collections</p> <p>Requires each elementary school to post on its website a list of all materials maintained in the school library or required in a classroom booklist</p> <p>Requires material in a school library or grade-level reading list to be selected by a certified educational media specialist</p> | Super. Curriculum & Instruction | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | | <p>School district personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being</p> <p>School districts may still adopt procedures that permit school personnel to withhold such information from the parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect</p> <p>Provides that classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through 3rd grade or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards</p> <p>Requires parental notification at the beginning of each school year of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service</p> <p>Requires school districts to adopt procedures for a parent to notify the principal, or designee, regarding concerns under this bill at his or her student's school and the process for resolving those concerns within 7 calendar days after notification by the parent</p> <p>Requires that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern</p> <p>If a concern is not resolved by the school district, a parent may:</p> <ul style="list-style-type: none"> Request the Commissioner of Education appoint a special magistrate to determine facts relating to the dispute, consider information provided by the school district, and render a recommended decision for resolution to the State Board of | | | | |
|--|--|--|--|---|--|--|--|--|

| | | | | | | |
|-----------------------------------|---|-------------------|----------|---|-----------------|------------------------|
| | | | | <p>Education within 30 days after receipt of the request by the parent. Cost of the magistrate must be borne by the school district, OR</p> <ul style="list-style-type: none"> Bring a civil action against the school district to obtain a declaratory judgment and seek injunctive relief. A court may award damages and shall award attorney fees and court costs to a parent who receives declaratory or injunctive relief | | |
| <u>HB 5007</u> <u>Analysis</u> | FRS Contribution Increase | Rep. Trumbull | Enrolled | <p>Establishes the contribution rates paid by employers participating in the Florida Retirement System</p> <p>Increases the amount of employer-paid contributions allocated to each active member's investment plan account by three percent of the member's compensation</p> | July 1, 2022 | Finance |
| <u>HB 7049</u> <u>Analysis</u> | Legal Notices | Rep. Fine | Enrolled | <p>Provides a governmental agency the option to publish legal notices on a publicly accessible website of a county instead of in a print newspaper under specified conditions</p> | January 1, 2023 | Finance, Planning |
| <u>HB 7057</u> <u>Analysis</u> | Cybersecurity Pub. Records/Meetings Exemption | Rep. Giallombardo | Enrolled | <p>Provides a general public record exemption for the following information held before, on, or after July 1, 2022:</p> <ul style="list-style-type: none"> Coverage limits, deductible or self-insurance amounts of insurance or other risk mitigation coverages acquired for the protection of IT systems Information and data related to cybersecurity <p>Creates a public meeting exemption for any portion of a meeting that would reveal the confidential and exempt information; however, any portion of an exempt meeting must be recorded and transcribed</p> | July 1, 2022 | Information Technology |
| <u>HB 7071</u> | Taxation | Rep. Payne | Enrolled | <p>Provides a 14-day "back-to-school" sales tax holiday from July 25, 2022, through August 7, 2022, for certain clothing, school supplies, learning aids and puzzles, and personal computers. This provision will take effect upon becoming law</p> | July 1, 2022 | Finance |

| | | | | | | |
|--|--|--|--|---|--|---------------------------------|
| | | | | <p>Authorizes school districts to use the school capital outlay surtax for the purchase, lease, or maintenance of school buses</p> <p>Increases the authorized amount of discretionary millage that may be used by a school district for purchases of certain vehicles and insurance from \$150 FTE to \$175 FTE under 1011.71(5), F.S.</p> | | <p>Planning, Transport.</p> |
|--|--|--|--|---|--|---------------------------------|

**Summaries of HB 5003 and SB 2524, the budget implementing and conforming bills, will be provided separately.

Subject: Library Book Challenge: SB Appeal
Date: 12/15/2022 8:40 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
"Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

CAUTION: External Email

Patrick

As we discussed previously there has been a challenge to the book "Stamped: Racism, Anti-Racism and You". It has passed through both the school and district level review process and the complainant has now appealed to the school board. Since this process originated prior to our revised school board policies being adopted, it was conducted using the previous "Challenged Materials" policy, 4.30 (attached).

Per our conversation, I have drafted a summary of the entire process leading up to this email (attached). Please advise on next steps and include those cc'd above. Thank you!



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written
 - Appeal the findings and move to the District Level part of the process
- [REDACTED] informed me that she wished to appeal.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.
 - HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
 - HB 1557 – This work presents no information related to this piece of legislation
 - HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Ultimately the workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup's recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

CHALLENGED MATERIALS

4.30*

- I. The following procedures shall be followed when the parent of a public school student or a resident, as defined in Section 1006.28(1)(b), Florida Statutes, of Sarasota County contests the School Board's adoption of a specific instructional material:
 - A. The parent or resident must file a petition, on a form provided by the School Board and published on the School Board's website, within thirty (30) calendar days after the adoption of the material by the School Board.
 - B. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of Section 1006.31(2) or 1006.40(3)(d), Florida Statutes. No untimely objection will be considered under this procedure.
 - C. Within thirty (30) days after the thirty (30) day period has expired, an unbiased and qualified hearing officer shall conduct an open public hearing on all petitions timely received. The hearing officer shall be appointed by the Superintendent and shall be neither an employee nor agent of the School Board. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.
 - D. The contested material shall be made available to the public online at least seven (7) days before the hearing.
 - E. The hearing before the hearing officer is not subject to the provisions of Chapter 120, Florida Statutes but the hearing officer shall use his or her discretion to provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. Within twenty (20) days of the conclusion of the hearing, the hearing officer will present his or her findings and recommendation, in writing, to the School Board.
 - F. Within thirty (30) days after the School Board receives the hearing officer's findings and recommendation, the School Board, at a public meeting, will consider the petition, the hearing officer's findings and recommendation, and any evidence presented to the hearing officer, and make a final decision on the petition.
 - G. The decision of the School Board shall be final and not subject to further review or petition.
 - H. For purposes of this Policy the term "instructional materials" shall have the same meaning as in Section 1006.29(2), Florida Statutes.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- II. The following procedures shall be followed when the parent of a public school student or a resident, as defined in Section 1006.28(1)(b), Florida Statutes, of Sarasota County objects to the use of a specific instructional material or materials accessed in a school media center:
- A. A parent or resident who has an objection to the use of a specific instructional material or a material accessed in a school media center must first request, in writing, a conference with the principal or principal's designee to discuss the use of the material. The principal or principal's designee will schedule the conference within ten (10) working days of receiving the written request.
 - B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.
 - C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed. Any such written complaint will be filed with the principal within ten (10) working days of the conference.
 - D. These procedures shall be followed for school level appeals:
 - 1. A committee of teachers, educational media specialists, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials. All members of the committee must read the entire book, view or listen to the material in its entirety prior to meeting. The committee results will be submitted to the principal on the appropriate School Media Advisory Committee Checklist form. The principal shall notify the Superintendent and the Instructional Materials Manager of the results.
 - 2. Challenged materials shall not be removed during the reconsideration period.
 - 3. The principal shall inform the complainant in writing concerning the committee's decision within ten (10) working days.
 - E. If the complainant disagrees with the decision rendered from the school-level appeal, he or she may file an appeal with the principal within ten (10) working days of the school level decision. In such case, a District level committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Instructional Materials Manager as being responsible for the organization of this review committee. All members of the committee must read the entire book, view or listen to the material in its entirety prior to convening. The committee's recommendations shall be submitted to the Superintendent within twenty

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

(20) working days. A committee member shall not be selected from the school where the challenged materials originated.

1. The following shall serve as a review committee for elementary schools:
 - a. The Chairperson of the School Advisory Council or designee;
 - b. Elementary principal;
 - c. A curriculum supervisor;
 - d. Three (3) instructional staff members at the elementary level; and,
 - e. Two (2) parents, as defined by Florida Statutes, of elementary age students.
 2. The following shall serve as a review committee for secondary schools:
 - a. The Chairperson of the School Advisory Council or designee;
 - b. Secondary principal;
 - c. A curriculum supervisor;
 - d. Three (3) instructional staff members at the secondary level; and,
 - e. Two (2) parents of secondary age students.
- F. The committee's review shall be treated objectively, unemotionally, and in a business-like manner and shall be conducted in the best interests of the student, the school, and the community. The committee's decision shall be submitted to the Superintendent using the District Advisory Committee checklist form.
- G. The complainant shall be informed, in writing by the Superintendent, within ten (10) working days after the committee's decision is received.
- H. If the complainant disagrees with the district-level appeal, he or she may file an appeal with the Superintendent within ten (10) working days of the district-level decision . In such a case, the School Board shall review the decisions from the school and district-level committees and shall provide the complainant with the opportunity to proffer evidence to it as provided in Section 1006.28(2)(a)2, Florida Statutes. The School Board shall thereafter render a final decision on the complainant's concern.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1006.28, F.S.

LAWS IMPLEMENTED: 1001.41, 1001.43, 1006.28,1006.283 F.S.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

HISTORY:

ADOPTED: 08/21/03
REVISION DATE(S): 01/16/07, 07/21/15, 12/12/17, 04/02/19
FORMERLY: NEW

NOTES:

Revised: 04/02/19

Page 4 of 4

SARASOTA 4.30*

Subject: RE: Book Challenge: SB Review
Date: 1/11/2023 10:59 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<[image001.png](#)>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<[image002.png](#)>

<[image003.png](#)>

<[image004.png](#)>

<[image005.png](#)>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2002, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

Subject: FW: Book Challenge: SB Review
Date: 1/19/2023 8:28 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

Per your request. This is the final copy.



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Manoogian Rob
Sent: Wednesday, January 11, 2023 10:59 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: RE: Book Challenge: SB Review

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237



Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law
SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<image001.png>

Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2002, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

Subject: FW: SB Documents: Book Challenge
Date: 1/25/2023 9:53 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

FYI



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Manoogian Rob
Sent: Wednesday, January 25, 2023 9:16 AM
To: Tomkins Kathy <Kathy.Tomkins@sarasotacountyschools.net>
Subject: SB Documents: Book Challenge

Kathy

Here's everything that was sent to the board. Let me know if you need anything else.



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Instructional Materials & Library Services

925 North Brink Avenue |
Sarasota, Florida 34237
941.358.4470 | Fax 941.3737656
SarasotaCountySchools.net

PATRON'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: FICTION/ NON-FICTION

DIRECTIONS:

This form is to be completed by a parent/guardian of a student currently enrolled in Sarasota County Schools, or a current citizen of Sarasota County as determined by a residential address within Sarasota County. Completed forms are to be returned to the school principal.

Title Stamped: Racism, Anti Racism and You

Author Jason Reynolds and Ibrahm X Kendi

Publisher/Producer (if known) Little, Brown and Co

Location of Material (i.e., school name) Booker High, Laurel Nokomis, North Port High, Oak Park, Pine View, Riverview High, Sarasota High, Suncoast Polytech High, Venice High

Request initiated by [redacted] Date May 5, 2022

Address [redacted]

City [redacted] Zip Code [redacted] Phone [redacted]

Complainant is representing

Himself or Herself Student _____ Organization _____ Other _____

If you selected Student, Organization, or Other please identify name _____

Please answer the following questions using as much detail as possible. Additional pages can be attached to this form.

1. Did you read the entire passage, book, etc., that is the subject of your objection? x Yes ___ No
2. What do you believe is the theme of this material? The book teaches and promotes all of the tenants and philosophies of Critical Race Theory. These include such "truths" that White people are inherently racist; the United States both historically and currently are inherently racist; the United States was founded to stand up systemic racism; by virtue of their race whites enjoy the benefits of "white privilege" and are active oppressors to blacks, minorities and people of color; by virtue of their race whites are unconsciously bias towards blacks, minorities and people of color; all people are lumped into three categories: segregationist (hater), assimilationist (coward) or anti racists (someone who truly loves) -- regardless of race or color those who are anything but "anti racist" are perpetual racists and actively engage in / promote / prescribe to oppression (i.e. Martin Luther King Jr. is a racist because he is classified by the authors as an assimilationist);
3. To what in the material do you object? Please be specific; cite pages or segments In general, the overall theme of the book as outlined in section 2 above is objectionable. Additionally, the book is objectionable given it's half baked historical references (this is not a history but it's a history book narrative by the author), purposefully misleading statistics and inferences of events and "motives", which all boil down to the message that White people / White society are inherently racist and wish to subject Black people to unfair and racist policies to preserve their elitist position in society. The authors also present intentionally flawed and context devoid "facts" to support their point. For instance, the author's forward states that the prison population and police killings should be proportional to the 13% Black population but because they are not, it's due to racial inequality rather than 1) personal accountability (which, of course, personal accountability is sited as racist tactics to assign blame) or 2) the subjective use of statistics. The use of subjective statistics leads young readers to a conclusion without the full picture to make an assessment using critical thinking. For instance, if the author where to provide the young reader with additional facts around incarceration data including that, for instance, 50% of all 2018 murder victims in America were Black with 90% of those murders committed by other Black people, mostly young Black men, wouldn't that shine a different light onto the conclusion and discussion of the incarceration narrative rather than pegging "systemic racism" and police targeting policies as the reason for a higher representation due to racial inequality? The authors use a sweeping comment about

40% of the prison population being Black to all a young mind to infer that since they only make up 13% of the population, then this disproportional incarceration level is due to racism not crime. This is a key example of flawed logic based on correlation versus causation. If the author was not so disingenuous about having real race discussions with youth, they would have provided additional facts to determine the root causes to determine the causation within this incarceration and victim population. The purposeful misrepresentation by the authors to teach hateful rhetoric as "truth" is intentionally poisonous to students and perpetuates hateful ideology. For other specific examples within the critical race theory rhetoric, please see additional sited examples. **p.61** *"For the assimilationists, the three-fifths rule allowed them to argue that someday slaves might be able to achieve five-fifths. Wholeness. Whiteness. One day. And for the segregationists, it proved that slaves were mathematically wretched. Segregationists and assimilationists may have had different intentions, but both of them agreed that Black people were inferior. And that agreement, that shared bond, allowed slavery and racist ideas to be permanently stamped into the founding document of America".* **p. 65** "Black people -- slaves-- started to get free. Runaways. And abolitionists urged the newly freed people to go to church regularly, learn to speak "proper" English, learn math, adopt trades, get married, stay away from vices (smoking and drinking) and basically live what they would consider to be a respectable lives. Basically, live like White people. If Black people behaved "admirably", they could prove all the stereotypes about them were wrong. This strategy was called uplift suasion. It was racist because what it said was that Black people couldn't be accepted as themselves, and that they had to fit into some kind of White mold to deserved their freedom....it's important to keep this in mind because it would be the cornerstone of assimilationist thought which was basically to make yourself small, make yourself unthreatening, make yourself the same, make yourself safe, make yourself quiet, to make White people comfortable with your existence." **p245** - "How do you feel? ..I hope it's clear that the construct of race has always been used to gain and keep power, whether financially or politically. How it has always been used to keep us quiet. To keep the ball of White and rich privilege rolling. "

4. What do you feel might be the result of exposure to these materials? These slanted viewpoints within a schools setting allows hateful seeds to be planted into young minds with the only "logical" conclusion to be that White people want to perpetually own Blacks, America policies were and continue to be actively framed to oppress Blacks, and Blacks and Whites must life in a continued culture of distrust and conflict.
5. For what age group would you recommend this material? This type of Marxist, divisive rhetoric and "logic" is equivalent to encouraging Maoist struggle sessions or allowing books supporting KKK or Nazi ideology within our schools. I do not think justifying those ideologies are appropriate in schools at any age nor is it legal under new legislation in Florida. These distorted concepts subject readers to a perverted "version of the author's truth" about race, American history and the intent between racial relationships.

6. Are there any desirable or positive features within the materials? Yes No

a. If yes, please explain

7. Are you aware of the judgment of this material by recognized critics? Yes No

8. What would be your suggestion for future use of this material?

- a. Do not assign, lend, or expose it to my child
- b. Withdraw the material from all students, including my child
- c. Obtain parent permission or set grade level permissions prior to checkout by students

9. In its place, what materials of equal quality would you recommend that would convey as valuable a picture

and perspective of our civilization and the subject treated? Thomas Sowell, Discrimination and Disparities.
Thomas Sowell, Economic Facts and Fallacies.



Name of Complainant(s) (Print)



Signature of Complainant(s)

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped

Author Jason Reynolds & Ibram X Kendi

A. PURPOSE

1. What is the overall theme of the material?

See individual responses

2. Is the author's intent accomplished?

6 Yes 1 No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

7 Yes 0 No

2. What is the reputation and significance of the author and publisher/producer in the field?

See individual responses

3. Is the material current

7 Yes 0 No

4. Are information sources well documented

6 Yes 1 No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? See individual responses.

 Yes No

2. Are the illustrations appropriate to the subject and age levels?

2 Yes No 5 N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

6 Yes 1 No

2. Could this material be considered pornographic or prohibited under s. 847.012?

0 Yes 7 No

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 3. Is the content suited to student needs and their ability to comprehend the material? 6 Yes 1 No
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? 7 Yes 0 No
- 5. Does this material present information not otherwise available? 2 Yes 5 No
- 6. Does this material give a new dimension or direction to its subject? 7 Yes 0 No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) See individual responses _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) See individual responses _____

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. 0 Yes 7 No
- 2. If “Yes”, please provide a brief explanation on how or why you believe this work may violate current legislation.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

See individual responses

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

After in depth discussion the workgroup recommended that the materials remain available for students in grades 6-12 as a self-selected choice.

Some concerns were expressed regarding the depth of the content within the book and whether younger students could comprehend. Ultimately, it was decided that the self selected nature of the title would foster students returning the book if they didn't enjoy it or couldn't understand it

Media Advisory Committee Members

Date 11/14/22

Nick Kohler - Middle School Teacher

Ray Wilson - School Principal

Tiffany Bailey - District Curriculum Specialist

Donna Heath - Teacher/Media Specialist

Dana Moretta - Parent

Brie Ondercin - Parent

Stephanie Lee - Teacher

(Print)

(Sign)

Principal

(Print)

(Sign)

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title _____ Stamped _____

Author _____ Jason Reynolds Ibram X. Kendi _____

A. PURPOSE

1. What is the overall theme of the material? ____ To point out America's racist past and present. The books goal is to show how racist ideas started and how they propagated throughout America's history and that those ideas are still being propagated.
2. Is the author's intent accomplished? ____ Yes ___x_ No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? ___x___ Yes ___ No
2. What is the reputation and significance of the author and publisher/producer in the field?
3. Is the material current ____X_ Yes ___ No
4. Are information sources well documented ____X_ Yes ___ No ___ N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? ____ Yes ___x_ No
2. Are the illustrations appropriate to the subject and age levels? ___X_ Yes ___ No ___ N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? ___X_ Yes ___ No
2. Could this material be considered pornographic or prohibited under s. 847.012? ____ Yes ___X_ No
3. Is the content suited to student needs and their ability to comprehend the material? ____ Yes ___X_ No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? ___X_ Yes ___ No
5. Does this material present information not otherwise available? ____ Yes ___x_ No
6. Does this material give a new dimension or direction to its subject? ____x_ Yes ___ No

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) _____ Common Sense Media _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) __ Barbara Saunders Common Sense Media _____

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If “Yes”, please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

The book suffers from presentism. The idea that people who lived 150, 200 even 50 years ago should know better. That is a problem when looking at the journeys of people like Cotton Mather, Nat Turner, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, WEB DuBois and other notable figures from history. It discounts the reality that they faced and how society was structured and had been structured for thousands of years. It discounts their understanding of their time. It is easy for us to look back and judge people when we have never walked in their footsteps. However, I do think the book is a worthwhile read for individuals. I would not recommend this as a comprehensive lesson to explain the

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

disparities in the United States. The not a history book history book, is one-sided, and that is ok. I fear that banning books, even books I really do not agree with, is more dangerous than a book that looks at historical times, struggles, and tragedy using the lens and knowledge of today to judge people that had no such lenses. Conversely, it takes books like this for us to look at our past and see what problems we need to solve today that were created in the past. And then to have honest, direct and uncomfortable conversations to truly move America forward.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Date 11/14/22

Nick Kohler _____

Nick Kohler _____

(Print)

(Sign)

Principal

(Print)

(Sign)

T.B

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and you

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

Racism has existed in a variety of ways starting in the 1600s. There are 3 responses to Racism: Segregation, Assimilation, and AntiRacism. AntiRacism is focused on the idea that all people are equal and good for being who they are.

2. Is the author's intent accomplished?

Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? Both authors are highly competent and established writers. The majority of the content comes from Kendi who is a professor of humanities. Jason Reynolds has adapted the book for younger audiences.

3. Is the material current

Yes No

4. Are information sources well documented

Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools?
applicable Yes No Not really

2. Are the illustrations appropriate to the subject and age levels?

Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012?

Yes No

3. Is the content suited to student needs and their ability to comprehend the material?

Yes No

T.B.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
 5. Does this material present information not otherwise available? Yes No
 6. Does this material give a new dimension or direction to its subject? Yes No
- E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)
1. Does this title appear in on or more reputable selection aides? Yes No
 2. If so, please list at least one (1) <https://www.common sense media.org/book-reviews/stamped-racism-antiracism-and-you>
 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
 4. If so, please list the source of review(s) <https://www.ohiohumanities.org/2021/02/17/stamped-racism-antiracism-and-you-by-jason-reynolds-review-by-diane-schroeder/>
- F. **LEGISLATION/STATUTES**
1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
 2. If “Yes”, please provide a brief explanation on how or why you believe this work may violate current legislation.

T.B.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

While the material does present a great deal of information about racism and does describe historic people as racist, it does NOT paint all White people as racist and highlights the positive contributions of people of all races.

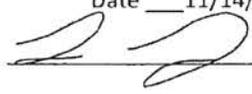
What is the recommendation of the committee for treatment of the material(s) being reconsidered?

This text should remain as self selected reading material for middle and high school students.

Media Advisory Committee Members

Date 11/14/22

Tiffany Bailey



(Print)

(Sign)

Principal

(Print)

(Sign)

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

Racism vs Antiracism in America

2. Is the author's intent accomplished?

Yes ___ No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes ___ No

2. What is the reputation and significance of the author and publisher/producer in the field?

The book is a NY times bestseller. - won Odyssey Award for Excellence in Best selling Author (Kendi) of multiple books Audiobook

Kendi studied African American studies and became a professor in that area at multiple colleges, including UF, Brown, SUNY Albany + Ontario
founded antiracist research and policy center at American University

3. Is the material current

Yes ___ No ___ N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? This is not a book used for curriculum purpose ___ Yes ___ No N/A

2. Are the illustrations appropriate to the subject and age levels?

___ Yes ___ No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes ___ No

2. Could this material be considered pornographic or prohibited under s. 847.012?

___ Yes No

3. Is the content suited to student needs and their ability to comprehend the material?

Yes ___ No

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
 - 5. Does this material present information not otherwise available? Yes No
 - 6. Does this material give a new dimension or direction to its subject? Yes No
- E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) (Kirkus, Horn Book Guide) American Library Association
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Kirkus & Horn Book Guide

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

I do not feel this violates current legislation since its intention is not for instructional purposes.

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

This book is controversial for sure, but authors have freedom to discuss or portray opinions about topics and students should have the freedom to choose books that interest them. This book was not intended for instruction it was one of many books that may "rock the boat" but is made available to students in a library setting. It provides an opportunity for students to question his topic and leads to great conversations.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?
I would ~~reconsider~~ recommend this book stay within the Sarasota County School library. I would like to add that it should be placed for middle school or high school students only. Since I see the challenger notes that this book is in PV I feel that it should be marked for elem. kids to not be able to take it out.

Media Advisory Committee Members

Date 11/14/22

Dana Moretta

Dana Moretta

(Print)

(Sign)

Principal

(Print)

(Sign)

B.D.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
Due to this book being a self-checkout item and NOT used as curriculum or text for instruction, the question about "need" does not apply. However, a middle school student wishing to checkout this book from a middle school library or media center should be able to comprehend the material as it is written for such an audience.
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No
For me, yes. It was really helpful to have this perspective and insight into a subject that was only lightly scratched and touched upon while I was in grade school.

E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) American Library Association and School Library Journal _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Common Sense Media, Kirkus Reviews, Good Reads, and New York Times Book Review _____

F. **LEGISLATION/STATUTES**

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

B.O.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I found this non-fiction publication to be truly eye-opening, well written, insightful, and informative. The authors did a great job of engaging the reader, writing to the appropriate reading and comprehension level, and sharing history without it being a history textbook which can sometimes be boring and rote for kids. The authors used an appealing style of writing that included sarcasm, wit, and humor, even for a subject of such great importance in our nation's history. This must have been difficult to do because of the need to capture the heart, soul and minds of the young readers without insulting or discrediting the subject and relevant history. One of my main takeaways from reading this book is the nation's history of passion, desire and focus on the need for equality of ALL humans. To me, this trumps and overcomes all hate, evil, greed and power.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

My recommendation would be to keep the book available for self-checkout in all Sarasota County School District middle and high school media centers and libraries.

Media Advisory Committee Members

Date _____

Brie W. Ondera 11/14/22
(Brie W. Ondera)

(Print)

(Sign)

Principal

(Print)

(Sign)

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

The overall theme of the book is to encourage young people to be questioners or investigators of information which they are presented with.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

Both authors have won numerous awards and acclaim for their writing such as the John Newberry Medal, Carnegie Medal, Edgar Award for Best Young Adult, National Book Award for Nonfiction and Guggenheim Fellowship for Humanities.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *This is a self-select title and not part of instructional content* Yes No

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No

S.L.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) School Library Journal
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Kirkus, Common Sense Media, School Library Journal

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I feel that students in grades 7-12 should have access to the book. My reason behind not including 6th grade is that we have students who are younger in terms of the chronological age for that grade level and may not be "socially" ready to read and fully understand the content. For 6th graders who are at the maturity level to read this book they should be allowed to do so. I did not find the book to be inappropriate or to have objectionable content for middle or high school students.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Students in grades 6-12 should have access to the novel and it should be "flagged" for students in the lower grades that may be interested in checking out this book.

Media Advisory Committee Members

Date 11/14/2022

Stephanie S. Lee

Stephanie S. Lee

(Print)

(Sign)

Principal

(Print)

(Sign)

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title: Stamped: Racism, Antiracism, and You

Author: Jason Reynolds and Ibram X. Kendi

A. PURPOSE

- 1. What is the overall theme of the material? The here and now about race from the authors' viewpoints
- 2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

- 1. Is the author competent and qualified in the field? Yes No
- 2. What is the reputation and significance of the author and publisher/producer in the field?
Jason Reynolds is an American author of novels and poetry for young adult and middle-grade audiences. He has degree in English and received numerous awards. He is a #1 NYT bestselling author of many books.
- 3. Is the material current Yes No
- 4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

- 1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *Not part of required reading material* Yes No
- 2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

- 1. Is the content appropriate for the age group for which it is currently available? Yes No
- 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

6. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in one or more reputable selection aides? Yes No

2. If so, please list at least one (1) _____

3. Has the book been reviewed by at least one reputable book reviewer? Yes No

4. If so, please list the source of review(s)
 Kirkus _____

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No

2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

HB 7 specifically states that a person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex."

This is a self-selected text that is not a part of the required reading for core instruction.

In Part C, question 1... add an option for N/A.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Date _____

[Handwritten signature]

R.W.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

Raymond Wilson

(Print)

Principal

(Print)

[Signature]

(Sign)

(Sign)

D.H

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped, Racism, Anti-racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning (Stamped)

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material? An account of the origin and historical metamorphosis of racism, assimilationism, and anti-racism in the U.S. and the world.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? The author of the book from which Stamped is adapted, Ibram X. Kendi, is an American author, professor, anti-racist activist, and historian of race and discriminatory policy in America. In July 2020, he assumed the position of director of the Center for Antiracist Research at Boston University. Jason Reynolds is a #1 New York Times Bestselling author and recipient of a Newbery Honor, a Printz Honor, an NAACP Image Award, and multiple Coretta Scott King honors, Reynolds is also the 2020-2022 National Ambassador for Young People's Literature.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? I am not aware of this title being part of course curriculum, although it is in the digital library of our current McGraw/Hill ELA Textbook as a novel study in Grade 9.
 Yes No

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

1. Is the content appropriate for the age group for which it is currently available? Yes No
2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
3. Is the content suited to student needs and their ability to comprehend the material? Yes No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
5. Does this material present information not otherwise available? Yes No
6. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in on or more reputable selection aides? Yes No

2. If so, please list at least one (1) Florida Teens Read 2021, This is the history book that needs to be included in standard education: the true African American history. Key movements, ideas, and figures from America's conception through the #BlackLivesMatter movement are framed in the competing ideas of "haters" (segregationists) and "cowards" (assimilationists) in the hopes that learning this information will create antiracists of us all.

School Library Journal: Reynolds and Kendi eloquently challenge the common narrative attached to U.S. history. This adaptation, like the 2016 adult title, will undoubtedly leave a lasting impact. Highly recommended for libraries serving middle and high school students.

3. Has the book been reviewed by at least one reputable book reviewer? Yes No

4. If so, please list the source of review(s) School Library Journal and Florida Tcens Read Horn Book Review, Kirkus Book Reviews. _____

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area course work. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material? \I believe Stamped provides a historical account of the origin of racism, along with insightful observations of the metamorphosis of opinions toward racism, anti-racism and assimilationism, from the 1400's to the present. It does not convey guilt upon the young people who may read the book. On the contrary, Reynolds leaves the reader on a positive note encouraging them to be an agent of change and responsibility toward their fellow human being. This selection could be thought provoking for the reader without being inappropriate or violating Florida statutes.

What is the recommendation of the committee for treatment of the material(s) being reconsidered? I would recommend Stamped remain in middle and high school libraries in Sarasota County as a self-selected book.

Media Advisory Committee Members

Donna Heath

Date November 14, 2022

Donna Heath

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED], of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

Directions: This form is to be completed by the School or District Media Advisory Committee to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Completed forms should be returned to the building principal and then forwarded to the manager of Instructional Materials.

Title Stamped: Racism, Anti-Racism + You
 Author Reynolds + Kendi

A. PURPOSE

1. What is the overall theme of the material?
author's perspective/evaluation of racism in American history
2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No
2. What is the reputation and significance of the author and publisher/producer in the field?
do not know fully, National Award winning book author, #1 NY Times best selling author of many books.
3. Is the material current Yes No
4. Are information sources well documented Yes No N/A
5. Are translation and retellings faithful to the original Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objective of the curriculum of Sarasota County Schools? not part of curriculum required to read Yes No
2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content well presented by providing adequate scope, range, depth and continuity? Yes No
2. Does this material present information not otherwise available? Yes No
3. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS

1. Source of review(s) SSYRA book 21-22
2. Does this title appear in one or more reputable selection aids? Yes No
 If yes, please list the names of the selection aids

Additional Comments

well-written, written in editorial style from one perspective, picks & chooses historical facts to fit his opinion, thought provoking leading to great conversations

Recommendation by School/District Media Advisory Committee for treatment of challenged materials

committee recommendation is 8th grade check-out for middle school.

Media Advisory Committee Members

Erin Rice
Michael Deritt
Susan Maas-Lyon
Em Hasan
Silvana Geddes
Kathryn Brandon
(Print) Lindsey Quisley

Date 5/24/22
[Signature]
[Signature]
Susan Maas-Lyon
Em P. Hasan
Silvana Geddes
[Signature]
(Sign) Lindsey Quisley

Principal

TOMAS DINVERNO
(Print)

[Signature]
(Sign)

Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)
Date: 7/12/2022 11:40 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

Rob,

Can you give me a call when you have a moment? I spoke with Chris Renouf and we agreed you are best to sign the affidavit. Give me a call so we can iron out the details.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Friday, July 08, 2022 5:57 PM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Meckler Sue

<Sue.Meckler@sarasotacountyschools.net>

Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

CAUTION: External Email

Patrick,

I have no explanation as to what happened to my original response which was sent a few hours after our conversation, but here it is again.

I've attached a list of the titles referenced in the injunction including titles, current location, total number of copies and whether the material is available as a class set.

Additionally, you'll find the email communication that was sent to both citizens referenced in the injunction, regarding their ability to formally challenge the materials in question. I've attempted to answer your other questions below.

In our conversation you indicated that you would obtain our School Board Policies regarding challenges to instructional materials, but please let me know if you need anything further.

Some of my inquiries include:

1. Do we possess each of these 51 books? – See attached list
2. If so, what schools possess each book? – See attached list
3. If so, are they maintained in classrooms, the school library, or both? Everything included on the list is what is available as a self-selected title in the school's media center. The district does not maintain lists of what may be kept in a teacher's classroom library.
4. Are they required or voluntary readings? I do not have information as to whether any of the titles have been assigned by teachers as part of coursework. As stated above, the status of the titles on the list refer to books contained within school library collections for which students would be able to self-select for checkout.
5. If required, what grade level/school are they required for? N/A
6. Do we consider these books to be "instructional materials" (which is defined in Florida Statute 1006.29 (2)) Under the definition of "instructional materials", then yes, any item contained within a school library/media center is considered an instructional material.
7. Can any student in any grade check these books out? Yes. However, we have multiage schools (e.g., Laurel Nokomis, Pine View and Oak Park), and within those collections schools work to ensure that elementary age students only have access to age-appropriate materials. The same can be said for middle school students at Pine View. It's not a concern when students "borrow down", (e.g., a HS student borrows a MS book)
8. If so, is parental consent or other pre-condition required? Unless the parents proactively work with the schools to set parameters on the books their students can access, then parental consent is not required. However, this only applies to self-selected text. Teachers that require or assign reading are expected to include reading lists and/or permission slips advising parents/guardians of the material required.

I would also like to review any policies, procedures, or forms we have in place regarding book challenges, including:

1. acquisition/adoption of new materials (both instructional materials and library materials)
2. objection to existing materials (both instructional materials and library materials)

If we have existing policies regarding these issues, can you either send me a copy or point me to who can provide them?



Rob Manoogian
 Manager
 Instructional Materials & Library Services
 Sarasota County Schools
 925 North Brink Ave
 Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Manoogian Rob
Sent: Wednesday, July 6, 2022 12:50 PM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Cc: Duggan, Patrick J. <pduggan@shumaker.com>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

Patrick

I spoke with Chris. Sue and I are both on vacation at the moment but would it be possible for you to give me a quick call on my cell? I have a few clarifying questions about this information you're seeking. Thank you

941.323.7170



Rob Manoogian
Manager
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Wednesday, July 6, 2022 12:02 PM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Duggan, Patrick J. <pduggan@shumaker.com>

Subject: Fwd: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

Rob,

Wanted to be sure you were copied on this correspondence as well. I have just been released from the hospital and was hoping you could connect with Sue and together you could correspond with Patrick D regarding his requests.

Thank You very much!

Chris

Sent from C. Renouf's iPhone

Begin forwarded message:

From: "Duggan, Patrick J." <pduggan@shumaker.com>
Date: July 6, 2022 at 11:01:32 AM EDT
To: Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Cc: Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>, Renouf Chris <Chris.Renouf@sarasotacountyschools.net>, "DeLeo, Daniel J." <ddeleo@shumaker.com>
Subject: FW: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Sue,

I hope you are enjoying your summer!

Attached is a recent court filing by a citizen that requests the court issue an emergency injunction to "cease and desist" access by students to certain literature allegedly contained in our district's school libraries, for the Sheriff to seize them as evidence, and for the empaneling of a citizen grand jury.

The attached documents highlights two specific passages from books that are alleged to be in our school's libraries ("Sold" by Patricia McCormick and "The Bluest Eye" by Tony Morrison) that were read at recent Board meetings by citizens and then lists 49 other books in an exhibit at the end without referencing any passages.

We plan to respond to this court filing, but to best do so, I need more information so I can better understand our existing protocols.

I am hoping to set a time (either in person or by phone) to discuss these books and any policies or procedures we have in place regarding adoption of instructional materials, objections to library materials, and objections to instructional materials pursuant to FS 1006.28(2)(a).

Some of my inquiries include:

1. Do we possess each of these 51 books?
2. If so, what schools possess each book?
3. If so, are they maintained in classrooms, the school library, or both?
4. Are they required or voluntary readings?
5. If required, what grade level/school are they required for?
6. Do we consider these books to be "instructional materials" (which is defined in Florida Statute 1006.29(2))
7. Can any student in any grade check these books out?
8. If so, is parental consent or other pre-condition required?

I would also like to review any policies, procedures, or forms we have in place regarding book challenges, including:

1. acquisition/adoption of new materials (both instructional materials and library materials)
2. objection to existing materials (both instructional materials and library materials)

If we have existing policies regarding these issues, can you either send me a copy or point me to who can provide them?

Thank you in advance. If you have questions, please advise.

Patrick J. Duggan
Attorney at Law

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, July 06, 2022 10:10 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Subject: Scan File Attached

Copitrak Delivered Scan

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Re: Herald Tribune inquiry – Classroom libraries
Date: 7/13/2022 4:06 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

Your statement is fine. If anything I would also work in that we expect that teachers will use instructional and library materials to augment the teaching of state standards and must be consistent with Florida law.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct 941.364.2735 | Fax 941.366.3999
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jul 13, 2022, at 2:44 PM, Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick please weigh in. Thank You

Sent from C. Renouf's iPhone

On Jul 13, 2022, at 2:41 PM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

I'm no lawyer but I believe that state law/statute trumps local board policy. We want to be sure that our response doesn't indicate that we're simply following our current SB policy, which is no longer applicable due to the requirements of HB1467 or any other new laws that may not have been considered in the last revision of our local IM policies.

Rob Manoogian
Manager,
Instructional Materials & Library Services



Sarasota County Schools

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: Rob.Manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Wednesday, July 13, 2022 2:37 PM
To: Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>; Whealy Kelsey <Kelsey.Whealy@sarasotacountyschools.net>
Subject: Re: Herald Tribune inquiry – Classroom libraries

Thank You Catherine. Excellent points!

Chris

Sent from C. Renouf's iPhone

On Jul 13, 2022, at 12:43 PM, Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net> wrote:

Hello!

My thoughts are...

We have not made a statement about the removal of classroom libraries to high school staff.

Prior to July 1, the Principal has the responsibility of ensuring curriculum resources are aligned with District Policy and State Statute. Classroom libraries should be aligning to similar expectations as what is included in Board Policy for Media Centers.

Additionally, high school teachers who have a classroom library should be acknowledging the library in the syllabus. It is suggested that a general statement about the genres and range of topics be made and information about brining a personal reading material if the library is not an option.

I agree with the statement made by Chris, "the interpretation and potential implications of new legislation is being carefully reviewed by district staff and our legal department with the intent to provide best practice guidance and

support to our teachers and administrators" As far as commenting on practice moving forward.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Sent: Wednesday, July 13, 2022 9:37 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Cc: Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Herald Tribune inquiry – Classroom libraries

Would you like me to share that with Kelsey?



Rob Manoogian
Manager
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Wednesday, July 13, 2022 9:35 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: Re: Herald Tribune inquiry – Classroom libraries

Rob,

Thank You for sharing. My initial thoughts are that the interpretation and potential implications of new legislation is being carefully reviewed by district staff and our legal department with the intent to provide best practice guidance and support to our teachers and administrators.

Chris

Sent from C. Renouf's iPhone

On Jul 13, 2022, at 8:53 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

Chris and Sue

I know that the timing isn't great with you both
under the weather.

No one responded to this yesterday and I didn't
know how you wanted to handle this, if at all.



Rob Manoogian
Manager
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Whealy Kelsey <Kelsey.Whealy@sarasotacountyschools.net>
Sent: Monday, July 11, 2022 3:47 PM
To: Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue
<Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <
Catherine.Cocozza@sarasotacountyschools.net>; Ellington Kelly
<Kelly.Ellington@sarasotacountyschools.net>
Cc: Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>;
Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>;
Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>
Subject: Herald Tribune inquiry – Classroom libraries

Good afternoon all,

Steven, the education reporter with the Herald Tribune, reached out for information about classroom libraries. He shared that he is looking for a new "angle" on the recent story the paper published about the lawsuit (against the School Board for distributing "sexually explicit materials" in libraries). Please see below:

Teachers in schools are known to keep bookshelves/their own collection of literature in classrooms. Is it completely up to the discretion of the teacher in regards to what books are allowed to be in there? Does the district have any oversight there? Or, would any district oversight fall under the "challenged materials (4.30)" section, where there's only action taken if a parent goes through the form?

There's been reporting in other Gannett papers that some districts are restricting books in teacher's classrooms, and I'm trying understand how books in classrooms works here.

My understanding is that classroom libraries are curated at a teacher's discretion, but I wanted to confirm. Steven indicated his deadline is tomorrow (July 12). I'd appreciate any details or insights you could provide, thank you!

Regards,
Kelsey



Kelsey Whealy
Media Relations Specialist,
Communications and Community Relations

Office: 941-927-9000 ext. 31148
Mobile: 941-929-5794
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Response to Herald Tribune re: classroom libraries
Date: 7/14/2022 3:01 PM
From: "Whealy Kelsey" <Kelsey.Whealy@sarasotacountyschools.net>
"Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Manoogian Rob"
<Rob.Manoogian@sarasotacountyschools.net>, "Cantees Stephen"
To: <Stephen.Cantees@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Duggan, Patrick J."
<pduggan@shumaker.com>
"Maniglia Craig" <Craig.Maniglia@sarasotacountyschools.net>, "Ellington Kelly"
Cc: <Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountyschools.net>

CAUTION: External Email

Good afternoon all,

Based on the various feedback that's been provided on this, please see below for a suggested response to the Herald Tribune:

With regard to school libraries and individual classroom libraries, it's the district's expectation that all teachers and staff members will utilize instructional and library materials in accordance with state standards and consistent with Florida law to further enrich the learning environment for students. Our district's leadership team and legal counsel are in the midst of carefully reviewing the new legislation with the intent to provide best practices, guidance, and support to our teachers, staff members, and administrators for the upcoming school year.

Please let me know if you have any edits or adjustments. Thanks!

Regards,
Kelsey



Kelsey Whealy
Media Relations Specialist,
Communications and Community Relations

Office: 941-927-9000 ext. 31148

Mobile: 941-929-5794

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Re: SERVICE OF COURT DOCUMENT CASE NUMBER 582022CC003753XXXANC CRAFT, ROBERT LOUIS VS SCHOOL BOARD OF SARASOTA COUNT
Date: 7/17/2022 9:26 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "DeLeo, Daniel J." <ddeleo@shumaker.com>

As I understand (from my conversation Rob Manoogian when I was getting the affidavit for our court response), they met with Craft and a lady named Melissa Radovich at Fruitville Elementary's school library, explained the policy-based challenge process to them, and (I think) gave them the form to initiate a challenge. Neither has made a challenge through the policy.

They also sent the form to initiate the policy challenge process to the two speakers from the Board meeting (Alexis Spiegelman and Michael Conte) who read the passages. Neither made a challenge.

There is also supposedly a parent from Venice that began a challenge but agreed to wait until either the district reopened or school starts (I can't remember which). This is the one they expect to be an actual challenge.

Mike needs to prioritize making the policy changes. Staff sent them to him a while back with recommended changes. I have not seen them but my own review of the policy as part of responding to Craft indicated that we need to at the very least insert the statutory criteria outlined in 1006.28 into it so there is an objective criteria for the reviewers to follow. Otherwise, it would be unclear to a non-lawyer educator who reviews the text as part of a challenge what the standard on review is supposed to be.

Sent from my iPhone

On Jul 17, 2022, at 9:06 AM, DeLeo, Daniel J. <ddeleo@shumaker.com> wrote:

Me too.

Sent from my iPhone

On Jul 17, 2022, at 7:20 AM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

I was told the paperwork was given out but not returned.

Sent from my iPhone

On Jul 17, 2022, at 7:16 AM, DeLeo, Daniel J. <ddeleo@shumaker.com> wrote:

Craft's minions are on TV saying that parents have tried the procedures set forth in school board policy 4.3 and nothing happened. That's obviously a lie. I think we need an affidavit from some person at the school district that says that paperwork was sent to whatever parties regarding these two books and they were never returned. That's what I

believe the facts to be. In fact, none of these folks including Mr. Craft have challenged these books in the process. That closes the loop.

What do you think about that suggestion?

Sent from my iPhone

Begin forwarded message:

From: "Duggan, Patrick J." <pduggan@shumaker.com>
Date: July 17, 2022 at 5:46:10 AM EDT
To: "DeLeo, Daniel J." <ddeleo@shumaker.com>
Subject: Fwd: SERVICE OF COURT DOCUMENT
CASE NUMBER 582022CC003753XXXANC CRAFT,
ROBERT LOUIS VS SCHOOL BOARD OF
SARASOTA COUNT

Sent from my iPhone

Begin forwarded message:

From: eservice@myflcourtaccess.com
Date: July 16, 2022 at 9:03:48 PM EDT
Subject: SERVICE OF COURT
DOCUMENT CASE NUMBER
582022CC003753XXXANC CRAFT,
ROBERT LOUIS VS SCHOOL BOARD OF
SARASOTA COUNT

Communication from Florida Electronic Filing
Portal - Notice of Service of Court Documents

CAUTION: External Email

Notice of Service of Court Documents

Filing Information

Filing #: 153467477
Filing Time: 07/16/2022 09:03:39 PM ET
Filer: Robert Louis Craft 941-270-0938
Court: Twelfth Judicial Circuit in and for
Sarasota County, Florida
Case #: 582022CC003753XXXANC
2022 CC 003753 NC

Court
 Case #:
 Case CRAFT, ROBERT LOUIS VS
 Style: SCHOOL BOARD OF SARASOTA
 COUNT

Documents

| Title | File |
|--------|---|
| Motion | CraftvSCSB Motion for Jury Diliberation of Question of Great Public Concern.pdf |

E-service recipients selected for service:

| Name | Email Address |
|---|--|
| Patrick Joseph Duggan | pduggan@shumaker.com |
| | jcompton@shumaker.com |
| | dmills@shumaker.com |
| Robert Louis Craft | thepeoplevscsb@gmail.com |
| Office of the Attorney General - State of Florida | oag.civil.eserve@myfloridalegal.com |
| Jane Goodwin | jane.goodwin@sarasotacountyschools.net |
| Tom Edwards | thomas.edwards@sarasotacountyschools.net |
| Shirley Brown | shirley.brown@sarasotacountyschools.net |
| Karen Rose | karen.rose@sarasotacountyschools.net |
| Bridget Ziegler | bridget.ziegler@sarasotacountyschools.net |

E-service recipients not selected for service:

| Name | Email Address |
|---------------------|---------------|
| No Matching Entries | |

This is an automatic email message generated by the Florida Courts E-Filing Portal. This email address does not receive email.

Thank you,
The Florida Courts E-Filing Portal

The following identifier(s) are associated with this transaction:

request_id#:153467477;Audit#:523250114;UCN#:582022CC003753XXXANC;

Subject: RE: Legislative Summaries
Date: 7/18/2022 9:43 AM
From: "Renouf Chris" <Chris.Renouf@sarasotacountychools.net>
To: "Dan Deleo (ddeleo@shumaker.com)" <ddeleo@shumaker.com>, "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

Good morning Dan and Patrick.

Hope you had a great weekend!

I'm sending this email and a few attachments for your reference. A few things to highlight:

1. Email below that I sent to Brandon and Steve this morning regarding some "General" talking points to be shared with our School Leaders this week and next
2. A Summary (HB 1467 Guidance Document) drafted by Rob Manoogian – He, Sue Meckler and I will be meeting tomorrow to review and discuss
3. Summer Policy Updates sent to us by Kathy Tomkins for our team's review – Note the three attached that reference Instructional Materials

What I'm hoping to accomplish is the following:

- Development of a Summary Document for HB 1467 that provides interpretation, possible implications, guidance, direction and support to our school leaders, teachers, media techs, etc.
- Guidance to our Instructional/Library Services Team and Curriculum Directors regarding revision of SB Policy(ies) and procedures as a result of recently passed legislation (HB 1467 as an example)
- Would either of you be interested, willing and available to join Rob and Sue as we present a brief update to our School and District Leaders at our annual Summer Leadership Institute (SLI) next Monday, July 25th at PV School? Time to be finalized this Thursday.

Thanks a million to you all for your continued guidance and support!

Chris

Good morning Brandon and Steve.

I wanted to share with you both a messaging update that can and will be shared with School Leaders related to Instructional/Library Materials as a result of newly passed legislation (HB 1467).

- The district and school legal teams are actively reviewing newly passed legislation (Interpretation – Potential Implications)

- Assembling “Best Practice” Guidelines of Support for School Leadership, Teachers, Media Center Personnel, Bookkeepers, etc.
- New District Regional Media Specialist Job Descriptions on 7/19 SB Agenda – Hoping to post, interview and hire ASAP
- Examining pertinent current and proposed SB Policies, Recommendations, - Review with SB at August SB WS
- Plan to share update at SLI, with Staff prior to Welcome Back

Definitely more to come! Sue and Rob have and continue to provide exceptional leadership, guidance and support for us all every step of the way!!!

Chris



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, July 11, 2022 9:24 AM
To: Dan Deleo (ddeleo@shumaker.com) <ddeleo@shumaker.com>
Cc: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>; Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Giacolone Debra <Debra.Giacolone@sarasotacountyschools.net>; Figaredo-Alberts Sonia <Sonia.Figaredo-Alberts@sarasotacountyschools.net>; Cantalupo Denise <Denise.Cantalupo@sarasotacountyschools.net>
Subject: Legislative Summaries

Dan,

I was great talking with you briefly this morning. As a follow up to our conversation. I was wondering if it might be helpful to draft a “user friendly” **abbreviated summary** providing interpretation, **highlights**, potential **implications** and “**best practice**” **guidelines of support** for select Bills (7 – 1467 & 1557, etc.) to share with our Administrators and teachers prior to the start of the upcoming school year. I anticipate there being very common sense questions that I am hopeful that this could directly address in addition to the times Steve, Brandon, Craig and District Team members provide on-going clarification throughout the school year.

Always appreciate your support and valued perspective.

Chris



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

HB 1467 Staff Guidance

HB1467 Overview - The following is just one part of new state legislation that went into effect on July 1, 2022. Included in this document is information and guidance to assist you in navigating the changes required by this legislation.

District leadership and the legal team are working with the FLDOE to determine the best course action to support best practices and provide as much guidance and support as possible while complying with the law.

As of July 1, 2022, as it relates to school libraries and reading materials

- All books added to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate.
 - Selections must be free of pornography, suited to the needs and comprehension ability of the students, and appropriate for the grade level and age group of the students
 - Procedures must be developed in consultation with “reputable, professionally recognized reviewing periodicals and school community stakeholders
 - Procedures must be designed to create “media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of student and faculty
 - The procedures must provide for the regular removal or discontinuance of books based on physical condition, rate of recent circulation, alignment to state standards, out of date content, or status following a parent’s or community members objection

District Response

- Addition of three (3) district media specialists designed to assist with the following:
 - Vetting acquisitions of all books added to a school collection, including classroom libraries
 - Collection development including purchasing and regular maintenance
 - Assist schools with the overall implementation of HB 1467, including book challenges
- Purchases of all books for use in a school media center or classroom library will be frozen until January 2023
 - Provides time for both FLDOE and district legal to provide interpretation and guidance on the legislation
- School library opt out for students
 - Families can elect to hold students from library use and provide their own self-selected reading material
 - Family provided reading must:
 - be deemed appropriate for use in a school setting
 - be aligned with course of study or comply with teacher requirements

Recommended Best Practice

- Required reading (outside of adopted textbook)
 - must be included in a course syllabus provided by the teacher and signed by parents/guardians or
 - have a signed permission slip in place
- Whole class or small group read aloud
 - Signed permission slip
 - Advanced communication with parents/guardians
- All students must be given the opportunity to opt out of assigned reading and be provided with an alternative text
- Transparency
 - When in doubt communicate with stakeholders as early as possible
- Classroom Libraries
 - Books contained within a classroom library are considered instructional materials and subject to the same statutes and policies as any other library or textbook
 - Titles must be:
 - free of pornography, suited to the needs and comprehension ability of the students, and appropriate for the grade level and age group of the students

School Board Policies
 Summer 2022
 Sarasota

| Policy # | Req | Proc | Status | Option | Policy Title | Comments |
|----------|-----|------|----------------------------|--------|---|--|
| 3.24 | X | X | Revision | | Safe and Secure Schools | Policy revision to reflect changes in law HB 1421 |
| 3.14 | X | | Revision | | Suicide Prevention | Policy revision to reflect changes in law HB 1421 |
| 3.45 | X | | Revision | | Background Screening for Contractors | Policy revised to reflect changes in law SB 2524 |
| 4.20 | X | X | New | | Instructional Materials Selection | Policy written to reflect changes in law and incorporate challenge to material HB 1467 |
| 4.21 | | X | Revision | | Textbook Adoption | Policy revised to reflect changes in law HB 1467 |
| 4.22 | X | X | Revision (replace current) | | Education Media Materials Selection | Policy rewritten to reflect changes in law and incorporate challenge to material HB 1467 |
| 4.30 | | | Delete/Remove | | Challenged Materials | Challenge protocols incorporated into instructional and media selection policies |
| 5.20 | X | X | Revision | | Student Assignment | Revises policy to reflect changes in law on school choice SB 2524 |
| 5.201 | X | X | Revision | | Student Out of Zone Transfers/Choice | Revises policy to reflect changes in law on school choice SB 2524 |
| 5.23 | X | X | Revision | | Controlled Open Enrollment | Revises policy to reflect changes in law on school choice SB 2524 |
| 5.711 | X | X | Revision | | Parental Access To Information | Policy to reflect changes in parental rights law HB 1557 |
| 5.56 | X | X | Revision | | School Health Services | Policy to reflect changes in parental rights law HB 1557 |
| 5.343 | X | X | Revision | | Use of Time Out, Seclusion or Physical Restraint For Students With Disabilities | Revises policy to reflect changes in law re: mechanical restraints HB 235 |
| 6.29 | X | | Revision | | Report of Misconduct | Revises policy to reflect changes in law from SB 2524 |
| 6.31 | X | | Revision | | Records and Reports | Revises policy to reflect changes in law from SB 2524 |
| 6.17 | X | | Revision | | Appointment or Employment Requirements | Revises policy to reflect changes in law from SB 2524 |

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

INSTRUCTIONAL MATERIALS SELECTION

4.20*+

All classroom instructional materials, used in the _____ County Schools including State-adopted single source textbooks, instructional aids, and other supplementary materials, for the first time shall undergo an evaluation. This evaluation shall determine the suitability of the materials for information being taught in the classroom in relationship to State standards, curriculum frameworks, and district programs, as well as with state and district performance standards.

- I. Evaluation of Instructional Materials. The Superintendent shall establish a District Review Committee and develop procedures for the review and evaluation of instructional materials. The District Review Committee will include content area teachers, one or more parents of children at content grade level and district personnel. Meetings of the District review committee convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public in accordance with s. 286.011 F.S. The staff involved in this process shall recommend to the Superintendent the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board Rule as well as the state and district performance standards for submission to the Board for adoption. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption.

- II. Adoption of Instructional Materials. The following procedures for the adoption of instructional materials apply only to those instructional materials that serve as the major content tool and basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature:
 - A. Prior to final adoption, student editions of the recommended instructional materials will be made accessible for review online for at least twenty (20) calendar days before consideration by the School Board.
 - B. Public notice of the materials being considered for adoption shall specifically list the materials and how they can be accessed.
 - C. The School Board shall conduct an open noticed public hearing to receive comment on recommended materials prior to adoption.
 - D. The School Board shall conduct an open, noticed public meeting to approve an annual instructional materials plan to identify any

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

instructional materials that will be purchased. The public meeting will take place on a different date after the public hearing.

- E. The School Board shall receive comment at the public hearing and meeting as prescribed by policy.
- F. The School Board must select, approve, adopt, or purchase all materials as a separate line item on the action agenda.
- G. The following procedures shall apply to all objections to instructional materials adopted by the School Board.
 - 1. The parent or a resident of the County, as defined by Florida Statutes, may contest the district school board's adoption of a specific instructional material by filing a written objection using the form that is available in each school office, the Superintendent's office, or on the District website.
 - 2. The form must be signed by the parent or resident of the county, include the required contact information, and state the objection to the instructional material based on the criteria stated in Florida Statutes s. 1006.31(2) or 1006.40(3)(d).
 - 3. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 - a. Author, compiler, or editor;
 - b. Publisher;
 - c. Title;
 - d. Reason for objection;
 - e. Page number of each item challenged; and
 - f. Signature, address and telephone number of person making the complaint.
 - 4. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing before an unbiased and qualified hearing officer on all petitions timely received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing. The hearing must provide sufficient procedural protections to allow each petitioner an

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- adequate and fair opportunity to be heard and present evidence to the hearing officer.
5. The contested material shall be made available to the public online at least seven (7) days before the hearing.
 6. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.
- H. The Superintendent shall annually submit to the Commissioner of Education a report identifying each material the District received an objection to pursuant to s. 1006.40(3)(d) and the specific objections raised; the material that was removed or discontinued as a result of an objection; and the grade level and course for which the removed or discontinued material was used.
- III. Evaluation and Adoption of Other Classroom Instructional Aids and Materials. The following procedures will be followed in the evaluation, selection, and use of additional instructional aids for classroom use that have not been adopted by the State Board of Education, and approved for use:
- A. When teachers, groups of teachers, or academic departments determine that the need exists for new or additional classroom instructional aids, they shall review available items and seek input and assistance, when appropriate, from parents, students, and other lay members of the community, and determine which instructional aid or aids best meet instructional needs.
 - B. After making this determination, they shall prepare a written rationale for each instructional aid, which includes, but is not limited to, the following:
 1. The class(es) or age group(s) that the instructional aid is appropriate.
 2. How the use of the instructional aid will meet the curriculum objective(s).
 3. The way(s) in which the instructional aid will be used to meet the curriculum objective(s).
 4. Problems, if any, of style, tone, content or theme inherent in the instructional aid, and the way(s) in which these problems will be addressed during the instructional process.
 5. Other appropriate instructional aids available for individual students to use in place of the one selected.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

6. Where applicable, supporting professional materials which were used in selecting the instructional aid.
- C. The rationale shall be submitted to the principal. The principal shall review the rationale to determine whether it demonstrates that the instructional aid is consistent with the district goals and with the school and course objectives. Within ten (10) working days, the principal shall recommend, in writing, the approval or the rejection of the instructional aid, or shall return the rationale to the teacher for revision. If the instructional aid is recommended for rejection or returned for revision, the principal shall state the reasons in writing. Upon resubmission of a revised rationale by the teacher, the principal shall make a decision for recommendation or rejection within ten working days. The principal shall submit the recommendation to the Director of Curriculum and the Superintendent. If the instructional aid is rejected by the Director of Curriculum and the Superintendent, the teacher shall have ten (10) working days from the date of rejection to file a written request for review by the School Board.
- D. The Superintendent shall submit a written list of any instructional aids that have been submitted by teachers and rejected by a principal, the Director of Curriculum or by the Superintendent, and not appealed by the teacher. The list shall state the reasons for the rejection of each instructional aid.
- E. The rejection at any level, of the use of an instructional aid shall be for that academic year only. Any instructional aid previously rejected, at any level may be resubmitted in any subsequent year.
- F. Materials approved shall be deemed appropriate for use at the grade level requested and may be used at higher levels throughout the district providing that the curriculum sequence is maintained.
- G. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.
- H. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- I. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.
- J. Within ten (10) working days of such filing, parents of other students in the class(es) involved or potentially affected in that school shall be notified in writing by the principal that a challenge has been initiated.
- K. School-level Instructional Appeals Committee. The Appeals Committee shall consist of two teachers selected by the Superintendent from that particular school, two teachers selected by the principal from that particular school and three (3) citizens selected by the School Board who reside in the particular school zone to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the instructional materials coordinator when a committee is convened.
- L. Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. Within ten (10) working days of receiving the recommendations of the Committee, the principal shall make a decision whether to retain the material or remove the material. The principal shall take into account the Committee's recommendations when making his/her decision.
- M. The complainant shall be informed in writing concerning the principal's decision.
 - 1. If the principal determines the challenged material be retained, the complainant shall be notified in writing within five (5) working days. The Complainant shall be given a copy of the decision of the Committee's decision and a copy of the procedures for filing an appeal.
 - 2. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents of the students in the class where the complaint was initiated, shall be notified in writing within five (5) working days of the decision at the same time the decision will

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

be referred to the District's Instructional Material Review Committee.

- N. District-Level Appeals. An appeal of a principal's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's determination. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five working days of the filing of the appeal.
- O. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Curriculum Director as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:
1. District Level Staff Member. One staff member from the level or special area where the material has been challenged.
 2. Three Principals. One principal shall be appointed from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates shall serve on the review panel for the particular material.
 3. Grade Level Instructional Staff Member. One instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.
 4. Three Teachers. Three teachers from the same level at which the challenge originates shall be appointed by name.
 5. Four Parents. One shall be a parent of an elementary school student, one shall be a parent of a middle school student and two shall be the parents of high school students.
- P. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- Q. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

- R. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.

- S. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.

- T. Classroom Libraries. Materials in this category presently in the classroom which have been approved for classroom use shall remain available for continuing use by students. Materials acquired to replace or duplicate books or other materials which have already been approved may be made available for student use without resubmission of their titles to the school's media center. When new materials are added to the classroom library, a list of said new materials shall be submitted to the school's media center. Teachers shall apply the selection criteria set forth in Policy # _____ - Education Media Materials Selection.

STATUTORY AUTHORITY: _____ **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: _____ **1001.43, 1006.28, 1006.29(5),
1006.31, 1006.32, 1006.40 F.S.**

HISTORY: _____ **ADOPTED:** _____
_____ **REVISION DATE(S):** _____
_____ **FORMERLY:** _____

TEXTBOOK ADOPTION

4.21

The School Board shall be legally responsible for the adoption of instructional materials used in the operation of district schools. Responsibility for the management of the materials is that of the principal of the school. The principal is also responsible for assuring that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed and for effectively communicating to parents, as defined by Florida Statutes, the manner in which instructional materials are used to implement the curricular objectives of the school.

- I. The following standards will be used to determine the propriety of textbooks for selection:
 - A. The age of the children who normally could be expected to have access to the material,
 - B. The educational purpose to be served by the material, with priority being given to the selection of materials that encompass state and district performance standards,
 - C. The consideration of the racial, ethnic, socioeconomic, and cultural diversity of the district,
 - D. The degree to which the material would be supplemented and explained as part of normal classroom instruction.

Consideration should be given to recommendations made by adoption committees who have reviewed the available materials in a subject area. No books or other material containing pornography or other material prohibited by Florida Statute shall be used.

- II. No school may participate in a pilot program of materials being considered for adoption by the state during the eighteen (18) months prior to the official adoption of the materials by the Commissioner of Education. However, publishers, manufacturers, and/or agents are not prohibited from supplying sample copies of materials necessary for examination and review as part of the selection process.
- III. The Manager of Instructional Materials will provide to the Superintendent or his/her designee prior to April 1 a list of selected materials planned for purchase for a subject during the first three (3) years of the state adoption cycle. If non-adopted materials are selected, a list of the titles and publishers will be provided with documentation that the selections and reasons for the selections have been reviewed and approved by the School Advisory Council.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- IV. The Superintendent or designee shall notify the Department of Education by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in the District.
- V. The principal is to collect from each pupil or the pupil's parent or guardian the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts collected to the Executive Director of Finance. Upon reasonable effort by the principal to collect the sum, failure to satisfy the debt may result in the suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal. The principal may not delay the transfer of a pupil's permanent record or delay the awarding of grades due to failure of payment of assessment on lost, destroyed, or damaged materials.
- VI. The district instructional materials office, when requested by the parent of a pupil in the school, shall sell to the parent any instructional materials used in the school as specified in School Board Rule 4.23.
- VII. All money collected from the sale, loss, or damage of instructional materials shall be transmitted to the Finance Department to be deposited in the District school fund and added to the District appropriation for instructional materials.
- VIII. Principals shall see that all books are fully and properly accounted for annually.
- IX. Instructional materials purchased by District School Board on behalf of dual enrollment pupils shall be the property of the School Board. The Instructional Materials office is to collect from each dual enrollment pupil or the pupil's parent or guardian the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts collected to the Executive Director of Finance.
- ~~X. Selection of District Adopted Textbooks and Instructional Materials—A district committee shall be appointed by the Superintendent or his/her designee to review textbooks and instructional materials which are being considered for State adoption.~~
 - ~~A. The district committee may not be composed of fewer than three (3) persons.~~
 - ~~B. One (1) member shall be a layperson and two (2) members shall be appropriately certificated instructional staff members when the council is composed of three (3) members. A committee with more than three~~

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

~~(3) members shall include at least one (1) layperson and appropriately certificated instructional staff members to constitute at least fifty percent (50%) of the composition. The Director of Curriculum and Instruction will appoint the appropriate content area expert who will serve as a coordinator/consultant to the committee and will be a non-voting member.~~

~~C. All committee members shall act in accordance with State Statute pertaining to the acceptance of gifts.~~

XI.X. District-Adopted Textbooks and Instructional Materials - A District-adopted list identifying all School Board approved textbooks and instructional materials shall be prepared and distributed to schools.

- A. An evaluation shall be on file in the principal's office for any instructional print or non-print material to be purchased that has not been used previously in the District.
- B. For middle and high school courses requiring supplemental reading, a list of such materials outside of the locally adopted texts/series, will be provided to parents/guardians in advance of classroom use to enable them to request alternative material should they deem it necessary.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1006.28, 1006.283, 1006.31, 1006.32,
1006.42 F.S

HISTORY: **ADOPTED:** 08/21/03
REVISION DATE(S): 07/13/04, 05/17/05, 09/05/06, 01/16/07,
09/01/09, 04/02/19
FORMERLY: 8.209

NOTES:

Subject: RE: Response to Herald Tribune re: classroom libraries
Date: 7/18/2022 4:59 PM
From: "Whealy Kelsey" <Kelsey.Whealy@sarasotacountysschools.net>
To: "Renouf Chris" <Chris.Renouf@sarasotacountysschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountysschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountysschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountysschools.net>, "Duggan, Patrick J."
<pduggan@shumaker.com>, "Maniglia Craig"
Cc: <Craig.Maniglia@sarasotacountysschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountysschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountysschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountysschools.net>

CAUTION: External Email

Excellent, thanks! I'll make the change and get this over to Steven. Happy to assist!

Regards,
Kelsey

From: Renouf Chris <Chris.Renouf@sarasotacountysschools.net>
Sent: Monday, July 18, 2022 4:23 PM
To: Whealy Kelsey <Kelsey.Whealy@sarasotacountysschools.net>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountysschools.net>; Cantees Stephen
<Stephen.Cantees@sarasotacountysschools.net>; Johnson Brandon
<Brandon.Johnson@sarasotacountysschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>; Maniglia
Craig <Craig.Maniglia@sarasotacountysschools.net>; Ellington Kelly
<Kelly.Ellington@sarasotacountysschools.net>; Meckler Sue <Sue.Meckler@sarasotacountysschools.net>;
Cocozza Catherine <Catherine.Cocozza@sarasotacountysschools.net>
Subject: Re: Response to Herald Tribune re: classroom libraries

Kelsey this message looks good. I appreciate your ability to keep it concise and to the point. Just a thought...

Our district's curriculum and leadership teams along with legal counsel continue to carefully review new legislation with the intent to....

Thank You!

Chris

Sent from C. Renouf's iPhone

On Jul 18, 2022, at 3:58 PM, Whealy Kelsey <Kelsey.Whealy@sarasotacountyschools.net> wrote:

Good afternoon team,

Just checking in on this. Please let me know your thoughts, either way, at your earliest convenience. Thank you!

Regards,
Kelsey

From: Whealy Kelsey
Sent: Thursday, July 14, 2022 3:01 PM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Patrick J. Duggan (pduggan@shumaker.com) <pduggan@shumaker.com>
Cc: Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>
Subject: Response to Herald Tribune re: classroom libraries

Good afternoon all,

Based on the various feedback that's been provided on this, please see below for a suggested response to the Herald Tribune:

With regard to school libraries and individual classroom libraries, it's the district's expectation that all teachers and staff members will utilize instructional and library materials in accordance with state standards and consistent with Florida law to further enrich the learning environment for students. Our district's leadership team and legal counsel are in the midst of carefully reviewing the new legislation with the intent to provide best practices, guidance, and support to our teachers, staff members, and administrators for the upcoming school year.

Please let me know if you have any edits or adjustments. Thanks!

Regards,
Kelsey

Kelsey Whealy
Media Relations Specialist,
Communications and Community Relations

Office: 941-927-9000 ext. 31148



Mobile: 941-929-5794

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Re: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)
Date: 8/2/2022 9:12 AM
From: "Cocozza Catherine" <Catherine.Cocozza@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>
Cc: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

CAUTION: External Email

Hello, all!

I just created a calendar invite to meet via TEAMS at 10:30 today.

Thanks!

Catherine Cocozza
Director, Curriculum, and Instruction - High School

School County Schools
1960 Landings Blvd. | Sarasota, FL 34231
(941)927-9000 ext. 34101 Fax: (941)927-4087



Listen: "We have two ears and only one mouth, the better to hear everyone out!"
Civility Squad #BecauseItMatters

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Monday, August 1, 2022 9:02 PM
To: Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>
Subject: Re: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

How about a 10:30 zoom call?

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 1, 2022, at 8:59 PM, Meckler Sue <Sue.Meckler@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick,

I think it would work for Rob and I to meet you at Sarasota Middle School in the front office at 10:30 and we can call Catherine at this time.

Does that work for you?

Sue

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Monday, August 1, 2022 7:28 PM

To: Duggan, Patrick J. <pduggan@shumaker.com>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>

Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; DeLeo, Daniel J. <ddeleo@shumaker.com>

Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

Patrick

I have a 9:00 doctors appointment that I cannot reschedule but should be available from 10:30 on. Sue, Chris and I are also scheduled to meet at 3:30 in Chris's office. Other than that I am available.

Rob Manoogian

From: Duggan, Patrick J. <pduggan@shumaker.com>

Sent: Monday, August 1, 2022 5:18 PM

To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Coccozza Catherine

<Catherine.Cocozza@sarasotacountyschools.net>; Meckler Sue
 <Sue.Meckler@sarasotacountyschools.net>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; DeLeo, Daniel J.
 <ddeleo@shumaker.com>
Subject: FW: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege
 and/or work product)

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Greetings!

As I have discussed with some of you, we have a court challenge to 51 books filed by a pro se (no lawyer) litigant named Robert Craft. Mr. Craft has filed many motions with the court – all of which the court has set for hearing Wednesday 8/3 at 10:00 am.

We plan to make a variety of arguments to have these motions dismissed without needing testimony. However, the court instructed us to be ready on “all of the motions” so there is a small chance we may need to present evidence/testimony about the books. The two book passages that are specifically referenced are “Sold” and “The Bluest Eye” – although there is also a list of titles of several others - some of which we have and some of which we don’t have.

I would like to set a call with you or meet in person tomorrow to discuss testimony that we would need to introduce and call one or more of you as witnesses for. When you have a moment, let me know if this is possible. To make this as simple as possible, I have attached my color-coded breakdown of the statutory criteria and a spreadsheet Rob made recently of the various books challenged. Also, below is some info Rob provided me a few weeks back and here is a link to SB 4.30: <https://www.sarasotacountyschools.net/site/handlers/filedownload.ashx?moduleinstanceid=3270&dataid=41445&FileName=Policy%204.30.pdf>

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Friday, July 08, 2022 5:57 PM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Meckler Sue

<Sue.Meckler@sarasotacountyschools.net>

Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

| |
|-------------------------|
| CAUTION: External Email |
|-------------------------|

Patrick,

I have no explanation as to what happened to my original response which was sent a few hours after our conversation, but here it is again.

I've attached a list of the titles referenced in the injunction including titles, current location, total number of copies and whether the material is available as a class set.

Additionally, you'll find the email communication that was sent to both citizens referenced in the injunction, regarding their ability to formally challenge the materials in question. I've attempted to answer your other questions below.

In our conversation you indicated that you would obtain our School Board Policies regarding challenges to instructional materials, but please let me know if you need anything further.

Some of my inquiries include:

1. Do we possess each of these 51 books? – See attached list
2. If so, what schools possess each book? – See attached list
3. If so, are they maintained in classrooms, the school library, or both? Everything included on the list is what is available as a self-selected title in the school's media center. The district does not maintain lists of what may be kept in a teacher's classroom library.
4. Are they required or voluntary readings? I do not have information as to whether any of the titles have been assigned by teachers as part of coursework. As stated above, the status of the titles on the list refer to books contained within school library collections for which students would be able to self-select for checkout.
5. If required, what grade level/school are they required for? N/A
6. Do we consider these books to be "instructional materials" (which is defined in Florida Statute 1006.29(2)) Under the definition of "instructional materials", then yes, any item contained within a school library/media center is considered an instructional material.
7. Can any student in any grade check these books out? Yes. However, we have multiage schools (e.g., Laurel Nokomis, Pine View and Oak Park), and within those collections schools work to ensure that elementary age students only have access to age-appropriate materials. The same can be said for middle school students at Pine View. It's not a concern when students "borrow down", (e.g., a HS student borrows a MS book)
8. If so, is parental consent or other pre-condition required? Unless the parents proactively work with the schools to set parameters on the books their students can access, then parental consent is not required. However, this only applies to self-selected text.

Teachers that require or assign reading are expected to include reading lists and/or permission slips advising parents/guardians of the material required.

I would also like to review any policies, procedures, or forms we have in place regarding book challenges, including:

1. acquisition/adoption of new materials (both instructional materials and library materials)
2. objection to existing materials (both instructional materials and library materials)

If we have existing policies regarding these issues, can you either send me a copy or point me to who can provide them?



Rob Manoogian

Manager

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Manoogian Rob

Sent: Wednesday, July 6, 2022 12:50 PM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Cc: Duggan, Patrick J. <pduggan@shumaker.com>; Meckler Sue

<Sue.Meckler@sarasotacountyschools.net>

Subject: RE: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

Patrick

I spoke with Chris. Sue and I are both on vacation at the moment but would it be possible for you to give me a quick call on my cell? I have a few clarifying questions about this information you're seeking. Thank you

941.323.7170



Rob Manoogian
Manager
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Wednesday, July 6, 2022 12:02 PM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Duggan, Patrick J. <pduggan@shumaker.com>
Subject: Fwd: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

Rob,

Wanted to be sure you were copied on this correspondence as well. I have just been released from the hospital and was hoping you could connect with Sue and together you could correspond with Patrick D regarding his requests.

Thank You very much!

Chris

Sent from C. Renouf's iPhone

Begin forwarded message:

From: "Duggan, Patrick J." <pduggan@shumaker.com>
Date: July 6, 2022 at 11:01:32 AM EDT
To: Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Cc: Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>, Renouf Chris <Chris.Renouf@sarasotacountyschools.net>, "DeLeo, Daniel J." <ddeleo@shumaker.com>
Subject: FW: Book challenges (EXEMPT FROM PUBLIC RECORD as attorney-client privilege and/or work product)

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Sue,

I hope you are enjoying your summer!

Attached is a recent court filing by a citizen that requests the court issue an emergency injunction to “cease and desist” access by students to certain literature allegedly contained in our district’s school libraries, for the Sheriff to seize them as evidence, and for the empaneling of a citizen grand jury.

The attached documents highlights two specific passages from books that are alleged to be in our school’s libraries (“Sold” by Patricia McCormick and “The Bluest Eye” by Tony Morrison) that were read at recent Board meetings by citizens and then lists 49 other books in an exhibit at the end without referencing any passages.

We plan to respond to this court filing, but to best do so, I need more information so I can better understand our existing protocols.

I am hoping to set a time (either in person or by phone) to discuss these books and any policies or procedures we have in place regarding adoption of instructional materials, objections to library materials, and objections to instructional materials pursuant to FS 1006.28(2)(a).

Some of my inquiries include:

1. Do we possess each of these 51 books?
2. If so, what schools possess each book?
3. If so, are they maintained in classrooms, the school library, or both?
4. Are they required or voluntary readings?
5. If required, what grade level/school are they required for?
6. Do we consider these books to be “instructional materials” (which is defined in Florida Statute 1006.29(2))
7. Can any student in any grade check these books out?
8. If so, is parental consent or other pre-condition required?

I would also like to review any policies, procedures, or forms we have in place regarding book challenges, including:

1. acquisition/adoption of new materials (both instructional materials and library materials)
2. objection to existing materials (both instructional materials and library materials)

If we have existing policies regarding these issues, can you either send me a copy or point me to who can provide them?

Thank you in advance. If you have questions, please advise.

Patrick J. Duggan

Attorney at Law

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Duggan, Patrick J. <pduggan@shumaker.com>

Sent: Wednesday, July 06, 2022 10:10 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Subject: Scan File Attached

Copitrak Delivered Scan

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Sarasota IM Policy Revisions
Date: 8/16/2022 10:26 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

Here you go.



Rob Manoogian
Manager
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

INSTRUCTIONAL MATERIALS SELECTION

4.20**

All classroom instructional materials, used in the Sarasota County Schools including State-adopted single source textbooks, instructional aids, and other supplementary materials, for the first time shall undergo an evaluation. This evaluation shall determine the suitability of the materials for information being taught in the classroom in relationship to State standards, curriculum frameworks, and district programs, as well as with state and district performance standards.

Formatted: Font color: Red

I. Evaluation of Core Adopted Instructional Materials. The Superintendent shall establish a District Review Committee and develop procedures for the review and evaluation of instructional materials. The District Review Committee will include content area teachers, one or more parents of children at content grade level and district personnel. Meetings of the District review committee convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public in accordance with s. 286.011 F.S. The staff involved in this process shall recommend to the Superintendent the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board Rule as well as the state and district performance standards for submission to the Board for adoption. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption.

II. Adoption of Instructional Materials. The following procedures for the adoption of instructional materials apply only to those instructional materials that serve as the major content tool and basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, and science, reading, and literature, as well as Career and Technical Education, World Languages, Art, Music, Health, PE, and Computer Science.

Formatted: Font color: Red, Strikethrough

Formatted: Font color: Red

Formatted: Font color: Red

- A. Prior to final adoption, student editions of the recommended instructional materials will be made accessible for review online for at least twenty (20) calendar days before consideration by the School Board.
- B. Public notice of the materials being considered for adoption shall specifically list the materials and how they can be accessed.
- C. The School Board shall conduct an open noticed public hearing to receive comment on recommended materials prior to adoption.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- D. The School Board shall conduct an open, noticed public meeting to approve an annual instructional materials plan to identify any core adopted instructional materials that will be purchased. The public meeting will take place on a different date after the public hearing.
- ~~E. The School Board shall receive comment at the public hearing and meeting as prescribed by policy.~~
- ~~F-E. The School Board must select, approve, adopt, or purchase all materials as a separate line item on the action agenda.~~
- ~~G-F. The following procedures shall apply to all objections to instructional materials adopted by the School Board.~~
1. The parent or a resident of the County, as defined by Florida Statutes, may contest the district school board's adoption of a specific instructional material by filing a written objection using the form that is available in each school office, the Superintendent's office, or on the District website.
 2. The form must be signed by the parent or resident of the county, include the required contact information, and state the objection to the instructional material based on the criteria stated in Florida Statutes s. 1006.31(2) or 1006.40(3)(d).
 3. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 - a. Author, compiler, or editor;
 - b. Publisher;
 - c. Title;
 - d. Reason for objection;
 - e. Page number of each item challenged; and
 - f. Signature, address and telephone number of person making the complaint.
 4. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing before an unbiased and qualified hearing officer on all petitions timely received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

seven (7) days prior to the hearing. The hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.

5. The contested material shall be made available to the public online at least seven (7) days before the hearing.
6. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

H.G. The Superintendent shall annually submit to the Commissioner of Education a report identifying each material the District received an objection to pursuant to s. 1006.40(3)(d) and the specific objections raised; the material that was removed or discontinued as a result of an objection; and the grade level and course for which the removed or discontinued material was used.

III. Evaluation and Adoption of Objection to Other Classroom Instructional Aids and Materials. The following procedures/policies apply to additional will be followed in the evaluation, selection, and use of additional additional instructional aids for classroom use that have not been adopted by the State Board of Education, and approved for use:

A. When teachers, groups of teachers, or academic departments determine that the need exists for new or additional classroom instructional aids, they shall review available items and seek input and assistance when appropriate, from parents, students and other lay members of the community, and determine which instructional aid or aids best meet instructional needs.

B. After making this determination, they shall prepare a written rationale for each instructional aid, which includes, but is not limited to, the following:

1. The class(es) or age group(s) that the instructional aid is appropriate.
2. How the use of the instructional aid will meet the curriculum objective(s).
3. The way(s) in which the instructional aid will be used to meet the curriculum objective(s).

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~4. Problems, if any, of style, tone, content or theme inherent in the instructional aid, and the way(s) in which these problems will be addressed during the instructional process.~~
 - ~~5. Other appropriate instructional aids available for individual students to use in place of the one selected.~~
 - ~~6. Where applicable, supporting professional materials which were used in selecting the instructional aid.~~
- ~~C. The rationale shall be submitted to the principal. The principal shall review the rationale to determine whether it demonstrates that the instructional aid is consistent with the district goals and with the school and course objectives. Within ten (10) working days, the principal shall recommend, in writing, the approval or the rejection of the instructional aid or shall return the rationale to the teacher for revision. If the instructional aid is recommended for rejection or returned for revision, the principal shall state the reasons in writing. Upon resubmission of a revised rationale by the teacher, the principal shall make a decision for recommendation or rejection within ten working days. The principal shall submit the recommendation to the Director of Curriculum and the Superintendent. If the instructional aid is rejected by the Director of Curriculum and the Superintendent, the teacher shall have ten (10) working days from the date of rejection to file a written request for review by the School Board.~~
- ~~D. The Superintendent shall submit a written list of any instructional aids that have been submitted by teachers and rejected by a principal, the Director of Curriculum or by the Superintendent, and not appealed by the teacher. The list shall state the reasons for the rejection of each instructional aid.~~
- ~~E. The rejection at any level, of the use of an instructional aid shall be for that academic year only. Any instructional aid previously rejected, at any level may be resubmitted in any subsequent year.~~
- ~~F. Materials approved shall be deemed appropriate for use at the grade level requested and may be used at higher levels throughout the district providing that the curriculum sequence is maintained.~~
- ~~G.A. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~H.B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.~~
- ~~I.C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.~~
- ~~J.D. Within ten (10) working days of such filing, parents of other students in the class(es) involved or potentially affected in that school shall be notified in writing by the principal that a challenge has been initiated.~~
- ~~K.E. School-level Instructional Appeals Committee. The Appeals Committee shall consist of two teachers selected by the Superintendent from that particular school, two four (4) teachers selected by the principal from that particular school and three (3) citizens—parents selected by the School Board who reside in the particular school zone to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the Instructional Materials Coordinator—Supervisor, the appropriate Curriculum Director and the Executive Director of Elementary or Secondary Education when a committee is convened.~~
- ~~L.F. Challenged materials shall be read and re-evaluated reviewed by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. Within ten (10) working days of the Committee's decision, the complainant shall be informed by the principal or designee, in writing, concerning the committee's decision. receiving the recommendations of the Committee, the principal shall make a decision whether to retain the material or remove the material. The principal shall take into account the Committee's recommendations when making his/her decision.~~
- ~~M. The complainant shall be informed in writing concerning the principal's decision.~~
- ~~1. If the principal determines the challenged material be retained, the complainant shall be notified in writing within five (5) working~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

~~days. The Complainant shall be given a copy of the decision of the Committee's decision and a copy of the procedures for filing an appeal.~~

- ~~2. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents of the students in the class where the complaint was initiated, shall be notified in writing within five (5) working days of the decision at the same time the decision will be referred to the District's Instructional Material Review Committee.~~

~~N. District-Level Appeals. An appeal of a principal's school committee's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's committee's determination. The appeal should then be sent to the Chief Academic Officer. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five working days of the filing of the appeal.~~

~~G. H. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent/Chief Academic Officer shall designate the Curriculum Director for the appropriate level as being responsible for the organization of this appeal review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent/Chief Academic Officer within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:~~

- ~~1. District Level Staff Members. One/Two staff members from the level or special area where the material has been challenged.~~
- ~~2. School Based Administrator. Three Principals. One principal School Based Administrator shall be appointed/selected by the appropriate Curriculum Director from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates and shall serve on the review panel for the particular material.~~
- ~~3. Grade Level Instructional Staff Member. One instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.~~

Formatted: Indent Left: 0.63", Hanging: 0.69",
Numbered + Level: 1 + Numbering Style: A, B, C, ... +
Start at: 1 + Alignment: Left + Aligned at: 0.41" +
Indent at: 0.66"

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~4.3 Three Teachers. Three teachers from the same level at which the challenge originates shall be appointed by name selected by the appropriate Curriculum Director.~~
- ~~Four Parents. Four parents will be selected. Two shall be parents from the level where the challenge originated, and one shall be from each remaining level.~~
- ~~5. Parents. One shall be a parent of an elementary school student, one shall be a parent of a middle school student and two shall be the parents of high school students on level.~~
- ~~P. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.~~
- ~~Q-I. The complainant shall be informed, in writing, in within fifteen (15) working days after the committee's recommendation is received by the Superintendent/Chief Academic Officer.~~
- ~~R-J. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.~~
- ~~S-K. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.~~
- ~~T. Classroom Libraries. Materials in this category presently in the classroom which have been approved for classroom use shall remain available for continuing use by students. Materials acquired to replace or duplicate other materials which have already been approved may be made available for student use without resubmission of their titles to the school's media center. When new materials are added to the classroom library, a list of said new materials shall be submitted to the school's media center. Teachers shall apply the selection criteria set forth in Policy # Education Media Materials Selection.~~

STATUTORY AUTHORITY: _____ 1001.41, 1001.42, F.S.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

LAW(S) IMPLEMENTED: 1001.43, 1006.28, 1006.29(5),
1006.31, 1006.32, 1006.40 F.S.

HISTORY: ADOPTED:
REVISION DATE(S):
FORMERLY:

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EDUCATIONAL MEDIA MATERIALS SELECTION 4.22*+

I. Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The School Board asserts that the responsibility of the media center is to provide:

- A. Instructional and supplemental materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students being served.
- B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. A back run of information enabling students to make intelligent judgments in their daily life.
- D. Materials on opposing sides of controversial issues in order that students may develop, under guidance, the practice of critical analysis of all media.
- E. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the heritage and culture of America and the world.
- F. A comprehensive collection appropriate for the users of the media center placing principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

Formatted: Justified, Indent: Left: 0.5", Space After: 0.2 pt, Line spacing: Multiple 1 li

II. Legal Responsibility for Selection. The School Board is legally responsible for all matters relating to the operation of the Sarasota County Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials.

III. Parental Rights. Parents shall have the right to review materials in the media center and Upon written request, a parent or resident of the county will be provided access to instructional materials specified in the written request that are maintained in a District library if such materials are available for review. The school principal shall arrange for a convenient time to provide such access. The parent has the right to request that it be noted in the Student's library record that the student not be allowed to check out certain material.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

4.00 III. Criteria for Selection of Media Materials

- A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
- B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, (i.e., administrators, faculty, parents, and students) shall be given high priority.
- C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.
- D. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:
 - 1. Religion - Factual, unbiased material which represents all major religions. Materials must be free of pornography and material prohibited under s. 847.012
 - 2. Ideologies - Factual information on any ideology or philosophy that exerts a strong force in society. Materials must be suited to student needs and their ability to comprehend the material presented
 - 3. Sex Education - Factual information, appropriate for the age group or related to the school curriculum. Must be appropriate for the grade level and age group for which the materials are used or made available
 - 4. Sex - Pornographic, sensational, or titillating materials shall not be included. Materials must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state and district
 - 5. Profanity - The fact that limited profanity appears in material shall not automatically disqualify a selection. However, care shall be taken to exclude materials using profanity in a lewd or detrimental manner and not in context with the material
 - 6. Science - Factual information about medical and scientific knowledge, without any biased selection of facts.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- E. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

V-IV Procedures for Selection

- A. In selecting materials made available to students through the district library media center, the school-district media specialist shall adhere to the following:

- 1 Consult with reputable, unbiased, professionally recognized reviewing periodicals and school community stakeholders (including media staff, curriculum consultants, faculty, parents and community members). Endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The district media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.
- 2 Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the district media specialists will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The district media specialists will also assess student interest in the subject(s) presented and the ability of students to comprehend the materials presented. Books selected must be free of pornography and materials prohibited under F.S. 847.012
- 3 The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum, and the academic needs of students and faculty
- 4 After evaluation, the district media specialists will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.
- 5 Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, no alignment to state standards, out of date content, or status following a parent's or community member's

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

objection.

- ~~4.6. The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.~~
- ~~2. Require that book selections meet the criteria set forth in s. 1006.40(3)(d), F.S.~~
- ~~3. Library media center collections will:
 - ~~a. be based on reader interest.~~
 - ~~b. support state academic standards and aligned curriculum.~~
 - ~~c. support the academic needs of students and faculty.~~~~
- ~~4. When considering materials to be purchased, the media specialist shall follow these procedures:
 - ~~a. Purchase materials which are outstanding and frequently used.~~
 - ~~b. Periodically replace periodically worn or missing basic items.~~
 - ~~c. Withdraw out of date or unnecessary items from the collection or items required to be removed pursuant to subparagraph 2; and replaced by new and age appropriate materials.~~
 - ~~d. Purchase materials in many types of format: digital, e-books, electronically, soft or hard bound.~~
 - ~~e. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.~~~~

- B. District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.

~~VI.V~~ Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, Sarasota County resident or employee of the district may request reconsideration of school library media materials; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:

- A. The library media specialist/principal or designee shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

the media specialist/principal or designee, the reconsideration process concludes.

- B. If the explanation fails to resolve the objection, the principal or designee will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
- C. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal or designee shall forward copies to the appropriate personnel on the School-level Review Committee (a committee of three (3) teachers, educational-a district media specialists and two (2) parents of the school).
- D. The challenged material shall remain available for circulation during the reconsideration process OR the challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
- E. The challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.
- F. The Complainant shall be informed in writing by the principal or designee concerning the school-level committee's decision withing ten (10) working days.
- G. District Review Committee. If the Complainant disagrees with the decision rendered by the school-level committee, an Appeal may be filed with the District Instructional Materials and Library Services Department.
- H. The Superintendent Instructional Materials Manager shall appoint a District Review Committee with the following composition:

1. One representative of the Public Library Board; The District Manager of Library Services (who shall serve as the Non-voting Committee's chair).
2. One representative of the general public at large; and One (1) District Regional Medial Specialist
3. One representative of a school parent organization; One (1) District Curriculum Specialist from the appropriate level

Formatted: Right: 0"

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~4. One principal from the level at which the complaint originated (K-5, 6-8, or 9-12). One (1) school administrator~~
- ~~5. One (1) or two (2) parent(s) representing the associated level(s)~~
- ~~6. Two (2) appropriate grade level and subject area teachers~~
- ~~4-7. A designee from each Board Member~~
- ~~5. Three school-level instructional staff members including the following:~~
 - ~~a. One media specialist from the level at which the complaint originated;~~
 - ~~b. One media specialist from another level; and~~
 - ~~c. One classroom teacher from the level at which the complaint originated.~~
- ~~6. Two district-level instructional staff members including the following:~~
 - ~~a. One district-level instructional staff member from the level where the material is in question; and~~
 - ~~b-a. The Supervisor of Technology and Instructional Media Services.~~

Formatted: Right: 0"

Formatted: Right: 0"

- I. The Review Committee, in carrying out its assigned function, shall:
 - 1. Read, view or listen to the material in its entirety;entirety.
 - 2. Check general acceptance of the material by reading reviews and consulting recommended lists;lists.
 - 3. Determine the extent to which the material supports the curriculum;curriculum.
 - 4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
 - 5. Forward, within fifteen (15) working days, a written recommendation to the Superintendent\Instructional Materials Manager.
- J. The Superintendent's designee District Instructional Materials Manager or designee will inform the complainant, and the school's media specialistprincipal, and the Executive Director for the appropriate level of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
- K. If the complainant or the media specialist is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the SuperintendentChief Academic Officer. Failure of the complainant to file a written appeal within 30-10 working days of the District Review Committee's

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.

~~L. The Superintendent shall, within 30 days of receipt of the appeal, send the complainant and the school media specialist a written decision. An appeal to the School Board of the Superintendent's decision must be filed within 10 days after the Superintendent's decision.~~

~~M.L. The School Board~~The Chief Academic Officer will advise the School Board of the School and District Review Committee's decision, including all shall consider the decision of the District Review Committee and the Superintendent and any other appropriate documentation (i.e. meeting summaries, material reviews, etc.). The decision of the School Board will render a decision regarding the appropriateness of a particular Library Media material item and that decision will be considered final.

~~N.M. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.~~

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.

HISTORY: ADOPTED: REVISION DATE(S): FORMERLY:

TEXTBOOK ADOPTION

4.21

The School Board shall be legally responsible for the adoption of instructional materials used in the operation of district schools. Responsibility for the management of the materials is that of the principal of the school. The principal is also responsible for assuring that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed and for effectively communicating to parents, as defined by Florida Statutes, the manner in which instructional materials are used to implement the curricular objectives of the school.

- I. The following standards will be used to determine the propriety of textbooks for selection:
 - A. The age of the children who normally could be expected to have access to the material,
 - B. The educational purpose to be served by the material, with priority being given to the selection of materials that encompass state and district performance standards,
 - C. The consideration of the racial, ethnic, socioeconomic, and cultural diversity of the district,
 - D. The degree to which the material would be supplemented and explained as part of normal classroom instruction.

Consideration should be given to recommendations made by adoption committees who have reviewed the available materials in a subject area. No books or other material containing pornography or other material prohibited by Florida Statute shall be used.

- II. No school may participate in a pilot program of materials being considered for adoption by the state during the eighteen (18) months prior to the official adoption of the materials by the Commissioner of Education. However, publishers, manufacturers, and/or agents are not prohibited from supplying sample copies of materials necessary for examination and review as part of the selection process.
- III. The Manager of Instructional Materials will provide to the Superintendent or his/her designee prior to April 1 a list of selected materials planned for purchase for a subject during the first three (3) years of the state adoption cycle. If non-adopted materials are selected, a list of the titles and publishers will be provided with documentation that the selections and reasons for the selections have been reviewed and approved by the appropriate textbook adoption committee.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- IV. The Superintendent or designee shall notify the Department of Education by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in the District.
- V. The principal is to collect from each pupil or the pupil's parent or guardian the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts collected to the Executive Director of Finance. Upon reasonable effort by the principal to collect the sum, failure to satisfy the debt may result in the suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal. The principal may not delay the transfer of a pupil's permanent record or delay the awarding of grades due to failure of payment of assessment on lost, destroyed, or damaged materials.
- VI. The district instructional materials office, when requested by the parent of a pupil in the school, shall sell to the parent any instructional materials used in the school, for the District's purchase price, plus 10% shipping—as specified in School Board Rule 4.23, with the exception being that this applies to student materials only. In no case shall teacher materials be provided to parents or residents of the county—
- VII. All money collected from the sale, loss, or damage of instructional materials shall be transmitted to the Finance Department to be deposited in the District school fund and added to the District appropriation for instructional materials.
- VIII. Principals shall see that all books are fully and properly accounted for annually.
- IX. Instructional materials purchased by ~~District~~the District School Board on behalf of dual enrollment pupils shall be the property of the School Board. The Instructional Materials office is to collect from each dual enrollment pupil or the pupil's parent or guardian the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts collected to the Executive Director of Finance.
- X. ~~Selection of District-Adopted Textbooks and Instructional Materials—A district committee shall be appointed by the Superintendent or his/her designee to review textbooks and instructional materials which are being considered for State adoption.~~
 - A. ~~The district committee may not be composed of fewer than three (3) persons.~~

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- ~~B. One (1) member shall be a layperson and two (2) members shall be appropriately certificated instructional staff members when the council is composed of three (3) members. A committee with more than three (3) members shall include at least one (1) layperson and appropriately certificated instructional staff members to constitute at least fifty percent (50%) of the composition. The Director of Curriculum and Instruction will appoint the appropriate content area expert who will serve as a coordinator/consultant to the committee and will be a non-voting member.~~
- ~~C. All committee members shall act in accordance with State Statute pertaining to the acceptance of gifts.~~

XI.X. District-Adopted Textbooks and Instructional Materials - A District-adopted list identifying all School Board approved textbooks and instructional materials shall be prepared and distributed to schools made available on the District website or school website where applicable.

- ~~A. An evaluation shall be on file in the principal's office for any instructional print or non-print material to be purchased that has not been used previously in the District.~~
- B.A. For middle and high school courses requiring supplemental reading, a list of such materials outside of the locally adopted texts/series, will be provided to parents/guardians in advance of classroom use to enable them to request alternative material should they deem it necessary.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1006.28, 1006.283, 1006.31, 1006.32, 1006.42 F.S

HISTORY: ADOPTED: 08/21/03
REVISION DATE(S): 07/13/04, 05/17/05, 09/05/06, 01/16/07, 09/01/09, 04/02/19
FORMERLY: 8.209

NOTES:

Subject: HB 1467 legislative analysis
Date: 8/25/2022 3:59 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
"Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Renouf Chris"
Cc: <Chris.Renouf@sarasotacountyschools.net>, "Asplen Brennan"
<Brennan.Asplen@sarasotacountyschools.net>

All:

After our call, I wanted to pass on the final legislative staff analysis of HB 1467. These are often referenced when trying to determine the legislature's intent on a particular bill. My reading of it and the bill itself continues to be that the Board's public approval process required by 1006.28(2)(e)2. includes all materials – as we discussed – not just instructional materials alone.

Here is a link to the document: <https://www.flsenate.gov/Session/Bill/2022/1467/Analyses/h1467z.EEC.PDF>

Also, attached is the full statute with the updated language included.

I am ccing my colleagues so that everyone is aware and that you receive consistent advice on these difficult statutory interpretations.

Lastly, please forward to "Bonnie" as I did not get her last name...

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

KeyCite Yellow Flag - Negative Treatment
Proposed Legislation

| |
|---|
| West's Florida Statutes Annotated |
| Title XLVIII. Early Learning-20 Education Code (Chapters 1000-1013) |
| Chapter 1006. Support for Learning (Refs & Annos) |
| Part I. Public K-12 Education Support for Learning and Student Services |
| F. Instructional Materials for K-12 Public Education |

West's F.S.A. § 1006.28

1006.28. Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials

Effective: July 1, 2022

Currentness

(1) Definitions.--

(a) As used in this section, the term:

1. "Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

2. "Instructional materials" has the same meaning as in s. 1006.29(2).

(b) As used in this section and s. 1006.283, the term "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(c) As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term "purchase" includes purchase, lease, license, and acquire.

(2) District school board.--The district school board has the constitutional duty and responsibility to select and provide

adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.*--Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b) 8., 9., and 11.

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for

recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*--Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*--Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*--Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.*--Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) District school superintendent.--

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all

financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(4) **School principal.**--The school principal has the following duties for the management and care of materials at the school:

(a) *Proper use of instructional materials.*--The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*--The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*--The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*--All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*--Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) *Selection of library media center materials.*--School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

Credits

Added by Laws 2002, c. 2002-387, § 303, eff. Jan. 7, 2003. Amended by Laws 2009, c. 2009-59, § 18, eff. July 1, 2009;

Laws 2009, c. 2009-222, § 1, eff. July 1, 2009; Laws 2010, c. 2010-154, § 17, eff. July 1, 2010; Laws 2011, c. 2011-55, § 18, eff. July 1, 2011; Laws 2013, c. 2013-237, § 1, eff. July 1, 2013; Laws 2014, c. 2014-15, § 1, eff. July 1, 2014; Laws 2014, c. 2014-39, § 60, eff. May 12, 2014; Laws 2017, c. 2017-177, § 2, eff. July 1, 2017; Laws 2021, c. 2021-9, § 14, eff. July 1, 2021; Laws 2022, c. 2022-21, § 2, eff. July 1, 2022.

Notes of Decisions (75)

Footnotes

The word “must” was deleted by the Division of Law Revision to conform to context.

West’s F. S. A. § 1006.28, FL ST § 1006.28

Current with laws, joint and concurrent resolutions and memorials through July 1, 2022, in effect from the 2022 Second Regular Session. Some statute sections may be more current, see credits for details.

End of Document

© 2022 Thomson Reuters. No claim to original U.S. Government Works.

Subject: RE: racking objections to materials
Date: 9/1/2022 12:23 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
Cc: <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

All,

As a follow up to our discussion this morning. We are statutorily required to track objection made based on F.S. 1006.28(2)(a).

It is not required but likely useful to track objections based on F.S. 1014.05(1)(c). I will leave that policy-based decision whether to include tracking such objections to you – the expert educators.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 10:13 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: Updated Guidance on HB 1467

Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.
Assistant Superintendent



Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: racking objections to materials
Date: 9/1/2022 12:23 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
Cc: <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

All,

As a follow up to our discussion this morning. We are statutorily required to track objection made based on F.S. 1006.28(2)(a).

It is not required but likely useful to track objections based on F.S. 1014.05(1)(c). I will leave that policy-based decision whether to include tracking such objections to you – the expert educators.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 10:13 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: Updated Guidance on HB 1467

Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.
Assistant Superintendent



Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Call: Challenged Library Book
Date: 11/28/2022 8:55 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

Patrick

Do you have a few minutes to discuss a current book challenge and part of the process that would involve the School Board. Please let me know or give me call in the office. Thank you!



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Library Book Challenge Analysis
Date: 12/2/2022 2:22 PM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Patrick,

Per your request here is the narrative breakdown of the school and district process that took place following the request from a parent. The parent has not responded to the communication regarding the district workgroup findings, so no official School Board appeal has been received. Without the appeal, there should be no reason for this to go to the board at this time.



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written
 - Appeal the findings and move to the District Level part of the process
- [REDACTED] informed me that she wished to appeal.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.
 - HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
 - HB 1557 – This work presents no information related to this piece of legislation
 - HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Ultimately the workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.

Subject: Fwd: [fsbaa] Fwd: DOE guidance regarding library and instructional materials/proposed DOE rule
Date: 1/3/2023 11:30 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <chris.renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountyschools.net>

Chris and team,

Happy New Year!

I wanted to ensure you received/were aware of the below materials from DOE regarding library and instructional materials. There are certification forms (In the link), a PowerPoint (in the link), and the proposed rule itself that provide significant guidance in these areas beyond the statutory language. They were distributed on the Florida School Board Attorneys Association listserve.

My recommendation is to pluck this criteria/factors and insert it directly into our policies.

Please disregard if you have already received these materials. I am passing them on in an abundance of caution. Happy to discuss, assist, etc.

Sent from my iPhone

Begin forwarded message:

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Brian Moore <bmoore@fadss.org>
Date: December 28, 2022 at 12:15:54 PM EST
To: FSBA <fsbaa@googlegroups.com>
Subject: [fsbaa] Fwd: Friday gift from the DOE
Reply-To: fsbaa@googlegroups.com

CAUTION: External Email

Library books rule. The incorporated material they didn't publish with the notice is here:
https://web02.fl DOE.org/rules/doc/6A-7.0715_2918.pdf.

Get [Outlook for iOS](#)

From: Brian Moore <bmoore@fadss.org>
Sent: Monday, December 26, 2022 10:13 PM
To: Superintendents <superintendents@fadss.org>
Cc: Secretaries <secretaries@fadss.org>; Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Renae Wallace <rwallace@fadss.org>; Angie Freeland <AFreeland@fadss.org>; Katrina Figgett <kfiggett@fadss.org>; Diana Oropallo <doropallo@fadss.org>; Merrill Wimberley <mwimberley@fadss.org>; Ron LaFace <ron@cccfla.com>; Megan Fay <megan@cccfla.com>
Subject: Friday gift from the DOE

I hope everyone is having a peaceful break and ready for a happy new year.

However, on Friday the DOE put some coal in your stockings with the publication of a proposed rule for books and training. There are supposed to be additional documents incorporated by reference into the rule, but I can't find them yet. You will definitely want to review this carefully with your academic team and media specialists. There is a lot to unpack here, and the State Board will be considering it on January 18th in Nassau County.

I will be reaching out to DOE to see about getting copies of all the incorporated materials and forms.

Brian

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media

PURPOSE AND EFFECT: To set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 regarding certification of training of persons who select library materials. It is also designed to incorporate existing forms, certifications, and plans required for the release of the instructional materials allocation to school districts. This rule

clarifies that library materials, including classroom libraries, must be approved and selected by a media specialist.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the instructional materials and library media certifications and plans that must be filed by school district superintendents with the Florida Department of Education. Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d), 1006.29(6), F.S.

LAW IMPLEMENTED: 1006.28, 1006.283, 1006.29, 1011.67, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: January 18, 2023, 9:00 a.m.

PLACE: Nassau County School Board Office, 1201 Atlantic Avenue, Fernandina Beach, FL 32034.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, Florida Department of Education; (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media.

(1) Purpose. The purpose of this rule is to set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

(2) Definitions. In this rule, the following definitions apply:

(a) "Core courses" means core-curricula courses as defined in section (s.) 1003.01(14), Florida Statutes (F.S.), and any course covering a subject area for which instructional materials have been adopted by the Department;

(b) “Department” means the Department of Education;

(c) “Instructional materials” means the definition set forth in s. 1006.29(2), F.S.;

(d) “Librarians” means school district employees who meet the definition set forth in s. 1012.01(2)(c), F.S.;

(e) “Library Media Center” means any collection of books, ebooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;

(f) “Media specialist” means school district employee who meets the definition set forth in s. 1012.01(2)(c), F.S.;

(g) “State academic standards” means the standards set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.;

(h) “Superintendent” means the president of the Florida Virtual School under s. 1002.37, F.S., the president of the Florida School for the Deaf and the Blind under s. 1002.36, F.S., the directors of developmental research (laboratory) schools under s. 1002.32, F.S., and school district superintendents under s. 1001.46, F.S.;

(3) School District Annual Requisition Plan for Instructional Materials under s. 1006.28(3)(b), F.S.

(a) Each superintendent must provide notice of the instructional materials the school district intends to requisition for use in the following school year. This notice must include the following:

1. Core courses offered by the school district in kindergarten through grade 12;
2. The instructional materials the school district intends to requisition by International Standard Book Number, publisher, and course; and
3. A school district plan for the use of instructional materials.

(b) This information must be submitted electronically to <https://districts.flimadoption.org>.

(c) The notice is due annually by April 1.

(4) Certification Requirements for School District Instructional Materials Programs under s. 1006.283(1) and (4), F.S.

(a) Where a school district implements its own instructional materials program under the provisions of s. 1006.283, F.S., a superintendent must certify annually on the form entitled “Certification of Alignment and Adoption of Instructional Materials” (Form IM-A), the following:

1. Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.; and

2. The school district’s process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by March 31.

(5) Certification Requirements for Release of Funds for Instructional Materials under s. 1011.67(2), F.S.

(a) Each superintendent must certify on the form entitled “Certification of Implementation of Instructional and Library Media Materials” (Form IM-B), the following:

1. The school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials and includes a process for verifying completion of the training;

2. Instructional materials are being implemented as designed;

3. All instructional materials for core courses used in the school district are aligned to applicable state academic standards;

4. Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and

5. Any material objected to by a parent or resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, F.A.C.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by July 1.

(6) Selection, Training and Certification Requirements Regarding School District Library Materials under ss. 1006.28(2)(d) and 1006.29(6), F.S.

(a) Media Specialist. Materials maintained in a school district library media center that are accessible to students or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds an Educational Media Specialist Certificate, as described in Rule 6A-4.0251, F.A.C.

(b) Training Requirements. School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials. This training must be completed annually and can be accessed at <https://www.fldoe.org/academics/standards/instructional-materials>.

(c) Certification of Training. In accordance with s. 1006.29(6), F.S., each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

1. This certification must be made on the form entitled “Certification of Library Media Training” (Form IM-C) and include the number of those who completed the training by job code.

2. This certification must be submitted electronically to <https://districts.flimadoption.org>.

3. The certification is due annually by July 1.

(7) Documents Incorporated by Reference. The following documents are incorporated by reference and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) Certification of Alignment and Adoption of Instructional Materials, Form IM-A, (DOS Link) effective February 2023, due annually on or before March 31.

(b) Certification of Implementation of Instructional and Library Media Materials, Form IM-B, (DOS Link) effective February 2023, due annually on or before July 1.

(c) Certification of Library Media Training, Form IM-C, (DOS Link) effective February 2023, due annually on or before July 1.

(d) Library Media Training, (DOS Link) effective February 2023. *Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28 (3), (6), 1006.283(1), (4), 1006.29(6), 1011.67(2) FS. History-New*

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: December 15, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: November 1, 2022

[Get Outlook for iOS](#)

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24503AB51DAAAE1D04174F75D5F29%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media

PURPOSE AND EFFECT: To set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 regarding certification of training of persons who select library materials. It is also designed to incorporate existing forms, certifications, and plans required for the release of the instructional materials allocation to school districts. This rule clarifies that library materials, including classroom libraries, must be approved and selected by a media specialist.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the instructional materials and library media certifications and plans that must be filed by school district superintendents with the Florida Department of Education.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d), 1006.29(6), F.S.

LAW IMPLEMENTED: 1006.28, 1006.283, 1006.29, 1011.67, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: January 18, 2023, 9:00 a.m.

PLACE: Nassau County School Board Office, 1201 Atlantic Avenue, Fernandina Beach, FL 32034.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, Florida Department of Education; (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media.

(1) Purpose. The purpose of this rule is to set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

(2) Definitions. In this rule, the following definitions apply:

(a) “Core courses” means core-curricula courses as defined in section (s.) 1003.01(14), Florida Statutes (F.S.), and any course covering a subject area for which instructional materials have been adopted by the Department;

(b) “Department” means the Department of Education;

(c) “Instructional materials” means the definition set forth in s. 1006.29(2), F.S.;

(d) “Librarians” means school district employees who meet the definition set forth in s. 1012.01(2)(c), F.S.;

(e) “Library Media Center” means any collection of books, ebooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;

(f) “Media specialist” means school district employee who meets the definition set forth in s. 1012.01(2)(c), F.S.;

(g) “State academic standards” means the standards set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.;

(h) “Superintendent” means the president of the Florida Virtual School under s. 1002.37, F.S., the president of the Florida School for the Deaf and the Blind under s. 1002.36, F.S., the directors of developmental research (laboratory) schools under s. 1002.32, F.S., and school district superintendents under s. 1001.46, F.S.;

(3) School District Annual Requisition Plan for Instructional Materials under s. 1006.28(3)(b), F.S.

(a) Each superintendent must provide notice of the instructional materials the school district intends to requisition for use in the following school year. This notice must include the following:

1. Core courses offered by the school district in kindergarten through grade 12;

2. The instructional materials the school district intends to requisition by International Standard Book Number, publisher, and course; and

3. A school district plan for the use of instructional materials.

(b) This information must be submitted electronically to <https://districts.flimadoption.org>.

(c) The notice is due annually by April 1.

(4) Certification Requirements for School District Instructional Materials Programs under s. 1006.283(1) and (4), F.S.

(a) Where a school district implements its own instructional materials program under the provisions of s. 1006.283, F.S., a superintendent must certify annually on the form entitled “Certification of Alignment and Adoption of Instructional Materials” (Form IM-A), the following:

1. Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.; and

2. The school district’s process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by March 31.

(5) Certification Requirements for Release of Funds for Instructional Materials under s. 1011.67(2), F.S.

(a) Each superintendent must certify on the form entitled “Certification of Implementation of Instructional and Library Media Materials” (Form IM-B), the following:

1. The school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials and includes a process for verifying completion of the training;

2. Instructional materials are being implemented as designed;

3. All instructional materials for core courses used in the school district are aligned to applicable state academic standards;

4. Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and

5. Any material objected to by a parent or resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, F.A.C.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by July 1.

(6) Selection, Training and Certification Requirements Regarding School District Library Materials under ss. 1006.28(2)(d) and 1006.29(6), F.S.

(a) Media Specialist. Materials maintained in a school district library media center that are accessible to students or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds an Educational Media Specialist Certificate, as described in Rule 6A-4.0251, F.A.C.

(b) Training Requirements. School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials. This training must be completed annually and can be accessed at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(c) Certification of Training. In accordance with s. 1006.29(6), F.S., each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the

selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

1. This certification must be made on the form entitled “Certification of Library Media Training” (Form IM-C) and include the number of those who completed the training by job code.

2. This certification must be submitted electronically to <https://districts.flimadoption.org>.

3. The certification is due annually by July 1.

(7) Documents Incorporated by Reference. The following documents are incorporated by reference and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) Certification of Alignment and Adoption of Instructional Materials, Form IM-A, (DOS Link) effective February 2023, due annually on or before March 31.

(b) Certification of Implementation of Instructional and Library Media Materials, Form IM-B, (DOS Link) effective February 2023, due annually on or before July 1.

(c) Certification of Library Media Training, Form IM-C, (DOS Link) effective February 2023, due annually on or before July 1.

(d) Library Media Training, (DOS Link) effective February 2023.

Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28(3), (6), 1006.283(1), (4), 1006.29(6), 1011.67(2) FS. History-New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: December 15, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: November 1, 2022



Certification of Alignment and Adoption of Instructional Materials (Form IM-A)

Where a school district implements its own instructional materials program under the provisions of section (s.) 1006.283, Florida Statutes (F.S.):

I certify, the following:

- Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, Florida Administrative Code; and
- The school district's process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

Printed Name of Superintendent

Signature of Superintendent

District

Date

Due by March 31, via <https://districts.flimadoption.org>

Form IM-A, Certificate of Alignment and Adoption of Instructional Materials
Incorporated in Rule 6A-7.0715, F.A.C.
Effective February 2023



Certification of Implementation of Instructional and Library Media Materials (Form IM-B)

I certify, pursuant to section (s.) 1011.67(2), Florida Statutes (F.S.), the following:

- The district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs;
- The plan includes a process for verifying training was provided;
- Instructional materials are being implemented as designed;
- All instructional materials for core courses used in the school district are aligned to applicable state academic standards;
- Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and
- Any material objected by a parent or a resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, Florida Administrative Code.

Printed Name of Superintendent

Signature of Superintendent

District

Date

Due by July 1, via <https://districts.flimadoption.org>

Form IM-B, Certification of Implementation of Instructional and Library Media Materials
Incorporated Rule 6A-7.0715, F.A.C.
Effective February 2023



Certification of Library Media Training (Form IM-C)

I certify, pursuant to section (s.) 1006.29(6), Florida Statute, (F.S.), that all school librarians and media specialists employed by the district have completed the online training entitled Library Media Training, incorporated in this rule.

Printed Name of Superintendent

Signature of Superintendent

District

Date

| CERTIFICATION OF LIBRARY MEDIA TRAINING INFORMATION | |
|---|--|
| Job Code | Number of those who completed the training |
| | |
| | |

Due by July 1, via <https://districts.flimadoption.org>

Form IM-C, Certification of Library Media Training
Incorporated in Rule 6A-7.0715, F.A.C.
Effective February 2023



Library Media and Instructional Materials Training



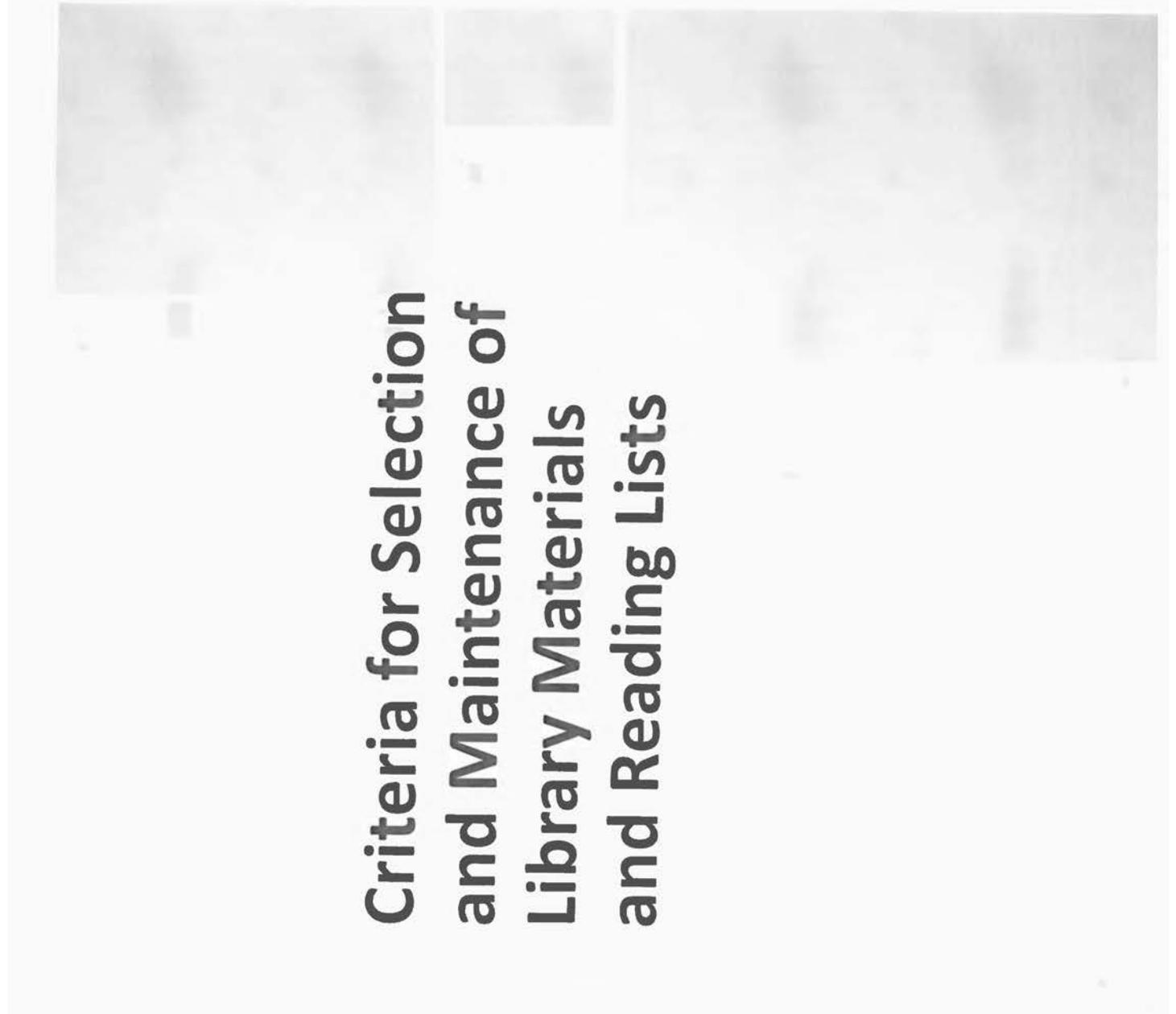
Main Purpose

Part 1: Criteria for Selection of Library Materials and Reading Lists

Part 2: Collection Development Policies for Library Media Specialists

Part 3: Selection and Maintenance of Library Media Materials for Library
Media Specialists

Part 4: Training to Assist Reviewers of Instructional Materials



Criteria for Selection and Maintenance of Library Materials and Reading Lists





The Primary Objective of the Library Media Center:



To implement, enrich, and support the educational program of the school. The library media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and with the representation of different points of view.

House Bill 1467

Section (s.) 1006.29(6), Florida Statutes

The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

Criteria for Selection of Library Materials

Section 1006.40(3)(d), F.S.

All materials in a school library or included on a reading list must be:

1. Free of Pornography and material prohibited under s. 847.012, F.S.
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used and made available.



Pornography

While there is no statutory definition of pornography in the Florida Statutes, the Merriam-Webster dictionary defines it as “the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.”

Materials Prohibited by Section 847.012, F.S.

An adult may not knowingly distribute to a minor on school property:

- *Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.*
- *Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.*

Materials Prohibited by Section 847.012, F.S. (cont.)

- The phrase “harmful to minors” requires that any description or representation of nudity, sexual conduct or sexual excitement meet three requirements in order to be found “harmful to minors.”
- The description or representation must:
 - Predominantly appeal to a prurient, shameful, or morbid interest;
 - Be patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; **and**
 - Taken as a whole the material is without serious literary, artistic, political, or scientific value for minors.

Penalty for Violating Section 847.012, F.S.

(6) *Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.*

To protect librarians and media specialists, it must be clear that a book depicting nudity, sexual conduct, or sexual excitement does not meet the tenets of “Harmful to minors” (s. 847.001, F.S.), which are:

- (a) *Predominantly appeals to a prurient, shameful, or morbid interest;*
- (b) *Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and*
- (c) *Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.*



Suited to Student Needs and Appropriate for Age and Grade Level

Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state’s broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution

Additional Requirements

Section 1006.34(2)(b), F.S.

1. *The age of the students who normally could be expected to have access to the material.*
2. *The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.*
3. *The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.*
4. *The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.*

Additional Requirements (cont.)

Section 1006.28(2)(d)2., F.S.

- a. Require that book selections meet the criteria in s. 1006.40(3)(d).
- b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
- c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
- d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

Parental Rights

- The Parents' Bill of Rights (s. 1014.04(1)(a), F.S.) states that a parent has the right to direct the education and care of his or her minor child.
- Upon written request, school districts are required to provide parents access to any material or book in a school library specified in the request (s. 1006.28(2)(d), F.S.)
- Per Rule 6A-7.0713, F.A.C. each elementary school is required to publish on its website a list of all materials maintained in the school library media center including classroom libraries.
- Parents must be informed of the district policies that are in place to provide transparency to families.
- The department's parental rights page may be found at <https://www.fldoe.org/ParentalRights/>

District Objection (Challenged Materials) Policy

- Follow your district policy.
- Each district is responsible for having a policy on challenged materials.
- Objections can be brought forth by any person residing within the district or a parent of a district student.

Section 1006.28(2)(a)2., F.S.:

Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution.



Collection Development Policies



Collection Development

Library collection development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular district or school.

Goals of Collection Development

Provides guidelines for selecting material for the collection of the library that are balanced.

Determines the retention, preservation and archiving of materials.

Describes the process for removal of inappropriate materials.

School Districts Must Establish and Maintain School Libraries

Districts must establish procedures that:

- Require library books meet the statutory selection criteria of being suited to student needs, are age and developmentally appropriate, and are free from pornography and materials harmful to minors under s. 847.012, F.S.
- Requires input of stakeholders, including parents.
- Requires the consultation of reputable, professionally recognized reviewing periodicals.



Collection Development Process

Goals

- Mission and vision of the school or district
- Special program considerations
- Current collection analysis
- Responsibilities of the media specialist

Audience

- School demographics
- School community
- Population needs
- Transparency to the community

Acquisition

- Budget
- District policies and procedures
- School expectations
- Stakeholder reviews
- Peer reviews

Maintenance

- Inventory policies
- Know your district procedures for removal of materials

Preservation

- Ongoing development of the collection to mirror district policies or procedures

Removal or Discontinuance of Materials

The removal or discontinuance of library materials and resources is determined by a continuous review of the existing collection, both print and digital. In the removal process, many factors are taken into consideration including, but not limited to, space constraints, age or relevancy of material, physical condition of the material, and circulation data.

Follow district policies for regular removal or discontinuation of materials.

Library Media Specialists

Only persons who are certified as an Educational Media Specialist under Rule 6A-4.0251, Florida Administrative Code (F.A.C.), are authorized to make selections of:

- Materials available to students in a school library; and
- Books included on a recommended or assigned school, grade-level, or classroom reading list.

School principals are responsible for compliance with school district procedures for the selection of school library materials.

Elementary classroom libraries are a type of school library.

Materials in all school libraries must be selected by a certified media specialist. (Rule 6A-7.0714, F.A.C.; s. 1006.28 (2)(d)1., F.S.)

Selection, Evaluation and Maintenance of School Library Materials



Criteria For Selection of Library Materials

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Appropriate for the Grade Level and Age Group

- Choose materials that are relevant for the ages of your students.
- Choose materials that address the reading levels, special curricular needs and programs of your school/district.
- Look at professional peer-reviewed journals for age or grade level recommendations.
 - Section 1006.28(2)(d)2., F.S., provides that school districts must adopt policies that:
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.*
 - While the law requires consultation of peer reviews, districts should consider the consultation of crowd-sourced reviews.

Suggestions for Selecting New Materials

- Curriculum needs - high priority
- Survey stakeholders - teachers, students, parents, administration
- Balance fiction vs. nonfiction
- Diversity and age of collection
- High interest needs of readers
- Use reputable book vendors that offer quality bindings
- Look at professional and reputable award lists and state compiled book lists appropriate for your school age level
- Follow district protocol for selection of new books
- Check any books that have been removed or restricted due to a challenge in other districts. Those books should be carefully considered before purchasing.

Academic Standards and Academic Needs of Students and Faculty

- Consider titles from state standards booklists such as the ELA B.E.S.T. Sample texts and the Civic Literacy Reading List
- Evaluate school academic organizational needs to include, but not be limited to:
 - School mission and vision;
 - School performance or improvement plan;
 - Specialized curriculum needs such as those for career or technical courses;
 - School population needs such as exceptional student education (ESE), gifted and English language learners (ELL); and
 - Material to supplement state-approved, district-adopted core curriculum.
- Age of student population should be considered when selecting materials based on student interest.



School Community Stakeholders

Examples:

- Parents
- Students
- School Advisory Council
- Parent Teacher Association
- School Faculty and Subject departments
- Administrators
- Media Advisory Committee
- Community Members

Ideas for Input:

- Present/Publish lists to be ordered to SAC/PTA/Media Advisory before ordering.
- Host a preview night for stakeholders before placing books on shelf.
- Provide materials suggestion box or Google/Microsoft form for suggestions.
- Conduct interest inventories with learners.

Suggestions for gaining stakeholder contributions:

Online surveys, QR codes, suggestion box, virtual meetings, emails, newsletters, etc.



Maintenance

- Organization
 - Decide how materials are organized
 - Make sure signage is clear and up-to-date.
- Availability
 - Inventory everything in collection at regular intervals
- Know:
 - Cataloging profile - classifications and prefixes, location of barcode, spine label, and any other additional needed labels.
 - MARC (Machine-Readable Cataloging) Records
- Damaged books

Instructional Materials Reviewers

Common Selection Criteria for Instructional Materials, Library Materials and Reading Lists

Factors to consider for any material include:

- Avoiding unsolicited theories that may lead to student indoctrination.
- Meetings for the purpose of selecting instructional materials must be open to the public, including parents (s. 1006.28(2)(a)4, F.S.) and consultation with school community stakeholders, including parents is required in the purchasing of new library media materials (s. 1006.28(2)(d), F.S.)
- Age of the students who normally could be expected to have access to the material
- Educational purpose to be served by the material
- The degree to which the material will be supplemented and explained by classroom instruction
- The broad racial, ethnic, socioeconomic and cultural diversity of the students of this state
- Materials must be free of pornography and prohibited by s. 847.012, F.S.

Additional Selection Criteria for Instructional Materials

Instructional Materials must be:

- Accurate, objective, balanced, noninflammatory and current
- Aligned with state academic standards
- Suited to student needs, including academically talented students
- Suited to students' ability to comprehend material and maturity levels
- Readable, contain appropriate pacing, and easy to use

Instructional Materials should:

- Not contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, religion, disability, socioeconomic status or occupation.
- Accurately portray the ethnic, socioeconomic, cultural, religious, physical and racial diversity of our society.

Instructional Materials and the Principles of Individual Freedom (s. 1003.42(3), F.S.)

Instructional Materials may not contradict the principles enumerated under s.1003.42(3). These six principles are set forth below:

- (a) *No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.*
- (b) *No race is inherently superior to another race.*
- (c) *No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.*
- (d) *Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*
- (e) *A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*
- (f) *A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*

Other Criteria for Instructional Materials

s. 1006.31(2), F.S.

Whenever appropriate, include instructional materials that portray

- The necessity to protect the environment and conserve natural resources
- The effects of the use of tobacco, alcohol, controlled substances and other dangerous substances.
- Humane treatment of people and animals
- Fire prevention
- Thrift – using money and other resources wisely and not carelessly.



Other Criteria for Instructional Materials (cont.)

s. 1006.31(2), F.S.

Whenever appropriate for social science, history, or civics courses, the materials submitted must contain:

- The Declaration of Independence
- The Constitution of the United States



Core Questions Rubric for IM Reviewers

The full rubric may found at:

<https://www.fldoe.org/academics/standards/instructional-materials/>

| Core Questions Rubric |
|--|
| <i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i> |
| Content |
| 1. A. Alignment with curriculum: The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. |
| 5. B. Level of Treatment: The content matches the standards. |
| 6. B. Level of Treatment: The content matches the student abilities and grade level. |
| 7. B. Level of Treatment: The content matches the time period allowed for teaching. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.) |



Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:

<https://www.fldoe.org/academics/standards/instructional-materials/>

Florida Statutes and State Board of Education Rule

| |
|---|
| 1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials? |
| 2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT? |
| 3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT? |
| 4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? |
| 5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <ul style="list-style-type: none"> (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex (b) No race is inherently superior to another race. (c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex. (d) Meritocracy or trains such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry. (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex. (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex. |
| 6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity? |

www.fldoe.org

Instructional Materials – District Responsibilities

- The responsibility of the content of instructional materials lies with those that choose the materials. Parental feedback is important and parents should be included in all aspects of choosing materials.
- The district school board oversees the final process of instructional materials after a vetting process that involves all stakeholders, including teachers, students, district staff, and community members.
- Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(d).

Copyright and Fair Use

- When using instructional materials, know the guidelines and permissions for use.
- Please discuss copyright and fair use guidelines with publishers before purchase.
 - Follow district policies.
 - Potential violations may include:
 - Reproducing pages in textbooks without publisher permission or watching videos without having a license.
 - Use of streaming services may violate individual contracts with service.



Thank you!

Subject: RE: Book Challenge: SB Review
Date: 1/11/2023 10:59 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<image001.png>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

Subject: Re: Book Challenge: SB Review
Date: 1/11/2023 11:35 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
Cc: "Renouf Chris" <chris.renouf@sarasotacountyschools.net>

Rob,

After looking at SB Policy 4.22 and your revised document, I recommend having Chris add the challenge to an upcoming Board meeting for Board determination. It can be a regular meeting although the Board may prefer a special meeting. At the meeting I would permit public comment and allow the challenger an opportunity to address the Board. Chris will probably want to discuss the mechanisms of this with the Board to make sure it ends up in an appropriate procedural posture. Will want to set it out far enough in advance to make sure Board has meaningful opportunity to review the text, policy, and statutory criteria.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 11:01 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.

<image001.png>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image002.png>
<image003.png>
<image004.png>
<image005.png>
<image006.png>

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law
<image007.png>

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<[image001.png](#)>

Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<[image002.png](#)>

<[image003.png](#)>

<[image004.png](#)>

<[image005.png](#)>

<[image006.png](#)>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

<Summary for SB Review.docx>

Subject: Re: Book Challenge: SB Review
Date: 1/11/2023 12:30 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
Cc: "Renouf Chris" <chris.renouf@sarasotacountyschools.net>

I would also add that I recommend Chris review Rob's memo and make a recommendation to the Board as part of the agenda at the meeting.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 11:35 AM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

Rob,

After looking at SB Policy 4.22 and your revised document, I recommend having Chris add the challenge to an upcoming Board meeting for Board determination. It can be a regular meeting although the Board may prefer a special meeting. At the meeting I would permit public comment and allow the challenger an opportunity to address the Board. Chris will probably want to discuss the mechanisms of this with the Board to make sure it ends up in an appropriate procedural posture. Will want to set it out far enough in advance to make sure Board has meaningful opportunity to review the text, policy, and statutory criteria.

Sent from my iPhone

On Jan 11, 2023, at 11:01 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.

<image001.png>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law
<image007.png>

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

uduzgan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<[image001.png](#)>

Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

<[image002.png](#)>
<[image003.png](#)>
<[image004.png](#)>
<[image005.png](#)>
<[image006.png](#)>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.
<Summary for SB Review.docx>

Subject: Re: Book Challenge: SB Review
Date: 1/20/2023 8:09 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
Cc: "Renouf Chris" <chris.renouf@sarasotacountyschools.net>, "Ziegler Bridget" <bridget.ziegler@sarasotacountyschools.net>

My basic thoughts are to:

1. Add it to the agenda as an agenda item (I can work on that language over the next few days). It will need a recommendation that I will want to make sure the district agrees with in advance.
2. Advertise/publish in normal course of business.
3. Add Rob's memo, our policy, and a copy of the statute to the Board meeting packet. Ahead of hearing I would write a memo for the Board outlining issues/process.
4. Distribute book to Board so they have a sufficient amount of time in advance to review it if they choose
5. Permit the challenger up to 10 minutes to address the Board.
6. Permit someone from district staff up to 10 minutes to offer district's side of issue
7. Permit public comment specific to this agenda item at the meeting after sides present
8. Have Board make a motion and determine status of book based on policy/statutory criteria and consistent with the mandates of the statute.

This may trigger a DOE reporting obligation depending on what the Board decides.

If you are good with this basic approach, I would inform the book challenger of date and time of hearing, and of 5-8 above. I am ccing Bridget (as Board chair in case she has any comments on this basic format).

If everyone concurs with this process, we ought to add the process to SB Policy 4.26 between L. and M. and advertise/present to Board etc. for approval/adoption so that it is codified for future challenges.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 20, 2023, at 7:35 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

The complainant is asking for specifics with respect to next steps, SB review and expectations in terms of her involvement in the proceedings. Chris shared that it appears as if the discussions will take place at the February 7th SB meeting. If that's accurate, should I inform the complainant that she can/should attend and be prepared to speak if necessary? Thank you!



Rob Manoogian
Supervisor
Instructional Materials & Library
Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Manoogian Rob
Sent: Thursday, January 19, 2023 8:29 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Subject: FW: Book Challenge: SB Review

Per your request. This is the final copy.

Rob Manoogian
Supervisor,
Instructional Materials & Library
Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Manoogian Rob
Sent: Wednesday, January 11, 2023 10:59 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: RE: Book Challenge: SB Review

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.

Rob Manoogian
Supervisor,
Instructional Materials & Library
Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email:
rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law
SHUMAKER
240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct 941.364.2735 | Fax 941.366.3999
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<image001.png>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: Book Challenge: SB Review
Date: 1/20/2023 1:10 PM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
"Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Ziegler Bridget"
Cc: <Bridget.Ziegler@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>

CAUTION: External Email

OK



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Friday, January 20, 2023 12:23 PM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Let's wait until I have a chance to discuss with Bridget before finalizing.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 20, 2023, at 12:11 PM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

All of the documentation you referenced below (memo, policy, statutes), as well as a copy of the book, were provided to the board members previously. Additionally, we are preparing to take newly revised Instructional Materials policies to NEOLA for review, and ultimately the SB for approval. If the recommendation is that the steps you suggested below are included in the revised policies, I will ensure those edits are included.

If there are additional steps I need to take or questions you have, please let me know.

<image001.png>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Friday, January 20, 2023 8:09 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

My basic thoughts are to:

1. Add it to the agenda as an agenda item (I can work on that language over the next few days). It will need a recommendation that I will want to make sure the district agrees with in advance.
2. Advertise/publish in normal course of business.
3. Add Rob's memo, our policy, and a copy of the statute to the Board meeting packet. Ahead of hearing I would write a memo for the Board outlining issues/process.
4. Distribute book to Board so they have a sufficient amount of time in advance to review it if they choose
5. Permit the challenger up to 10 minutes to address the Board.
6. Permit someone from district staff up to 10 minutes to offer district's side of issue
7. Permit public comment specific to this agenda item at the meeting after sides present
8. Have Board make a motion and determine status of book based on policy/statutory criteria and consistent with the mandates of the statute.

This may trigger a DOE reporting obligation depending on what the Board decides.

If you are good with this basic approach, I would inform the book challenger of date and time of hearing, and of 5-8 above. I am ccing Bridget (as Board chair in case she has any comments on this basic format).

If everyone concurs with this process, we ought to add the process to SB Policy 4.26 between L. and M. and advertise/present to Board etc. for approval/adoption so that it is codified for future challenges.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 20, 2023, at 7:35 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

The complainant is asking for specifics with respect to next steps, SB review and expectations in terms of her involvement in the proceedings. Chris shared that it appears as if the discussions will take place at the February 7th SB meeting. If that's accurate, should I inform the complainant that she can/should attend and be prepared to speak if necessary? Thank you!

<[image001.png](#)>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<[image002.png](#)>

<[image003.png](#)>

<[image004.png](#)>

<[image005.png](#)>

<[image006.png](#)>

From: Manoogian Rob
Sent: Thursday, January 19, 2023 8:29 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Subject: FW: Book Challenge: SB Review

Per your request. This is the final copy.

<image001.png>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image002.png>
<image003.png>
<image004.png>
<image005.png>
<image006.png>

From: Manoogian Rob
Sent: Wednesday, January 11, 2023 10:59 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: RE: Book Challenge: SB Review

Patrick

Per our last conversation I made some slight revisions. Chris has reviewed and given his approval in terms of the information contained in the summary.

Additionally, I believe that Chris has met with the SB members and each of them has been provided with a copy of the book for their reference.

<image001.png>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image002.png>
<image003.png>
<image004.png>

<image005.png>

<image006.png>

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Wednesday, January 11, 2023 10:33 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Subject: Re: Book Challenge: SB Review

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Can you send me your latest documentation on this? Its been a few weeks since we spoke and I want to make sure I am working off of the latest document.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 11, 2023, at 7:41 AM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

I'm just following up regarding the status of the book challenge that needs to go before the Board. During my tenure, this situation has never occurred so we need to know how to proceed. Thank you!

<image001.png>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Proposed Rule Change
Date: 1/23/2023 3:25 PM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>

CAUTION: External Email

Patrick

Per our conversation here is the previous rule, 6A-7.0715: Elementary School Website Listing of Library Materials and Reading Lists. which read as follows:

(1) Purpose. The purpose of this rule is to provide school districts with the requirements for the format districts must use on elementary school websites in order to post, and permit searches of, materials maintained in elementary school library media centers and materials found on a required school or a grade-level reading list in an elementary school.

(2) Definitions. In this rule, the following definitions apply:

(a) "Elementary school" means a district-run public school that includes one or more grade levels from prekindergarten through grade five or a district-run school that includes any elementary school grade level;

(b) "Elementary school grade level" means kindergarten through grade five; State Board of Education Tom Grady, Chair Ben Gibson, Vice Chair Members Monesia Brown Esther Byrd Grazie Pozo Christie Ryan Petty Joe York Manny Diaz, Jr. Commissioner of Education Contact Information: Amber Baumbach 850-245-9115 Amber.Baumbach@fldoe.org DPS: 2022-170 New State Board of Education Rule Regarding Elementary School Website Listing of Library Media Materials December 2, 2022 Page Two

(c) "Library media center" means any collection of books, eBooks, periodicals, and videos maintained and accessible on the site of an elementary school including classrooms;

(d) "School or grade-level reading list" means a list of required reading material for a student in an elementary school, or required at one or more elementary school grade levels; and

The new rule, 6A-7.0715 Certification and Plans for Instructional Materials and Library Media was just release and has been amended as follows: item (C) is now item (E), which states:

“Library Media Center means any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;”

This is much more expansive since it essentially covers every part of a school campus where there is a collection of books available for students to access.

Here’s an article highlighting the situation in Manatee and provides a look at where the decision came from.

<https://popular.info/p/florida-teachers-told-to-remove-books>



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Re: Proposed Rule Change
Date: 1/23/2023 6:02 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
Cc: "Renouf Chris" <chris.renouf@sarasotacountyschools.net>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>

I have reviewed the rule. I do not see anything here that should change status quo. Media specialists need to approve books as swiftly as possible but there is no prohibition to keeping books in class until then. Regardless of whether it is vetted by a media specialist or teacher, books must meet the same criteria (not be pornographic, age and grade appropriate etc). This was prior to the rule and continues to be now the rule. Im trustful our teachers have enough judgment to not have books in the classroom that violate the statutory criteria. If you wish to discuss, please advise.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Jan 23, 2023, at 3:25 PM, Manoogian Rob
<Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

Per our conversation here is the previous rule, *6A-7.0715: Elementary School Website Listing of Library Materials and Reading Lists*. which read as follows:

(1) Purpose. The purpose of this rule is to provide school districts with the requirements for the format districts must use on elementary school websites in order to post, and permit searches of, materials maintained in elementary school library media centers and materials found on a required school or a grade-level reading list in an elementary school.

(2) Definitions. In this rule, the following definitions apply:

(a) "Elementary school" means a district-run public school that includes one or more grade levels from prekindergarten through grade five or a district-run school that includes any elementary school grade level;

(b) "Elementary school grade level" means kindergarten through grade five; State Board of Education Tom Grady, Chair Ben Gibson, Vice Chair Members Monesia Brown Esther Byrd Grazie Pozo Christie Ryan Petty Joe York Manny Diaz, Jr. Commissioner of Education Contact Information: Amber Baumbach 850-245-9115

Amber.Baumbach@fldoe.org DPS: 2022-170 New State Board of Education Rule Regarding Elementary School Website Listing of Library Media Materials December 2, 2022 Page Two

(c) "Library media center" means any collection of books, eBooks, periodicals, and videos maintained and accessible on the site of an elementary school including classrooms;

(d) "School or grade-level reading list" means a list of required reading material for a student in an elementary school, or required at one or more elementary school grade levels; and

The new rule, 6A-7.0715 Certification and Plans for Instructional Materials and Library Media was just release and has been amended as follows: item (C) is now item (E), which states:

"Library Media Center means any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;"

This is much more expansive since it essentially covers every part of a school campus where there is a collection of books available for students to access.

Here's an article highlighting the situation in Manatee and provides a look at where the decision came from.

<https://popular.info/p/florida-teachers-told-to-remove-books>

<image001.png>

Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*—Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

- a. Require that book selections meet the criteria in s. 1006.40(3)(d).
- b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
- c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
- d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.*—Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school

board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and ¹provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:
 - a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.
 - b. Each material that was removed or discontinued as a result of an objection.
 - c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) DISTRICT SCHOOL SUPERINTENDENT.—

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(4) SCHOOL PRINCIPAL.—The school principal has the following duties for the management and care of materials at the school:

(a) *Proper use of instructional materials.*—The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*—The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board

fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) *Selection of library media center materials.*—School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

History.—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39; s. 2, ch. 2017-177; s. 14, ch. 2021-9; s. 2, ch. 2022-21.

¹*Note.*—The word “must” was deleted by the editors to conform to context.

557 F.3d 1177
United States Court of Appeals,
Eleventh Circuit.

AMERICAN CIVIL LIBERTIES UNION OF
FLORIDA, INCORPORATED, Miami-Dade
County Student Government Association,
Plaintiffs-Appellees,

v.

MIAMI-DADE COUNTY SCHOOL BOARD,
Rudolph F. Crew, Defendants-Appellants.

No. 06-14633.

|
Feb. 5, 2009.

Synopsis

Background: Parent and civil liberties organization brought civil rights action against school board, challenging removal of book about Cuba from school library, which followed complaint by parent that book failed to adequately describe oppressive conditions in Cuba. Parent and organization moved for preliminary injunction. The United States District Court for the Southern District of Florida, No. 06-21577-CV-ASG, Alan S. Gold, J., 439 F.Supp.2d 1242, granted preliminary injunctive relief. School board appealed.

Holdings: The Court of Appeals, Carnes, Circuit Judge, held that:

^[1] parent who alleged that he wanted his son to have access to book that school board voted to remove from school library, and that, until book was removed, he had planned to have son check it out when school resumed, alleged an injury sufficiently imminent to give parent standing to pursue civil rights action;

^[2] parent's desire that his son have access to other books in series, so that they could read them at some indefinite time in future, was insufficient to give him standing to challenge school board's decision to remove these other books;

^[3] school board could remove book based upon numerous factual inaccuracies and misleading omissions therein; and

^[4] any failure on part of school board to comply with its

own procedural requirements did not violate the due process rights of students or their parents.

Vacated and remanded.

Wilson, Circuit Judge, dissented and filed opinion.

Procedural Posture(s): On Appeal; Motion for Preliminary Injunction.

West Headnotes (32)

[1] Federal Courts—Standing

On appeal from district court's decision regarding plaintiffs' standing to pursue claims, the Court of Appeals would review the matter anew, without deference to district court's legal conclusions.

8 Cases that cite this headnote

[2] Federal Civil Procedure—In general; injury or interest

Federal Civil Procedure—Causation;
redressability

There are three constitutionally minimum requirements for standing: (1) plaintiff must have suffered, or must face imminent and not merely a hypothetical prospect of suffering, an invasion of some legally protected interest, resulting in a concrete and particularized injury; (2) that injury must have been caused by the complained-of actions of defendant; and (3) plaintiff's injury or threat of injury must likely be redressible by favorable court decision. U.S.C.A. Const. Art. 3, § 2, cl. 1.

13 Cases that cite this headnote

[3] Federal Civil Procedure—In general; injury or

interest

“Imminence” of injury, of kind for threatened injury to be more than just hypothetical and to support plaintiff’s standing to pursue claim, is a somewhat elastic concept, but cannot be stretched beyond its purpose, which is to ensure that alleged injury is not too speculative for Article III purposes, i.e., that injury is certainly impending. U.S.C.A. Const. Art. 3, § 2, cl. 1.

3 Cases that cite this headnote

- [4] **Federal Civil Procedure**⇒In general: injury or interest

Plaintiff does not allege an “imminent” injury, of kind required to give him standing to pursue claim, when plaintiff alleges only an injury at some indefinite future time, and when acts necessary to make injury happen are at least partly within plaintiff’s control; when plaintiff has at least partial control over the acts necessary to make injury occur, threatened injury must have high degree of immediacy, so as to reduce possibility of deciding case in which no injury at all would have occurred. U.S.C.A. Const. Art. 3, § 2, cl. 1.

5 Cases that cite this headnote

- [5] **Federal Civil Procedure**⇒In general: injury or interest

For threatened injury to possess the necessary immediacy, of kind required to make it imminent and not merely hypothetical and to support plaintiff’s standing to pursue claim, injury must be one that will occur within some fixed period of time in future; “immediacy,” in this context, means reasonably fixed and specific in time and not too far off. U.S.C.A. Const. Art. 3, § 2, cl. 1.

25 Cases that cite this headnote

- [6] **Civil Rights**⇒Education
Civil Rights⇒Education

Parent who alleged that he wanted his son to have access to book that school board voted to remove from school library, and that, until book was removed, he had planned to have son check it out when school resumed, alleged an injury from school board’s decision which he anticipated occurring within a fixed and definite period of time, i.e., in roughly six weeks when school resumed following summer vacation, and pled an injury sufficiently imminent to give parent standing to pursue civil rights action to recover for school board’s alleged violation of his son’s First Amendment and due process rights. U.S.C.A. Const.Amends. 1, 14; ¶ 42 U.S.C.A. § 1983.

2 Cases that cite this headnote

- [7] **Constitutional Law**⇒Education
Constitutional Law⇒Education

Parent whose son would be deprived of access to book due to school board’s decision to remove it from school library had standing to bring suit on son’s behalf to enjoin school board from removing book, notwithstanding school board’s contention that any injury was not to parent, but to his son, since parent could not have checked book out for his son; under Florida law, son did not have capacity to sue on his own and only way for son to seek redress for alleged violation of his First Amendment and due process rights was for his father to sue on his behalf. U.S.C.A. Const.Amends. 1, 14.

1 Case that cites this headnote

- [8] **Federal Courts**⇒Standing

Court of Appeals reviews factfindings underlying a standing determination only for

clear error.

2 Cases that cite this headnote

- [9] Civil Rights ⇨ Education
Civil Rights ⇨ Education

While parent had standing to pursue civil rights action to recover for school board's alleged violation of his son's First Amendment and due process rights in voting to remove from school library a book on Cuba that he had planned to check out and to read with his son when school resumed in roughly six weeks, parent's desire that his son have access to other books in series, so that they could read them at some indefinite time in future, was insufficient to give him standing to challenge school board's decision to remove these other books as well, and to discontinue use of series in school libraries; as to books in series other than that on Cuba, parent had not alleged injury that was sufficiently "imminent." U.S.C.A. Const. Amends. 1, 14; 42 U.S.C.A. § 1983.

- [10] Federal Civil Procedure ⇨ In general; injury or interest

Whether threatened injury, in form of bar on plaintiff's ability to take certain actions or engage in certain rights, should be regarded as "imminent," for purposes of his Article III standing, does not depend on the burden of taking that action but on the imminence of the action, regardless of how much effort it involves. U.S.C.A. Const. Art. 3, § 2, cl. 1.

- [11] Injunction ⇨ Grounds in general; multiple factors

District court may grant preliminary injunctive

relief only if movant shows: (1) that it has substantial likelihood of success on merits; (2) that irreparable injury will be suffered unless the injunction issues; (3) that threatened injury to movant outweighs whatever damage the proposed injunction may cause opposing party; and (4) that injunction, if issued, would not be adverse to public interest.

169 Cases that cite this headnote

- [12] Injunction ⇨ Extraordinary or unusual nature of remedy
Injunction ⇨ Clear showing of proof

Preliminary injunction is extraordinary and drastic remedy, which is not to be granted unless movant clearly satisfies burden of persuasion as to each of the four requisites; failure to show any one of these four factors, i.e., likelihood of success, irreparable injury, balance of hardship, and public interest factors, is fatal.

161 Cases that cite this headnote

- [13] Federal Courts ⇨ Preliminary injunction; temporary restraining order

Court of Appeals generally reviews grants of preliminary injunctions only for abuse of discretion, but reviews *de novo* the legal conclusions on which they are based.

4 Cases that cite this headnote

- [14] Federal Courts ⇨ Abuse of discretion in general

"Abuse of discretion" occurs if district court bases its decision on erroneous factual premise.

- [15] **Federal Courts** ⇌ Preliminary injunction; temporary restraining order
Federal Courts ⇌ Constitutional rights, civil rights, and discrimination in general

While factual determinations underlying issuance of preliminary injunction are generally reviewed only for clear error, that changes in First Amendment cases in which district court's finding as to defendant's motive determines plaintiff's First Amendment claim; in such situations, the Court of Appeals reviews *de novo* a district court's core constitutional fact-finding relating to defendant's motive. U.S.C.A. Const.Amend. 1.

7 Cases that cite this headnote

- [16] **Constitutional Law** ⇌ Libraries
Education ⇌ School libraries

Even assuming that school board could not remove book about Cuba from shelves of school libraries simply because it disagreed with ideas expressed therein, out of desire to promote political orthodoxy in its students, its decision to remove book based upon numerous factual inaccuracies and misleading omissions therein, in falsely representing that people in Cuba ate, worked, and went to school just like American children did, with no mention of food rationing, of fact that practically all citizens were required to work for the government and that it was crime to exercise private initiative, or of obligatory ideological indoctrination in school system, was not motivated by any such improper desire for political orthodoxy, but by legitimate goal of not having a misleading and factually inaccurate book on library shelves and did not violate students' First Amendment rights. U.S.C.A. Const.Amend. 1.

- [17] **Constitutional Law** ⇌ Libraries

Whatever else it prohibits, the First Amendment

does not forbid a school board from removing book from school library because it contains factual inaccuracies, whether they be of commission or omission; students have no First Amendment right to have books which contain misstatements of objective facts shelved in school library. U.S.C.A. Const.Amend. 1.

- [18] **Federal Courts** ⇌ Findings

On appeal, when it comes to distinguishing between factfinding and application of legal rules to facts, place in which line is drawn varies according to the nature of substantive law at issue.

- [19] **Federal Courts** ⇌ Constitutional rights, civil rights, and discrimination in general

In cases in which there is claim of denial of rights under the United States Constitution, the Court of Appeals is not bound by conclusions of lower courts, but will re-examine evidentiary basis upon which those conclusions are founded.

- [20] **Constitutional Law** ⇌ First Amendment in General
Federal Courts ⇌ Constitutional rights, civil rights, and discrimination in general

Reaches of the First Amendment are ultimately defined by facts that it is held to embrace, and on appeal in First Amendment case, the Court of Appeals must thus decide for itself whether a given course of conduct falls on the near or the far side of line of constitutional protection. U.S.C.A. Const.Amend. 1.

3 Cases that cite this headnote

[21] **Federal Courts** ⇄ Constitutional rights, civil rights, and discrimination in general

On appeal, the Court of Appeals is obliged to make a fresh examination of crucial facts in order to resolve First Amendment issue. U.S.C.A. Const.Amend. 1.

School board's decision to remove, from its own school libraries, a book that it had purchased with board funds was not act of "banning" book, for First Amendment purposes, as school board did not prohibit anyone else from owning, possessing, or reading the book. U.S.C.A. Const.Amend. 1.

4 Cases that cite this headnote

[22] **Federal Courts** ⇄ Constitutional rights, civil rights, and discrimination in general

On appeal in First Amendment case, the Court of Appeals treats the few core facts that determine First Amendment issue as "constitutional facts," subject to *de novo* review. U.S.C.A. Const.Amend. 1.

[25] **Constitutional Law** ⇄ Books

"Banning" of book takes place, for First Amendment purposes, when government or its officials forbid or prohibit others from having book. U.S.C.A. Const.Amend. 1.

8 Cases that cite this headnote

[26] **Education** ⇄ Judicial supervision in general

Federal courts should not arrogate unto themselves power over educational suitability questions; such questions are perfect example of a core educational policy matter within exclusive province of local school boards.

[23] **Federal Courts** ⇄ Education

On appeal in civil rights action challenging school board's decision to remove a book about Cuba from school libraries, the Court of Appeals would review *de novo* district court's determination on core constitutional fact of whether school board's decision was motivated by its mere disagreement with ideas expressed by book's author and by desire to promote political orthodoxy; only district court's findings of ordinary historical facts would be reviewed under "clear error" standard. U.S.C.A. Const.Amend. 1.

[27] **Education** ⇄ Judicial supervision in general

Nothing in the Constitution permits courts to interfere with local educational discretion until local authorities begin to substitute rigid and exclusive indoctrination for a mere exercise of their prerogative to make pedagogic choices regarding matters of legitimate dispute.

11 Cases that cite this headnote

[24] **Constitutional Law** ⇄ Libraries
Education ⇄ School libraries

[28] **Constitutional Law** ⇄ Notice and Hearing; Proceedings and Review
Education ⇄ School libraries

School board's interpretation of local rule setting forth the process by which parent could seek to have book removed from library shelves of school that his child attended, which expressly authorized parent to seek board review of decision by superintendent as to educational suitability of book, but which did not specify what relief the school board could afford if it disagreed with superintendent's decision and determined that book was unsuitable, as implicitly authorizing school board to direct that any such unsuitable book be removed, not just from library shelves of school that parent's child attended, but from library shelves of all schools within district, was reasonable interpretation of regulation, to which federal court would defer in civil rights action challenging book removal decision on due process grounds. U.S.C.A. Const.Amend. 14.

1 Case that cites this headnote

- [29] **Municipal Corporations**↔Executive or administrative construction

Deference is owed to municipal body's interpretation of its own rules and regulations, as long as its interpretation is based on permissible construction.

- [30] **Constitutional Law**↔Notice and Hearing; Proceedings and Review
Education↔School libraries

Even assuming that school board violated its own procedural rules when, upon accepting parent's claims as to educational unsuitability of book based on numerous factual errors therein, it ordered the book removed not just from library shelves of school attended by parent's child, but from library shelves of all schools within district, any such error did not violate the due process rights of other students or their parents, all of whom had ample notice and opportunity to be heard on book removal

request. U.S.C.A. Const.Amend. 14.

1 Case that cites this headnote

- [31] **Constitutional Law**↔Rules and regulations

While it is possible that disregard for state procedures may support a constitutional claim, the two analyses are separate, and even if state agency departed from its own guidelines, not every violation by state agency of its own rules rises to level of due process infringement. U.S.C.A. Const.Amend. 14.

8 Cases that cite this headnote

- [32] **Constitutional Law**↔Notice and Hearing

Root requirement of the Due Process Clause is that one be given notice and opportunity to be heard. U.S.C.A. Const.Amend. 14.

9 Cases that cite this headnote

Attorneys and Law Firms

*1182 Richard J. Ovelmen and Enrique D. Arana, Jorden Burt, LLP, Miami, FL, for Defendants–Appellants.

JoNel Newman, University of Miami School of Law, Coral Gables, FL, Randall C. Marshall, American Civil Liberties Union of Florida, Inc., Miami, FL, for Plaintiffs–Appellees.

Jay Alan Sekulow, American Center for Law & Justice, Washington, DC, for American Center for Law and Justice, Amicus Curiae.

Theresa Chmara, Jenner & Block, Washington, DC, for American Booksellers Foundation for Free Expressio, Amicus Curiae.

Walter Eugene Forehand, Lewis, Longman & Walker,

P.A., Tallahassee, FL, for Florida Library Ass'n, Amicus Curiae.

Appeal from the United States District Court for the Southern District of Florida.

Before CARNES and WILSON, Circuit Judges, and WALTER, District Judge.

Opinion

CARNES, Circuit Judge:

Kafka advised a friend that “we ought to read only books that bite and sting us. If the book we are reading doesn’t shake us awake like a blow on the skull, why bother reading it in the first place?” The kind of biting, stinging, and shaking Kafka advocated, however, is not the kind we feel when we read a purportedly nonfiction book filled with factual errors, distortions, and misrepresentations. Juan Amador was outraged when he read the inaccurate portrayal of life in Cuba that was contained in a book on the shelves of the library where his young daughter [R:19:397] went to school. He asked that the book be removed from the shelves, explaining that “[a]s a former political prisoner from Cuba, I find the material to be untruthful. It portrays a life in Cuba that does not exist.” *ACLU of Fla., Inc. v. Miami-Dade County Sch. Bd.*, 439 F.Supp.2d 1242, 1247 (S.D.Fla.2006). After a lengthy review process, the School Board removed the book.

*1183 Illustrating something akin to Newton’s Third Law of Motion, the action the School Board took at Amador’s request caused an equal and opposite reaction from another parent and two organizations. They promptly sued the Board. Agreeing with their claims that the School Board’s action violated the First Amendment and the Due Process Clause, a federal district court enjoined the Board from removing the book. *Id.* at 1294. This is the Board’s appeal.

I.

The Miami-Dade County Public School District has forty-nine copies of the book, *A Visit to Cuba*, and its Spanish-language counterpart, *¡Vamos a Cuba!*, spread out among thirty-three of its elementary and middle schools. *Id.* at 1249. (For convenience we will refer to

all forty-nine copies by the Spanish language title *Vamos a Cuba*.) The *Vamos a Cuba* book is part of a series of books which “targets readers between the ages of 4 to 8 years old, and [is] written to provide basic information about what life is like for a child” in various countries. *Id.* at 1248. The “A Visit to” series also includes books about Puerto Rico, Costa Rica, Colombia, Brazil, Cambodia, England, Egypt, the United Kingdom, Canada, Vietnam, Wales, Australia, China, Japan, Scotland, Mexico, Italy, Israel, Ireland, India, Greece, Germany, and France. The school district has at least one copy of those other “A Visit to” books in some of its elementary and middle school libraries. *Id.* at 1248–49. [R:28]. The “A Visit to” series is located in the libraries’ nonfiction (history, geography, cultures) section. [R:19:59].

The books in the “A Visit to” series all follow the same “formulaic format.” *Id.* at 1254. They offer the young reader “superficial introductions to geography, people, customs, language, and daily life.” *Id.* at 1249 n. 8 (quoting a peer review of the series). “The large-print texts are accompanied by color photos of varying quality and relevance.” *Id.* For example, the thirty-two pages of *Vamos a Cuba* contain general statements about Cuba’s geography (“Cuba is a country in the *Caribbean Sea*, south of Florida.”), people (“Most Cubans live in cities.”), customs (“Cubans dress to keep cool in the hot weather.”), language (“Most people in Cuba speak Spanish.”), and daily life (“People in Cuba eat, work, and go to school like you do.”). *Id.* at 1247 n. 4, 1249 n. 8. [R:28 Ex:A Visit to Cuba].

The library at Marjory Stoneman Douglas Elementary School is one of the thirty-three district libraries with *Vamos a Cuba* in its collection. *Id.* at 1248. On April 4, 2006, Juan Amador, the father of a young girl at Douglas Elementary, filed a “Citizen’s Request for Reconsideration of Media” to have *Vamos a Cuba* removed from the library at his daughter’s school. *Id.* at 1247. [R:19:Ex.32]. On the request form Amador identified himself as a former political prisoner and complained that the *1184 material in the book was not truthful and “portrays a life in Cuba that does not exist.” *Id.* Amador also wrote that, “I believe [*Vamos a Cuba*] aims to create an illusion and distort reality.” [R:19:Ex.32]. He recommended that the book be replaced by one “that truly reflects the plight of the Cuban people of the past and present.” [*Id.*]

The school district has a four-tiered administrative procedure for reviewing citizen requests to remove books

from the district's libraries. [R:8:Ex.G:86–90]. The initial complaint about a book goes to the school's principal, even though he does not have the authority on his own to remove a book. [*Id.* at 86]. Apparently, the only authority the principal has is to explain why the school has the book in its library collection. If the complainant is not satisfied with the explanation, he can file a formal request that the book be removed. [*Id.* at 86–87].

The formal request is heard by a School Materials Review Committee, an ad hoc group composed of teachers, administrators, counselors, library specialists, students, and parents from the school where the complaint was made. [*Id.* at 87]. This School Committee reviews the book. It considers the Board's fifteen criteria for selecting library materials: educational significance, appropriateness, accuracy, literary merit, scope, authority, special features, translation integrity, arrangement, treatment, technical quality, aesthetic quality, potential demand, durability, and lack of obscene material. The School Committee may also solicit any "professional written reviews" of the book and any comments by library experts and "appropriate audiences." [*Id.* at 83, 87–88]. After the review the School Committee recommends to the principal whether to retain, remove, or limit the use of the book as part of the library's collection. [*Id.* at 83, 87–88].

If the complaining citizen is dissatisfied with the School Committee's recommendation, he may appeal it to the superintendent, who has the option of issuing a decision based on that committee's recommendation or submitting the appeal to the District Materials Review Committee. The District Committee is an ad hoc group made up of district administrators, principals from other schools, library specialists from other schools, a student, a union official, a member of the parent-teacher association, and a "lay person." [*Id.* at 88–89]. If the superintendent submits the appeal to the District Committee, it will review the same materials as the School Committee and will make its own independent recommendation to the superintendent of schools. [*Id.* at 89]. The superintendent then considers the District Committee's recommendation and decides whether to remove the book. [*Id.* at 89–90]. The superintendent's decision can be appealed to the School Board, which has the final say insofar as the school system is concerned. [*Id.* at 90].

In this case Amador followed the administrative review process from start to finish. Because he was not satisfied with the principal's explanation about *Vamos a Cuba*, he submitted a formal request to the School Committee to remove the book from the Douglas Elementary library. [R:19:Ex.10:55–57]. The School Committee considered

the book in light of the district's fifteen written criteria for evaluating books for its school library collections. [*Id.* at 54–55; see *id.* at 64–71]. Some of the eight committee members believed that *Vamos a Cuba* was "factually accurate," "apolitical," and "appropriate for the age group," while one member felt that the "author could have better written and researched the topic," and another was convinced that the book did not meet the district's criteria for accuracy. [*Id.* at 64–71]. All eight members checked the *1185 "meets criteria" box for the categories of "educational significance" and "appropriateness." [*Id.*; see also ACLU Br. 10]. The School Committee's vote was seven to one in favor of retaining *Vamos a Cuba* in the Douglas Elementary library. [*Id.* at 56].

Amador appealed the School Committee's decision to retain the book in the Douglas Elementary library to the superintendent, who submitted the appeal to the District Committee. [R:19:Ex.8:49]. The seventeen-member District Committee decided to evaluate *Vamos a Cuba* based on what it determined to be the three most important of the fifteen criteria: educational significance, appropriateness, and accuracy. [R:19:Ex.7:44]. As to those three factors, one committee member said that the title of the book was inaccurate because "Cuba is not a country [one is] free to visit," and that the cave drawings pictured on page 29 of the book "were not painted 1,000 years ago as the text states." [*Id.* at 46–47]. Another District Committee member said that other books in the "A Visit to" series, and specifically the one on Vietnam, another communist country, "contain[] more specific information and ha[ve] more accuracy whereas, *A Visit to Cuba* detracts [sic] factual information and contains inaccuracies when comparing formulaic sentences." [*Id.* at 46]. Still another member commented that the "A Visit to" series consists of "formula books" that "contain the same type of information presented in the same formulaic matter." [*Id.*] The District Committee, by a vote of 15 to 1, recommended that the superintendent retain *Vamos a Cuba* in the Douglas Elementary library. [R:19:Ex.5:8]. (One member resigned before the vote, stating that "he had concerns regarding the ability of the committee to render an objective decision.") [R:19:Ex.36:3].

The superintendent adopted the District Committee's recommendation and informed Amador of his decision to leave *Vamos a Cuba* on the library shelves. [R:19:Ex.4:6; R:19:Ex.3:4–5]. Amador appealed the superintendent's decision to the School Board the same day and asked that the Board take up his appeal at its next meeting. [R:19:Ex.2:3]. It did so. [R:8:Ex.1]. In its April 18, 2006 meeting, the Board heard comments from guest speakers in the community and considered the issue of removing *Vamos a Cuba* from the libraries. [R:19:297–390]. In its

June 14, 2006 meeting, Board members spoke about their views on the subject, and a majority of the Board voted for removal of *Vamos a Cuba*. [R:19:449].

At that June 14 meeting, after Amador spoke, Board chairman Augustin Barrera began the discussion for the Board. He stated that the “issues before us, to me are quite clear, it’s issues of inaccuracies, it’s issues of omissions, because sometimes the words that are not said are more powerful than those words which are said, and sometimes there’s generalities, which [is] how this book is portrayed.” [R:19:Ex.34:9]. Chairman Barrera continued:

We talk about censorship, the parent, Mr. Amador, talked about censorship. Censorship is when you want to stop somebody from giving another opinion, something that goes against what you believe in.

In this particular case, when I read the book, it doesn’t really give an opinion, what it does is it gives a lack of information, and it’s in that lack of information that I think we as the Cuban community are offended...

I cannot support the recommendations that are made here today by the superintendent. What I can support is the replacement of this book with a book that really talks about the richness and the culture that the Cuban people have *1186 lived and, if it was up to me, I would replace the whole series, because those books do not do justice to those 24 countries, and I think we owe it to the students in Miami–Dade County public schools to give them the best education possible.

[*Id.* at 13, 15].

Board member Ana Rivas Logan spoke next. [*Id.* at 15]. She said that “from the very first day” she reviewed *Vamos a Cuba* she had “found the book extremely offensive, inaccurate, full of omissions.” [*Id.* at 17]. Board member Logan continued: “I reviewed the other books [in the series]. The other books don’t paint the same portrait; in other words, they also have omissions.” [*Id.*] Noting that the school district replaces outdated library books “every few years” as a matter of course, Logan said:

At the appropriate time, Mr. Chair, I’d like to make the motion to replace the series with a new and updated series, which is nothing different than what we’re going to be doing across this county, and

across this state, and probably across this nation in every single school.

[*Id.* at 18].

After Logan spoke, Board member Frank Bolanos noted that the School Board rules “put[] in place and set[] forth very clear educational standards that must be met by books that are placed in our public school library.” [*Id.* at 19]. *Vamos a Cuba*, he said, “does not meet those standards, that is crystal clear.” [*Id.*] He continued:

We’re talking here about a simple right, I believe it’s also a right protected by The U.S. Constitution, and that is the right and the responsibility that we teach our children the truth; that is a sacred right and responsibility.

And if we recognize as, even members of the committee that looked at this book, as the superintendent has recognized when he made an offer to place a label of distinction and separation of the book, if we recognize that this book due to its acts of commission, and omission does not teach our children the truth about Cuba, then it should be removed from our public school libraries, we have that sacred responsibility.

[*Id.* at 19–20].

Board vice-chair Perla Tabares Hantman explained that she did not view the issue to remove the *Vamos a Cuba* book as “one of censorship or about banning a book.” [*Id.* at 21, 24]. “I view this,” she continued, “as one of accuracy and truth.” She explained:

I don’t think anyone here would support the presence of a math book in our libraries that taught that two plus two equals five.

I don’t think anyone here would support the presence of a geography book in our libraries that says that Miami is boarded [sic] by the Pacific Ocean.

Similarly, I cannot support the presence of a book in our school that creates a misleading and inaccurate portrait of Cuba....

....

... I read the book, and in many pages, I would say at least 14 omissions or statements that are not true, so that’s why I said that this is not about censorship or

banning. This is about a book that is not accurate, and there's nothing that—I cannot support this book in our libraries.

[*Id.* at 24–25].

Board member Marta Perez thanked “all of the people on both sides of this issue that have come together to express their opinions,” but regretted “that this issue so divides our community.” [*Id.* at 25–26] She seconded Bolanos' motion to remove the book. [*Id.*]

*1187 Board member Evelyn Langlieb Greer explained that the “beauty” of the administrative procedure for requesting that a book be removed from the library was that “it takes the emotion and the politics out” of the decision-making process “and substitutes professional judgment.” [*Id.* at 29, 33–34]. She explained:

Once a book is in a system, and has enjoyed the consent of the administrative, of being in the system, it can only be legitimately removed in this country based on serious, material, irrevocable and clear inaccuracies and biases.

The 22 professional educators who reviewed this book have affirmatively determined that that is not the case, therefore, we are here today in essentially a political process....

We are rejecting the professional recommendation of our staff based on political imperatives that have been pressed upon members of this board, which I completely understand, and with which I sympathize, but one of the things we did when we took an oath of office today is to uphold The Constitution of The United States as it has been set down and interpreted by The United States Supreme Court.

[*Id.* at 34–35].

Board member Martin Karp explained that “the author's intent in *Vamos a Cuba* was not to say anything about the politics of the country, and the harsh realities that exist there, but sometimes, as our Chair said, when you do not say anything or avoid addressing real problems, you say a lot.” [*Id.* at 36–37]. He said that the way to handle the problem “is to give our children a more accurate, age appropriate picture.” [*Id.* at 37].

Finally Board member Robert Ingram spoke. [*Id.* at 38]. He suggested that if some of his colleagues on the School Board did not vote to remove *Vamos a Cuba* from the libraries, “they can't walk out of here. If they don't vote for it, they can't go home, they might find a bomb under

their automobiles, and I feel that's a shame to be put upon a school system that we are trying to train our children to have equality and justice.” [*Id.* at 40]. Board member Ingram continued:

To say that if I say, no, that I'm pro-communist; to say if I say, yes, I'm anti [i]s to create a context that doesn't fit me. I move for what I believe to be right and what I believe to be accurate....

....

Will there be some condemnations? I honestly believe there will be. Will my children and my grandchildren be at risk? They just might be, because of the e-mails, and many of the things that have come in my direction have not been pleasant.

And I cannot believe that this community, that this Miami–Dade County community, who wants to grow, and be as diverse and, clearly, all it's claimed to be diverse in representing everybody to create a context that promotes threats, that promotes violence....

....

I can't vote my conscience without feeling threatened. That should never happen in this community anymore. That should never happen anymore, and especially at this place that we call Miami–Dade County Public Schools, especially at this dias [sic], where we're supposedly setting a tone for our children.

[*Id.* at 42–44].

After all Board members who wished to speak (eight of the nine) had done so, Board member Logan made a motion. Her motion was to reject the superintendent's decision to retain the *Vamos a Cuba* book in the Douglas Elementary library and to replace the entire “A Visit to” series in the district's libraries “with updated *1188 books that are more actual to real life in these countries.” [*Id.* at 57–58]. Logan stated that the “findings” for her motion were “that the book is inaccurate, it has omissions.” [*Id.* at 59]. Board member Bolonas seconded the motion. [*Id.*] The motion was approved by a vote of 6 to 3. [*Id.*] The Board's decision, as contained in its written order, provided:

Upon a review of the complete Record of the proceedings below, including the transcript of the proceedings on Board Agenda Item G–3 (incorporated herein by

reference and attached hereto, and made a part of this Final Order), the Superintendent's recommendation sustaining the District Materials Review Committee's decision is hereby rejected. The foregoing is based upon the findings reflected by the record of these proceedings, and more specifically the finding that the book is inaccurate and contains several omissions. It is further ordered that, this book and the series it is a part of, be replaced, throughout the school district, with a more accurate set of books that is more representative of actual life in these countries.

[R:19:Ex.15]. That order was issued on June 14, 2006.

About a week later the American Civil Liberties Union of Florida, Inc. and the Miami-Dade County Student Government Association filed a complaint, pursuant to 42 U.S.C. § 1983, in the Southern District of Florida against the School Board and the superintendent seeking declaratory and injunctive relief. [R:1:1–2]. The ACLU and the student government association alleged that the defendants had violated their members' First Amendment rights to freedom of speech and access to information as well as their Fourteenth Amendment rights to due process. [*Id.* at 14–16]. The plaintiffs also requested that the district court enjoin the School Board from enforcing its removal order. [R:7].

The plaintiffs argued to the district court that both the ACLU and the student government association had standing. The ACLU's standing was premised on the fact that many of its members, who object to removal of the books, have school children in the district. [R:23:4–5]. Howard Simon, the ACLU's executive director, swore in his declaration that its Greater Miami Chapter had "approximately 3,500 members within the Miami-Dade County School District including many parents of children who attend Miami-Dade county elementary and middle schools, and who want their children to have access to the books the School Board ordered removed from the libraries." [R:19:Ex.26:4–5]. Mark Balzli, a member of that chapter of the ACLU, swore in his declaration that: (1) his son was a student at North Beach Elementary School; (2) he wanted his son to have access to *Vamos a Cuba* and the other books in the "A Visit to" series; (3) he saw *Vamos a Cuba* in the North Beach Elementary library; and (4) he had planned to check the

book out of the library with his son "in the future," but they "will be unable to do so when school resumes on August 14, 2006" because of the School Board's order removing the series. [R:19:Ex.27].

As for the standing of the student government association, Ronald Bilbao, its former president and a member of its executive board [R:8:Ex.M:1], swore in his supplemental declaration that he had "spoken to several student members of the SGA who have told me they would like to have access to the books *¡Vamos a Cuba!* and *A Visit to Cuba* and other books in the series." [R:19:Ex.25:1–2]. Specifically, the plaintiffs proffered the declaration of Mark Balzli, who swore that he "want[ed] [his] son to have access to the books *¡Vamos a Cuba!* and *A Visit to Cuba* and the other books in the series of which *1189 they are a part." [R:19:Ex.27:1; R1:23:10 n. 8].

The defendants, in response, sought dismissal of the complaint for lack of standing. [R:24:1]. They contended that the ACLU, through its member Mark Balzli, did not have organizational standing to bring the lawsuit because any First Amendment right of access to school library books belongs to the student, not the parent. [R:29:2–3]. Since Mark Balzli's son was not a member of the ACLU, the defendants argued, there was no member of that organization whose First Amendment rights had allegedly been violated by the School Board's order to remove the books. [*Id.* at 3].

As to the student government association, the defendants contended that because the organization did not exist separate and apart from the School Board—it was created by the Board and is administered and run by Board employees—it could not, in effect, sue itself by suing the Board. [*Id.* at 3–4]. Even if it could do that, the defendants argued, the student government association is made up of, and represents, only high school students. [*Id.* at 5–6]. Because the books in the "A Visit to" series, including *Vamos a Cuba*, had never been shelved anywhere except in elementary and middle school libraries, none of the student government association's members had access to the books before they were removed. Therefore, they could not have been injured by removal of the books. [*Id.* at 6–7].

Shortly after the defendants filed their motion to dismiss, the plaintiffs amended their complaint to add Mark Balzli, individually and on behalf of his son Aidan, as a plaintiff to the lawsuit. [R:39:1, 3]. It was on the basis of that amended complaint that the district court decided the standing issue. ¹ *ACLU*, 439 F.Supp.2d at 1260.

The district court found it unnecessary to decide whether

the student government association had standing because it concluded that Balzli and the ACLU did. ¹ *Id.* at 1260, 1264. Crediting Balzli's affidavit, the court found that he "had planned to check out the book and read it with his son before the School Board entered its Final Order." ² *Id.* at 1261. Not only did Balzli want his son to have access to the book, the court found, but before the Board's action the book had also been available to both parents and students through the school district's "inter-library loan system of exchanging books between schools." ³ *Id.* Based on these facts, the district court concluded that Balzli had standing to litigate his First Amendment and due process claims against the defendants. ⁴ *Id.* at 1262.

As to the ACLU's standing, the district court rejected the defendants' argument that Aidan Balzli was the true party in interest, and because Aidan was not a member of the ACLU the organization itself did not have standing. ⁵ *Id.* at 1264. The court reasoned that this "novel" argument would lead to "an illogical result" because "[a]s Defendants acknowledge, under Florida law, Aidan Balzli may only bring suit through a next friend, in this case, his father. Therefore, his father has standing to pursue relief on his behalf." ⁶ *Id.* And because Mark Balzli is a member of the ACLU, the district court reasoned, the organization has standing to litigate the suit on his behalf. ⁷ *Id.* at 1263–64.

After concluding that Balzli and the ACLU had standing, the court found that: (1) the plaintiffs were likely to succeed on their First and Fourteenth Amendment claims, ⁸ *id.* at 1283, 1292; (2) they would be irreparably harmed if the School Board's removal order were allowed to stand pending a trial on their complaint, ⁹ *id.* at 1292–93; (3) this irreparable harm to the plaintiffs outweighed the harm to the defendants in keeping the "A Visit to" series books on the library shelves, ¹⁰ *id.* at 1293; *1190 and (4) it was in the public interest to protect the plaintiffs' constitutional rights to have access to the books, ¹¹ *id.* at 1294. Considering these four factors, which it determined all favored the plaintiffs, the court issued a preliminary injunction enjoining the School Board from enforcing its removal order, and it also ordered that any of the books in the "A Visit to" series that had already been removed be returned to the libraries. ¹² *Id.*

The defendants filed a notice of appeal from the district court's preliminary injunction order. The books in the "A Visit to" series remain in the school district's libraries.

[R:48].

II.

¹³ The School Board challenges here, as it did before the district court, the plaintiffs' standing to bring their lawsuit. [Board Br. 30–33]. The Board contends that the plaintiffs have failed to establish the requisite imminent injury in fact. [*Id.*] Because standing is a necessary component of our jurisdiction to hear "cases" and "controversies" under Article III of the Constitution, we must address it first. See ¹⁴ *Ouachita Watch League v. Jacobs*, 463 F.3d 1163, 1169 (11th Cir.2006). We review the matter anew, without deference to the district court's legal conclusions. ¹⁵ *CAMP Legal Def. Fund, Inc. v. City of Atlanta*, 451 F.3d 1257, 1268 (11th Cir.2006).

A.

¹⁶ "The constitutionally minimum requirements for standing are three-fold." ¹⁷ *Fla. State Conference of the NAACP v. Browning*, 522 F.3d 1153, 1159 (11th Cir.2008) [hereinafter *Fla. NAACP*].

First, the plaintiff must have suffered, or must face an imminent and not merely hypothetical prospect of suffering, an invasion of a legally protected interest resulting in a "concrete and particularized" injury. Second, the injury must have been caused by the defendant's complained-of actions. Third, the plaintiff's injury or threat of injury must likely be redressible by a favorable court decision.

¹⁸ *Id.* (citing ¹⁹ *Lujan v. Defenders of Wildlife*, 504 U.S. 555, 560–61, 112 S.Ct. 2130, 2136, 119 L.Ed.2d 351 (1992)). The battle over standing in this case centers on

the first requirement, and specifically on whether the injury the plaintiffs suffered was imminent. [Board Br. 30–33].

In *Lujan* the plaintiff environmental organizations challenged the joint regulation of the Fish and Wildlife Service and the National Marine Fisheries Service, which required that federal agencies consult with the Secretary of the Interior about threats to endangered species or their habitats caused by agency action only if that action was “taken in the United States or on the high seas.”

¹³⁹ *Lujan*, 504 U.S. at 558–59, 112 S.Ct. at 2135. The environmental organizations sought a declaratory judgment that the joint regulation was contrary to the language of the Endangered Species Act. They also sought an injunction forcing the Services to expand their joint regulation to require consultation with the Secretary of the Interior about threats to endangered species and their habitats even when the agency action is to occur outside the United States. *See id.* The Secretary of the Interior moved to dismiss the environmental organizations’ lawsuit for lack of standing. ¹⁴⁰ *Id.* at 559, 112 S.Ct. at 2135. The district court did so, but the court of appeals reversed. *Id.*

In discussing the injury in fact requirement, the Supreme Court stated that the environmental organization plaintiffs needed to submit evidence or affidavits establishing that at least one of their members wanted to use or enjoy an endangered animal species in a way that would be *1191 directly affected by the Services’ regulation. ¹⁴¹ *Id.* at 562–63, 112 S.Ct. at 2137–38. The environmental organizations had submitted the affidavits of two of their members, Joyce Kelly and Amy Skilbred, to establish that the Services’ regulation would cause them to suffer the requisite injury. ¹⁴² *Id.* at 563, 112 S.Ct. at 2138.

Ms. Kelly swore in her affidavit, which was filed in 1988, that she had “traveled to Egypt in 1986 and ‘observed the traditional habitat of the endangered [N]ile crocodile there and intends to do so again, and hopes to observe the crocodile directly.’ ” *Id.* (quoting Ms. Kelly’s affidavit) (alterations omitted). She also swore she intended to return and at that time would “ ‘suffer harm in fact as the result of the American role in overseeing the rehabilitation of the Aswan High Dam on the Nile and in developing Egypt’s Master Water Plan.’ ” ¹⁴³ *Id.* (quoting Ms. Kelly’s affidavit) (alterations and omission omitted).

In Ms. Skilbred’s affidavit, which was filed in 1988, she swore that “she traveled to Sri Lanka in 1981 and ‘observed the habitat’ of ‘endangered species such as the Asian elephant and the leopard’ at what is now the site of

the Mahaweli project funded by the Agency for International Development.” ¹⁴⁴ *Id.* (quoting Ms. Skilbred’s affidavit) (alteration omitted). That project, she predicted, “ ‘will seriously reduce endangered, threatened, and endemic species habitat including areas that I visited, which may severely shorten the future of these species.’ ”

¹⁴⁵ *Id.* (quoting Ms. Skilbred’s affidavit) (alteration and omission omitted). Her desire to use and enjoy these endangered species will be harmed, Ms. Skilbred said, “because she ‘intends to return to Sri Lanka in the future and hopes to be more fortunate in spotting at least the endangered elephant and leopard.’ ” ¹⁴⁶ *Id.* (quoting Ms. Skilbred’s affidavit) (alterations omitted). When asked at her deposition “when she had any plans to return to Sri Lanka,” Ms. Skilbred answered that “ ‘I intend to go back to Sri Lanka,’ ” but “ ‘I don’t know when. There is a civil war going on right now. I don’t know. Not next year, I will say. In the future.’ ” ¹⁴⁷ *Id.* at 563–64, 112 S.Ct. at 2138 (quoting Ms. Skilbred’s deposition) (alteration omitted).

¹⁴⁸ ¹⁴⁹ Those two affidavits, the Supreme Court found, “plainly contain no facts ... showing how damage to the species will produce ‘imminent’ injury to Ms. Kelly and Skilbred.” ¹⁵⁰ *Id.* at 564, 112 S.Ct. at 2138. The Court explained:

[T]he affiants’ profession of an “inten[t]” to return to the places they had visited before—where they will presumably, this time, be deprived of the opportunity to observe animals of the endangered species—is simply not enough. Such “some day” intentions—without any description of concrete plans, or indeed even any specification of when the some day will be—do not support a finding of the “actual or imminent” injury that our cases require.

Id. (second alteration in original). And:

Although “imminence” is concededly a somewhat elastic concept, it cannot be stretched beyond its purpose, which is to

ensure that the alleged injury is not too speculative for Article III purposes—that the injury is *certainly* impending. It has been stretched beyond the breaking point when, as here, the plaintiff alleges only an injury at some indefinite future time, and the acts necessary to make the injury happen are at least partly within the plaintiff's own control. In such circumstances we have insisted that the injury proceed with a high degree of immediacy, so as to reduce the possibility of deciding a case in which no injury would have occurred at all.

Id. at 564 n. 2, 112 S.Ct. at 2138 n. 2 (citation omitted).

***1192** In the decade and a half since *Lujan* we have applied and expounded on the Supreme Court's "some day intentions" language three times. The first time was in *National Parks Conservation Ass'n v. Norton*, 324 F.3d 1229 (11th Cir.2003), where two environmental organizations had sued the National Park Service for violating the equal protection rights of their members by failing to evict the occupants of the Stiltsville properties (buildings on stilts in the middle of Biscayne Bay, Florida) following the expiration of the lease agreement between the occupants and the Service. That failure, the organizations claimed, was "tantamount to the grant of an exclusive lease to the occupants." *Id.* at 1234.

The district court dismissed for lack of standing the organizations' equal protection claim. *Id.* at 1241. We reversed, citing the affidavits of the groups' members who swore that they "had visited Biscayne National Park (and specifically the area that includes Stiltsville) with frequencies ranging from once per month to fifty times per year," and "indicated an intent to maintain the frequency of these visits in the future." *Id.* at 1242. The members also averred that: (1) their "lack of access to Stiltsville or its surrounding environs impairs [their] recreational and aesthetic enjoyment of the park," and (2) the impairment "they suffer as a result of the [Service]'s failure to discontinue the exclusive private use of the structures is continually present when they are at or near Stiltsville." *Id.* at 1242–43.

Those facts, we concluded, were sufficient to avoid the "some day intentions" problem of *Lujan*. *Id.* at 1243. We explained that the case before us was not one "in which the affiants have asserted only 'some day intentions' to return to the site of their harm 'without any description of concrete plans, or indeed even any specification of *when* the some day will be.'" *Id.* (quoting *Lujan*, 504 U.S. at 564, 112 S.Ct. at 2138). Instead, "[t]he affiants state with particularity that they have definite plans to continue visiting Stiltsville with precisely the same frequency that they have to date, and that in the absence of remedial action they will continue to experience the aesthetic and recreational harms described." *Id.*

On the other hand, in *Elend v. Busham*, 471 F.3d 1199 (11th Cir.2006), we found the plaintiffs' future intentions insufficiently clear to establish standing. *Id.* at 1208. On November 2, 2002 the three plaintiffs in that case had been protesting outside the Sun Dome in Tampa, Florida during a speech by President Bush when they were ordered by the Secret Service to move to an authorized "protest zone," which was further away. *Id.* at 1202–03. They sued for declaratory and injunctive relief to enjoin the Secret Service from taking similar action in the future, which they claimed would violate their First Amendment rights. *Id.* at 1203. The protestors contended that they had standing because they " 'fully intend to peacefully express their viewpoints in the future in a manner similar to their activities on November 2, 2002 in concert with presidential appearances at the USF Sun Dome and at other locations around the country.' " *Id.* at 1204.

The district court dismissed the claims on the ground that the plaintiffs' assertion that they would protest in a similar manner in the future was too speculative. *Id.* We affirmed, noting that "the injury alleged in this case remains wholly inchoate." *Id.* at 1209. We explained:

Plaintiffs' intention in this case to protest "in concert with presidential appearances at the USF Sun Dome and at other locations around the country" fails to provide any limitation on the universe ***1193** of possibilities of when or where or how such a protest might occur....

... [I]t is entirely conjectural that President Bush would return to speak at a political rally at the Sun Dome. In fact, we have no indication that he has done so again since November 2002 despite numerous presidential visits to Florida. Nor is it even remotely permissible to

presume future injury from Plaintiffs' intention to protest "at other locations around the country." To find that this somehow constitutes "real and immediate" injury sufficient to confer standing would eviscerate the meaning of both words.

Indeed, the Plaintiffs' avowed intention to protest in a similar manner in the future is akin to the plaintiff in *Lujan* who declared, "I intend to go back to Sri Lanka [to observe endangered species]," but confessed that she had no current plans: "I don't know [when]." *Lujan*, 504 U.S. at 564, 112 S.Ct. 2130, 119 L.Ed.2d 351. "Such 'some day' intentions—without any description of concrete plans, or indeed even any specification of when the some day will be—do not support a finding of the 'actual or imminent' injury that our cases require." *Id.* In the four years since Plaintiffs' alleged First Amendment violation, they have not asserted that they protested President Bush at the Sun Dome or any other venue, for that matter. The entirely speculative nature of the "future protests" would render wholly advisory any prospective relief.

Id. (third paragraph alterations in original).

Finally, in the recent *Fla. NAACP* case, the state of Florida required that all voter registration applications include the applicant's name, address, date of birth, and driver's license number or the last four digits of her social security number. *Fla. NAACP*, 522 F.3d at 1156. If the applicant inadvertently gave information on the application that did not match the information in the state's driver's license or social security database, the state would not register her until the error was fixed. *Id.* at 1156–57. The problem was that the applicant often was not notified of the error in time to fix it before the voter rolls were closed in advance of an upcoming election. *Id.*

The plaintiff voting rights organizations sued the state in September 2007 alleging that the matching requirement, and its interference with the registration of some applicants, violated a number of their members' constitutional and statutory rights to vote. *Id.* at 1158. The state moved to dismiss asserting that the organizations lacked standing in part because they had not alleged an imminent injury. *Id.* The district court disagreed, *id.*, and so did we, *id.* at 1164. We noted that "[a]n imminent injury is one that is 'likely to occur immediately.'" *Id.* at 1161 (citation omitted). The injury the plaintiffs had alleged was "the denial of voter registration and hence the right to have one's vote

counted," which would occur "before the scheduled elections in November 2008." *Id.* The organizations also alleged that "they intend to increase voter registration efforts and anticipate increased registration applications ahead of the upcoming presidential election." *Id.* Without a change in Florida's voter registration law, they argued, the new registrants would be unconstitutionally denied the right to vote in the November 2008 election. *Id.* That was enough, we concluded, to satisfy the immediacy requirement. *Id.*

^[5] The key in all three of our decisions applying *Lujan* is that "[i]mmediacy requires only that the anticipated injury occur with[in] some fixed period of time in the future."

Id. Immediacy, in this context, means reasonably fixed and specific *1194 in time and not too far off. In *National Parks*, the injury alleged by the environmental groups—destruction of the Stiltsville area in Biscayne Bay—was imminent because, according to their members, they visited Stiltsville from once a month to once a week and planned to continue these trips. *National Parks*, 324 F.3d at 1242–43. In *Fla. NAACP* the voting rights organizations alleged that their members would be injured—denied the right to register to vote and have their votes counted—in the November 2008 presidential election. *Fla. NAACP*, 522 F.3d at 1161. In both cases, the imminence requirement was met because the respective plaintiffs alleged that they would be injured within a "fixed period of time in the future."

In *Elend*, on the other hand, "the plaintiffs failed to allege when, where, and how [their] protests were going to occur in the future." *Fla. NAACP*, 522 F.3d at 1161. Instead, all that the *Elend* plaintiffs alleged was that they intended to protest again at some indefinite time and place in the future. *Elend*, 471 F.3d at 1206. As we said, "the Plaintiffs' avowed intention to protest in a similar manner in the future is akin to the plaintiff in *Lujan* who declared, 'I intend to go back to Sri Lanka [to observe endangered species],' but confessed that she had no current plans: 'I don't know [when].'" *Id.* at 1209 (quoting *Lujan*, 504 U.S. at 564, 112 S.Ct. at 2138) (alterations in original). We explained that "[s]uch 'some day' intention—without any description of concrete plans, or indeed even any specification of when the some day will be—do not support a finding of the 'actual or imminent' injury our cases require." *Id.* (quoting *Lujan*, 504 U.S. at 564, 112 S.Ct. at 2138).

B.

^{16]} The plaintiffs in this case have alleged that they will be injured by the removal of *Vamos a Cuba* and the other “A Visit to” books from the school district’s libraries. [R:39:13–15]. Individual plaintiff Balzli, a member of the ACLU, swore in his declaration that he:

want[ed] [his] son to have access to the books *Vamos a Cuba!* and *A Visit to Cuba* and the other books in the series of which they are a part. In fact, before the School Board’s Order in this case *Vamos a Cuba!* was part of the library collection at North Beach Elementary School and I had seen it with my son and we had planned to check it out and read it together in the future. Unless the Court grants Plaintiffs’ request for preliminary injunctive relief we will not be able to do so when the school resumes on August 14, 2006.

[R:19:Ex.27:1–2]. The School Board contends that Balzli’s declaration is insufficient to establish an injury in fact regarding *Vamos a Cuba* because the asserted injury is not imminent. Balzli’s professed future plans are, the Board argues, no more than the kind of someday intention that *Lujan* holds is insufficient. [Board Br. 32]. We disagree.

We stated in *Fla. NAACP* that “[i]mmediacy requires only that the anticipated injury occur with[in] some fixed period of time in the future, not that it happen in the colloquial sense of soon or precisely within a certain number of days, weeks, or months.” ^{17]} *Fla. NAACP*, 522 F.3d at 1161. Balzli’s declaration, which is dated July 5, 2006, states that he anticipated checking out *Vamos a Cuba* “when school resumes on August 14, 2006”—a specific intention pegged to a sufficiently fixed period of time. [R:19:Ex.27]. In its immediacy the injury claimed is like that asserted by the voting rights plaintiffs in *Fla. NAACP*. The injury there, unless redressed, would have occurred when voters were prevented from registering and voting in an election that was to be held on a specific date fourteen months after the complaint in *1195 that case was filed. ^{18]} *Id.* The injury here, unless redressed, would have occurred when Balzli and his son were

prevented from checking out *Vamos a Cuba* after school resumed in six weeks. *Lujan* and our decisions interpreting it require no more immediacy than that.

^{17]} The School Board contends that, even if the injury alleged is sufficiently imminent, Balzli still lacks standing to challenge the School Board’s order because the right to check out *Vamos a Cuba* from the district’s libraries belongs not to him but to his son. [Board Br. 30–31]. We agree with the district court’s analysis rejecting this contention. ^{19]} *ACLU*, 439 F.Supp.2d at 1261–62. Florida law, which applies to capacity determinations in this case, see Fed.R.Civ.P. 17(b)(1), requires that “a child sue by his next friend” because the child does not have capacity to sue on his own, ^{20]} *Kingsley v. Kingsley*, 623 So.2d 780, 784 (Fla. 5th DCA 1993). The only way for Aidan Balzli to seek redress for his injuries is for his father to sue on his behalf, which is what his father did.

In addition to misfiring on the law, this real party in interest argument of the Board also misses on the facts. The School Board’s rules provide parents with the “right to visit the library” and to “review books that are kept there, accompany [their children] through the check-out process, and transfer books between libraries.” ^{21]} *ACLU*, 439 F.Supp.2d at 1262. Balzli, in other words, had the right as a parent to access *Vamos a Cuba* with and for his son. The Board’s decision to remove the book from the school district’s libraries injured Balzli by taking away that right.

^{18]} The School Board also contends that it presented “unrebutted” evidence that *Vamos a Cuba* was not in the library collection at the school Aidan attended, and therefore Balzli could not have checked out the book for his son. [Board Br. 31–32]. But the evidence was not “unrebutted.” Balzli himself disputed the School Board’s account when he swore in his declaration and testified at the July 21, 2006 preliminary injunction hearing that he saw *Vamos a Cuba* in the library at the North Beach Elementary School, which his son attended. [R:19:Ex.27:1; R3:62:12]. The district court recognized that “[t]here was an issue of fact at the preliminary injunction hearing as to whether Mr. Balzli and his son had seen *Vamos a Cuba* at the North Beach Elementary School library.” ^{22]} *Id.* at 1247 n. 2. And the court resolved it in Balzli’s favor. ^{23]} *Id.* We review the factfindings underlying a standing determination only for clear error. See ^{24]} *Wooden v. Board of Regents*, 247 F.3d 1262, 1271 n. 9 (11th Cir.2001). We cannot say that the district court’s resolution of the conflicting factual assertions was clear error.

For these reasons, we conclude that Balzli has sufficiently asserted that he and his son will suffer an imminent injury from the removal of *Vamos a Cuba* from the school district libraries. None of the other requirements of standing are disputed. It follows that the district court was correct in concluding that Balzli has standing to pursue his First Amendment and due process claims against the School Board for removing *Vamos a Cuba* from the district's libraries. Because Balzli has standing to raise those claims, we need not decide whether either of the organizational plaintiffs also has standing to do so. See *Watt v. Energy Action Educ. Found.*, 454 U.S. 151, 160, 102 S.Ct. 205, 212, 70 L.Ed.2d 309 (1981) ("Because we find California has standing, we do not consider the standing of the other plaintiffs."); *Glassroth v. Moore*, 335 F.3d 1282, 1293 (11th Cir.2003) ("Having concluded that those two plaintiffs have standing, we are not required to decide whether the other plaintiff, the one who has not altered his behavior as a result of the monument, has standing." *1196). We will, however, refer to the "plaintiffs" in the plural to remind ourselves that we have not ruled out the standing of the other groups and individuals who want to challenge the removal of the *Vamos a Cuba* book.

C.

¹⁹¹ The standing of any of the plaintiffs to challenge the Board's removal of the other books in the "A Visit to" series is more problematic. The plaintiffs point to three declarations. One is Balzli's, which we have already discussed in connection with the *Vamos a Cuba* book. About the other books in the series, Balzli's declaration merely stated that he "want[ed] [his] son to have access to ... the other books in the series." He did not state, as he did about the *Vamos a Cuba* book, that he and his son planned to check out any of the other books when school resumed. [R:19:Ex.27].

The other two declarations are similar. In his declaration Ronald Bilbao states that: "I have spoken to several student members of the SGA who have told me they would like to have access to the books *Vamos a Cuba!* and *A Visit to Cuba* and other books in the series." [R:19:Ex.25:1-2]. Likewise, Howard Simon, the executive director of the ACLU stated in his declaration that the "Greater Miami Chapter of the ACLU has approximately 3,500 members within the Miami-Dade County School District including many parents of

children who attend Miami-Dade County elementary and middle schools, and who want their children to have access to the books the School Board ordered removed from the libraries." [R:19:Ex.26:4-5].

Those three declarations merely establish a free-floating desire to access the other books in the "A Visit to" series, a desire untethered to any intended action during any reasonably specific period of time. In that respect these declarations are more like the ones in the *Lujan* and *Elend* cases, where imminence was found to be lacking, than they are like the ones in *National Parks* and *Fla. NAACP*, where it was found to be present. In *Lujan* the plaintiffs who submitted affidavits wanted wildlife in Egypt and Sri Lanka preserved so that they could view it. *Lujan*, 504 U.S. at 563-64, 112 S.Ct. at 2138. They had no concrete and definite plans to visit those countries, only a desire to keep the wildlife there alive so that they could go see it someday. *Id.* The Supreme Court held that absent "any description of concrete plans, or indeed even any specification of *when* the some day will be," the statements in the affidavits "d[id] not support a finding of the 'actual or imminent' injury" required for standing." *Id.* at 564, 112 S.Ct. at 2138.

Just as the *Lujan* plaintiffs' general desire to have wildlife preserved for their viewing someday was insufficient to establish an imminent injury in fact, the general desire of the plaintiffs in this case to have the other books in the "A Visit to" series kept in the school library for their use someday is insufficient as well. In both cases it is not enough to have an injury in fact. The injury must be imminent, and in both cases it was not. See *id.*, 112 S.Ct. at 2138.

The *Elend* decision illustrates the same point. There the plaintiffs, claiming a violation of their First Amendment right to protest, averred only that "they fully intend[ed] to peacefully express their viewpoint in the future." *Elend*, 471 F.3d at 1206. As we have since explained, the plaintiffs in *Elend* "failed to allege when, where, and how such protests were going to occur in the future." *Fla. NAACP*, 522 F.3d at 1161. The protestors' "intention ... to protest [in the future] ... fails to provide any limitation on the universe of possibilities of when or where or how such *1197 protest might occur." *Elend*, 471 F.3d at 1209.

Likewise in this case, the plaintiffs have not stated with sufficient specificity their plans for accessing the books in the "A Visit to" series. They have not given any indication of some fixed period of time in the reasonably foreseeable future during which they want to use the

books.

The plaintiffs seek to distinguish *Lujan* on the ground that it would have been much more difficult for the plaintiffs in that case to travel halfway around the world to see wildlife than it would be for a plaintiff in this case to visit a school library and check out a book. Apparently they would distinguish *Elend* on similar grounds, arguing perhaps that it is more difficult to schedule a specific protest of a presidential speech than to go get a book. Their theory is that the easier it is to take the action that will be prevented by the defendant's conduct, the easier it should be to satisfy the imminent injury requirement for standing. We don't think so.

^[10] The imminence requirement does not depend on the burden of taking some action that will be prevented by the alleged injury—going to Egypt or Sri Lanka in *Lujan* or going to the school library in this case. Instead, it depends on the imminence of the action, regardless of how much effort that action involves. A trip to Egypt that is planned for the next week would be more imminent than a trip to a school library when it reopens in a few months. There is no good reason that the specificity of a statement that is acceptable should vary inversely with the difficulty of engaging in the activity that is threatened by the alleged injury. Intricate drafting is not required to describe a threatened injury. Plain English and clear language work best. There is either an imminent injury or there is not. If there is not, there is no standing. If there is an imminent injury, then there may be standing. All the plaintiff has to do is describe the threatened injury and specify why it is imminent. The penalty for failing to do so is dismissal for lack of standing.

It does not matter, as the plaintiffs argue it should, that it is easier to imagine a parent stopping by the school library when dropping off his child than it is to imagine people flying halfway around the world to see wildlife. The allegation of standing requires specification, not imagination. As we explained a few years ago:

Even though the [plaintiff's] complaint sets forth facts from which we could imagine an injury sufficient to satisfy Article III's standing requirements, we should not speculate concerning the existence of standing, nor should we imagine or piece together an injury sufficient to give plaintiff standing when it has demonstrated none. The plaintiff has the burden to "clearly and specifically set forth facts sufficient to satisfy [] Art. III standing requirements." If the plaintiff fails to meet its burden, this court lacks the power to create jurisdiction by embellishing a deficient allegation of injury.

^[11] *Micosukee Tribe of Indians v. Fla. State Athletic Comm'n.*, 226 F.3d 1226, 1229–30 (11th Cir.2000) (internal citations omitted, second alteration in original).

Without embellishment, which we are powerless to provide, the plaintiffs' declarations do not carry their burden of showing that they face a threat of imminent injury from the removal of any of the "A Visit to" books from the school district's libraries except for *Vamos a Cuba*. To the extent that the district court's preliminary injunction enjoins the School Board from enforcing that part of the Board's removal order, we will vacate the injunction and remand for the district court to dismiss for lack of standing the portions of the plaintiffs' complaint that concern any of the "A *1198 Visit to" series books other than *Vamos a Cuba*.

III.

^[11] Because there is no standing problem with regard to the attack on the School Board's order to remove copies of the *Vamos a Cuba* book itself from the libraries, we turn to other questions about that part of the preliminary injunction. "A district court may grant [preliminary] injunctive relief only if the moving party shows that: (1) it has a substantial likelihood of success on the merits; (2) irreparable injury will be suffered unless the injunction issues; (3) the threatened injury to the movant outweighs whatever damage the proposed injunction may cause the opposing party; and (4) if issued, the injunction would not be adverse to the public interest." ^[12] *Siegel v. LePore*, 234 F.3d 1163, 1176 (11th Cir.2000) (en banc); accord ^[13] *Alabama v. U.S. Army Corps of Eng'rs*, 424 F.3d 1117, 1128 (11th Cir.2005); ^[14] *Schiavo ex rel. Schindler v. Schiavo*, 403 F.3d 1223, 1225–1226 (11th Cir.2005) (per curiam); ^[15] *Klay v. United Healthgroup, Inc.*, 376 F.3d 1092, 1097 (11th Cir.2004).

^[12] "A preliminary injunction is an extraordinary and drastic remedy not to be granted unless the movant clearly establishes the burden of persuasion as to the four requisites." ^[16] *All Care Nursing Serv., Inc. v. Bethesda Mem'l Hosp., Inc.*, 887 F.2d 1535, 1537 (11th Cir.1989) (quotation marks omitted). Failure to show any of the four factors is fatal, and the most common failure is not showing a substantial likelihood of success on the merits. See, e.g., ^[17] *Schiavo*, 403 F.3d at 1226 n. 2, 1237; ^[18] *Church v. City of Huntsville*, 30 F.3d 1332, 1342 (11th

Cir.1994); *Cunningham v. Adams*, 808 F.2d 815, 821 (11th Cir.1987). That is what the School Board says has occurred here. It argues that we should reverse the preliminary injunction, because the plaintiffs failed to establish a substantial likelihood of success on their claims.

[13] [14] [15] We generally review preliminary injunctions only for an abuse of discretion, but we review *de novo* the legal conclusions on which they are based. *Fla. NAACP*, 522 F.3d at 1166; *SEC v. Unique Fin. Concepts, Inc.*, 196 F.3d 1195, 1198 (11th Cir.1999); *Tefel v. Reno*, 180 F.3d 1286, 1295 (11th Cir.1999). An abuse of discretion occurs if the district court bases its decision on an erroneous factual premise. See *Chi. Trib. Co. v. Bridgestone/Firestone, Inc.*, 263 F.3d 1304, 1309 (11th Cir.2001); *Drill South, Inc. v. Int'l Fid. Ins. Co.*, 234 F.3d 1232, 1239 (11th Cir.2000); *Jones v. Int'l Riding Helmets, Ltd.*, 49 F.3d 692, 694 (11th Cir.1995); see also *United States v. Varner*, 13 F.3d 1503, 1508 (11th Cir.1994) (“Abuse of discretion occurs when the court ... bases its decisions upon considerations having little factual support.” (quotation marks omitted)); *Arlook v. S. Lichtenberg & Co.*, 952 F.2d 367, 374 (11th Cir.1992) (same). Ordinarily, factfindings that matter to the issuance of a preliminary injunction are reviewed only for clear error, *Unique Fin. Concepts*, 196 F.3d at 1198, but that changes in First Amendment free speech cases like this one. For reasons we will explain later, we review *de novo* the core constitutional fact relating to the Board’s motive. That means if we disagree with the district court’s finding about the Board’s motive, its decision to enter a preliminary injunction was an abuse of discretion. It was an abuse of discretion because if we find that the Board was motivated by the factual errors in the book, the plaintiffs have no chance of success on the merits, much less a substantial one. Insofar as the First Amendment issue is concerned the disagreement in this case is not about the standard of review applicable to preliminary injunctions but about the Board’s motive *1199 in removing the book from the school library shelves.

IV.

The district court based the preliminary injunction it entered on both the plaintiffs’ First Amendment claim and

their due process claim. Because they are separate claims we will examine the likelihood of success on the merits as to each in turn.

A.

The parties disagree about the contours of the legal standard we should apply to decide whether it is likely that the plaintiffs will succeed on their claim that the School Board’s decision to remove the *Vamos a Cuba* book from all the school district’s libraries violated their First Amendment rights. The plaintiffs contend [ACLU Br. 35–40], and the district court found, *ACLU*, 439 F.Supp.2d at 1272–73, that we should apply the test enunciated by a plurality of the Supreme Court in *Board of Education v. Pico*, 457 U.S. 853, 102 S.Ct. 2799, 73 L.Ed.2d 435 (1982). In *Pico*, a New York school board voted to remove nine books from the libraries of the school district’s middle and high schools because the books, according to the school board, were “anti-American, anti-Christian, anti-Semitic, and just plain filthy,” and as a result posed a “moral danger” to the students. *Id.* at 857, 102 S.Ct. at 2803 (alteration omitted). Some students at those schools sued the school board claiming that the removal of the books for “social, political, and moral” reasons violated their First Amendment rights to have access to the books. *Id.* at 856, 858–59, 102 S.Ct. at 2802, 2804.

After the district court granted summary judgment for the school board, the Second Circuit reversed and remanded for a trial on the students’ First Amendment claim. *Id.* at 859–60, 102 S.Ct. at 2804–05. The Supreme Court affirmed in a badly fractured decision. The lead opinion by Justice Brennan was joined in full only by Justices Marshall and Stevens. *Id.* at 855, 102 S.Ct. at 2802. Justice Blackmun joined parts of that opinion, *id.* at 882, 102 S.Ct. at 2816 (Blackmun, J., concurring in part and concurring in the judgment), including its statement of this constitutional standard: “[L]ocal school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to ‘prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.’ ” *Id.* at 872, 102 S.Ct. at 2810 (plurality opinion) (quoting *W. Va. Bd. of Educ. v. Barnette*, 319 U.S. 624, 640, 63 S.Ct. 1178, 1187, 87

L.Ed. 1628 (1943)); see also *id.* at 879–80, 102 S.Ct. at 2814 (Blackmun, J., concurring in part and concurring in the judgment) (“[S]chool officials may not remove books for the purpose of restricting access to the political ideas or social perspectives discussed in them, when that action is motivated simply by the officials’ disapproval of the ideas involved.”).

All four of the justices in the *Pico* plurality gave examples of reasons for which a school board could constitutionally remove books. Justice Brennan’s opinion acknowledged the students’ concession that it would be “perfectly permissible” to remove a book based on its lack of “educational suitability.” *Id.* at 871, 102 S.Ct. at 2810 (plurality opinion). Justice Blackmun, in his separate opinion, acknowledged that: “First Amendment principles would allow a school board to refuse to make a book available to students because it contains offensive language, or because it is psychologically or intellectually inappropriate for the age group, or even, perhaps, because the ideas it advances are ‘manifestly inimical to the public welfare.’ ” *Id.* at 880, 893, 102 S.Ct. at 2815 (Blackmun, J., concurring in part and concurring in the judgment) (citations omitted).

*1200 The other five members of the Court did not join in the views of Justice Brennan or Justice Blackmun. There were four dissenters, who were of the opinion that the First Amendment placed no limits on a school board’s power to remove books from school libraries. *Id.* at 885, 893, 102 S.Ct. at 2817, 2821 (Burger, C.J., dissenting, joined by Powell, Rehnquist, and O’Connor, JJ.); see also *id.* at 921, 102 S.Ct. 2835 (O’Connor, J., dissenting) (“If the school board can set the curriculum, select teachers, and determine initially what books to purchase for the school library, it surely can decide which books to discontinue or remove from the school library so long as it does not also interfere with the right of students to read the material and to discuss it.”). A fifth justice “expresse[d] no opinion on the First Amendment issues, being of the opinion that the Court should not, until after remand, ‘issue a dissertation on the extent to which the First Amendment limits the discretion of the school board to remove books from the school library.’ ” See *Muir v. Ala. Educ. Television Comm’n*, 688 F.2d 1033, 1045 n. 30 (Former 5th Cir.1982) (en banc) (plurality opinion of Hill, J.) (quoting *Pico*, 457 U.S. at 883, 102 S.Ct. at 2816 (White, J., concurring in the judgment)).

The result is that “*Pico* is of no precedential value as to the application of the First Amendment to these issues.” *Id.*; see also *id.* at 1051 n. 18 (Rubin, J.,

concurring, joined by Politz, Randall, and Williams, JJ.) (“Seven Justices filed opinions in *Pico*. The Court divided four-four on the constitutional issue of the extent to which the first amendment limits the discretion of a school board to remove books from a school library. Justice White concurred in the judgment of the Court but did not reach this issue.”); *Chiras v. Miller*, 432 F.3d 606, 619 n. 32 (5th Cir.2005) (“[T]his court concluded in *Muir* that *Pico* has no precedential value as to the application of First Amendment principles to the school’s decision to remove the books from the library.”).⁴ With five different opinions and no part of any of them gathering five votes from among the nine justices—only one of whom is still on the Court—*Pico* is a non-decision so far as precedent is concerned. It establishes no standard.

The School Board contends that it did not violate the First Amendment regardless of whether we apply *Pico* or the test from *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988). [Board Br. 41–45]. *Hazelwood* involved a school board decision about the content of the student newspaper as part of the school’s curriculum. See *id.* at 262, 108 S.Ct. at 565. The Board argues that the *Vamos a Cuba* book, like all books in the district’s libraries, should be considered as part of the curriculum for elementary school students, and when viewed in that light its removal was a curricular decision entitled to deference under the *Hazelwood* decision. [Board Br. at 44–45].

In *Hazelwood* the principal at a Missouri high school directed that the student newspaper, which was written and edited as part of a journalism class, withhold from publication the pages of an issue containing one story about pregnant students and another about the impact of divorce on students. *Id.* at 263–64, 108 S.Ct. at 565–66. The principal was concerned that the story about the pregnant students might *1201 indirectly reveal their identities, and he believed that the article’s references to sexual activity and birth control were inappropriate for some of the younger students. *Id.* at 263, 108 S.Ct. at 566. He decided to stop publication of the divorce article because in the draft of the article that he reviewed, a student identified by name was quoted complaining about her father’s behavior, and her parents had not been given an opportunity to respond. *Id.*

Some of the staff members of the student newspaper sued the school board in *Hazelwood* claiming that preventing publication of the two articles had violated their First Amendment rights. *Id.* at 262, 108 S.Ct. at 565. The district court concluded that no First Amendment

violation had occurred. ¹⁶⁵ *Id.* at 264, 108 S.Ct. at 566. The court of appeals reversed, reasoning that the school newspaper was a public forum and as a result the school could censor its content only when “ ‘necessary to avoid material and substantial interference with school work or discipline or the rights of others.’ ” ¹⁶⁶ *Id.* at 265, 108 S.Ct. at 567 (citation and alteration omitted). The Supreme Court, in turn, reversed the court of appeals. ¹⁶⁷ *Id.* at 266, 108 S.Ct. at 567.

In doing so the Court distinguished its decision in ¹⁶⁸ *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969), concluding that suppression of individual student expression on school premises differs from control of expressive activities that “may fairly be characterized as part of the school curriculum.” ¹⁶⁹ *Hazelwood*, 484 U.S. at 270–71, 108 S.Ct. at 569–70. The Court rejected the argument that the school newspaper was a public forum, because the school had not, by policy or practice, opened it up for indiscriminate public use. ¹⁷⁰ *Id.* at 267, 108 S.Ct. at 568. School officials had consistently treated the newspaper as a component of the journalism course, which was part of the curriculum taught at the school. ¹⁷¹ *Id.* at 262–63, 108 S.Ct. at 565.

Because the newspaper in *Hazelwood* was part of the curriculum, it bore “the imprimatur of the school” and entitled school officials to exercise greater control over it. ¹⁷² *Id.* at 271, 108 S.Ct. at 570. The Court held that the school could censor the newspaper in order to disassociate itself from speech that would interfere with the school’s work or impinge on the rights of others, or in order to correct “speech that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.” ¹⁷³ *Id.*, 108 S.Ct. at 570. In overseeing the newspaper, the school could “take into account the emotional maturity of the intended audience in determining whether to disseminate student speech on potentially sensitive topics.” ¹⁷⁴ *Id.* at 272, 108 S.Ct. at 570. The *Hazelwood* decision establishes that “educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns.” ¹⁷⁵ *Id.* at 273, 108 S.Ct. at 571.

The School Board in our case equates its decision about which books to remove from school library shelves with the decision the principal made in *Hazelwood* about

which articles to remove from the school newspaper. Both decisions, it asserts, relate to control over curriculum. [Board Br. 43–45]. Alternatively the Board argues that, even if its decision to remove the *Vamos a Cuba* books were not curricular, its libraries are nonpublic fora and the book collection (and book removal) decisions of the Board should be treated as government speech. [*Id.* at 45–50]. Government speech, we have said, is “expression delivered directly though the government or *1202 indirectly through private intermediaries.” ¹⁷⁶ *Bannon v. Sch. Dist.*, 387 F.3d 1208, 1213 (11th Cir.2004). As the D.C. Circuit has explained, “in the case of a public library ... there is still government speech.... [T]he government speaks through its selection of which books to put on the shelves and which books to exclude.” *PETA, Inc. v. Gittens*, 414 F.3d 23, 28 (D.C.Cir.2005). The government’s ability to limit speech in a nonpublic forum, however, is not unlimited. “The government can restrict access to [the] nonpublic forum ‘as long as the restrictions are reasonable and are not an effort to suppress expression merely because public officials oppose the speaker’s view.’ ” ¹⁷⁷ *Ark. Educ. Television Comm’n v. Forbes*, 523 U.S. 666, 677–78, 118 S.Ct. 1633, 1641, 140 L.Ed.2d 875 (1998) (alteration omitted).

The argument against applying the *Hazelwood* standard here is that this is not a school newspaper situation, and the speech at issue does not form part of a course of study in a school’s curriculum. This is a school library book case. The two situations may be sufficiently analogous to extend the *Hazelwood* standard here, or they may not be. The question of what standard applies to school library book removal decisions is unresolved. And for reasons that will become apparent later we have no need to resolve it here.

¹⁶⁶ Even if the plaintiffs won the argument about the applicable standard and got the one of their dreams, the furthest we could possibly go in their favor is the standard that failed to attract a majority in the *Pico* case: school officials may not remove books from library shelves “simply because they dislike the ideas contained in those books and seek by their removal to prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.” ¹⁶⁷ *Pico*, 457 U.S. at 872, 102 S.Ct. at 2810 (plurality opinion of Brennan, J., joined by Marshall and Stevens, JJ., and in that part by Blackmun, J.). That is the standard the plaintiffs want. [ACLU Br. 35].

¹⁷¹ Even assuming that standard applies, however, the plaintiffs still lose if the School Board removed *Vamos a Cuba* not for those prohibited reasons but instead, as the Board insists, for legitimate pedagogical reasons such as

concerns about the accuracy of the book. Whatever else it prohibits, the First Amendment does not forbid a school board from removing a book because it contains factual inaccuracies, whether they be of commission or omission. There is no constitutional right to have books containing misstatements of objective facts shelved in a school library.

The plaintiffs do not dispute that the School Board may remove a book because it is educationally unsuitable. Nor do they dispute that one of the Board's written criteria for determining the educational suitability of a nonfiction book is factual accuracy. [Board Br.App.C:6A-1.26(IV)(A)(1)-(15), (VIII); ACLU Br. 6]. What they dispute is the Board's actual motive for ordering *Vamos a Cuba* removed from the library shelves. They contend that the Board acted to suppress the viewpoint expressed in *Vamos a Cuba*. The viewpoint the plaintiffs ascribe to the book, and describe as content neutral and apolitical, is one in which the people of Cuba are portrayed as eating, working, and going to school like students in the Miami-Dade County School District do. See *ACLU*, 439 F.Supp.2d at 1283. The Board's conclusion that *Vamos a Cuba* is inaccurate, according to plaintiffs, is nothing but a pretense for enforcing the politically orthodox view—especially prevalent in South Florida—that opposes the Castro regime. The Board responds that it decided to remove the *Vamos a Cuba* books because they were “inaccurate and rife with omissions in their portrayal of life in *1203 Cuba,” and that reason “does not constitute viewpoint discrimination.” [Board Br. 45].

The district court agreed with the plaintiffs. It found, for the purposes of the preliminary injunction, that “the majority of the Miami-Dade County School Board members intended by their removal of the books to deny schoolchildren access to ideas or points-of-view with which the school officials disagreed, and that this intent was the decisive factor in their removal decision.” *Id.* at 1283. The court also found “that the School Board's claim of ‘inaccuracies’ is a guise and pretext for ‘political orthodoxy.’” *Id.*

B.

Ordinarily, we review district court factfindings only for clear error, but First Amendment issues are not ordinary. Where the First Amendment Free Speech Clause is

involved our review of the district court's findings of “constitutional facts,” as distinguished from ordinary historical facts, is *de novo*. *CAMP Legal Def. Fund, Inc. v. City of Atlanta*, 451 F.3d 1257, 1268 (11th Cir.2006) (*CAMP II*) (“We review the district court's determination of the ‘constitutional facts’ in a First Amendment case *de novo*.” (citation and quotation marks omitted)); *Coal. for the Abolition of Marijuana Prohibition v. City of Atlanta*, 219 F.3d 1301, 1316 (11th Cir.2000) (*CAMP I*) (same); *Falanga v. State Bar of Ga.*, 150 F.3d 1333, 1335 (11th Cir.1998); *Don's Porta Signs, Inc. v. City of Clearwater*, 829 F.2d 1051, 1053 n. 9 (11th Cir.1987) (“In cases involving [F]irst [A]mendment claims, an appellate court must make an independent examination of the whole record” and “is not bound by the ‘clearly erroneous’ standard of review.”).

The plaintiffs contend that we should review only for clear error the district court's finding that the Board acted with a political motive when it decided to remove *Vamos a Cuba* from the school libraries. [ACLU Br. 21]. To support their argument that clear error review generally applies to the question of whether a defendant's motivation is unconstitutional, the plaintiffs rely on *Hatcher v. Board of Public Education*, 809 F.2d 1546, 1559 (11th Cir.1987), and *Hoover v. Radabaugh*, 307 F.3d 460, 467 (6th Cir.2002). [ACLU Br. 20]. Those cases involved claims that public employers retaliated against employees based on the employees' exercise of their First Amendment rights. However, neither of those cases held that an appellate court should apply the clear error standard to a district court's findings of fact about the employer's motive; they simply determined that motive is a fact question in retaliation cases. See *Hatcher*, 809 F.2d at 1556 (“Only the question of whether the conduct is protected by the First Amendment is a question of law; the other elements are questions of fact.”); *Hoover*, 307 F.3d at 467 (labeling the district court's determination that there was no genuine issue of material fact as to the motivation element a “factual determination” for purposes of deciding whether there was interlocutory appellate jurisdiction to review the denial of qualified immunity).

The standard of review for factual determinations concerning motive in First Amendment retaliation cases has spawned some confusion. See *Bickel v. Burkhardt*, 632 F.2d 1251, 1256 n. 7 (5th Cir.1980) (“There is some uncertainty as to the proper scope of appellate review of a trial court's resolution of this causation issue.”). Compare *Beckwith v. City of Daytona Beach Shores*, 58

F.3d 1554, 1560 (11th Cir.1995) (“[I]ssues of causation in a retaliatory discharge claim present questions of fact. In cases tried before a jury, the jury should decide questions of motive and intent behind a government employment decision.”), with [Schneider v. City of Atlanta](#), 628 F.2d 915, 920 n. 4 (5th Cir.1980) (describing motivation in retaliation claims as a “factual issue[]” but noting that “any factual issues decided by a jury that might relate to ultimate questions of law are nonetheless subject to careful review by the district court and this court which are invested with the power to conduct an independent review of constitutional claims when necessary” (citation and quotation marks omitted)), *overruled on other grounds by Bennett v. City of Slidell*, 735 F.2d 861, 862 (5th Cir.1984).

^[18] Even if we were to assume that clear error is the proper standard of review for factual determinations involving motive in First Amendment retaliation cases, that does not mean that the same is true in non-retaliation cases. The law that applies in the present First Amendment case is different from that which applies in a retaliation case, and the Supreme Court has instructed us that when it comes to distinguishing between factfinding and application of legal rules to facts, “[w]here the line is drawn varies according to the nature of the substantive law at issue.” See [Bose Corp. v. Consumers Union of U.S., Inc.](#), 466 U.S. 485, 501 n. 17, 104 S.Ct. 1949, 1960 n. 17, 80 L.Ed.2d 502 (1984). The substantive law relating to the plaintiffs’ First Amendment claim based on the School Board’s decision to remove *Vamos a Cuba* differs from the substantive law of First Amendment retaliation claims in a way that makes *de novo* review appropriate in this case, even if it would not be in a retaliation case.

Our predecessor court explained what it labeled as a “strong argument” for why motivation in retaliation cases should be treated as “simply a question of fact reviewable under the clearly erroneous standard:”

The question of whether an employee’s speech was a substantial or motivating factor in an employer’s decision to discipline the employee cannot similarly be described as one of ultimate fact, for it is not “the ultimate issue for resolution in this case”; rather, it is a preliminary issue, the resolution of which cannot provide grounds for the employee to recover unless (1) the speech is also found to be constitutionally protected, and (2) the employer does not establish that the same decision would have been made in the absence of the constitutionally protected speech.

[Bickel](#), 632 F.2d at 1256 n. 7. In this case by contrast,

under the *Pico* plurality standard we are assuming applies, the Board’s motive is the ultimate fact upon which the resolution of the constitutional question depends.

^[19] Under the *Pico* standard, the Board members violated the First Amendment if they removed *Vamos a Cuba* “simply because they dislike[d] the ideas contained in [the] book[]” and sought by its removal “to prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.” [Pico](#), 457 U.S. at 872, 102 S.Ct. at 2810 (plurality opinion) (citation omitted). Unlike the question of motive in retaliation cases, motive in this case is not just a preliminary issue. Instead, discerning the nature of the Board’s motive will, under the standard we are assuming applies, determine the plaintiffs’ First Amendment claim. “In cases in which there is a claim of denial of rights under the Federal Constitution, this Court is not bound by the conclusions of lower courts, but will re-examine the evidentiary basis on which those conclusions are *1205 founded.” [Niemotko v. Maryland](#), 340 U.S. 268, 271, 71 S.Ct. 325, 327, 95 L.Ed. 267 (1951) (conducting in a First Amendment case an independent review of the record about a city counsel’s motive for denying a license, and finding that “[t]he conclusion is inescapable that [a license for] the use of the park was denied because of the City Council’s dislike for or disagreement with the [Jehovah’s] Witnesses or their views”).

^[20] ^[21] The Supreme Court has explained that “the reaches of the First Amendment are ultimately defined by the facts it is held to embrace, and we must thus decide for ourselves whether a given course of conduct falls on the near or far side of the line of constitutional protection.”

[Hurley v. Irish-American Gay, Lesbian and Bisexual Group of Boston](#), 515 U.S. 557, 567, 115 S.Ct. 2338, 2344, 132 L.Ed.2d 487 (1995). As an appellate court we are “obliged to make a fresh examination of crucial facts” in order to resolve the First Amendment issue in this case. See [id.](#) at 567, 115 S.Ct. at 2344. Under the standard that we are assuming applies in this case, the School Board’s motive in removing *Vamos a Cuba* is a constitutional fact, “a crucial fact” that determines the core issue of whether that removal violates the First Amendment.

Our own decisions illustrate this standard of review. In *CAMP I* a marijuana advocacy group challenged the City of Atlanta’s festival ordinance as a prior restraint on the group’s right to free speech and assembly. [CAMP I](#), 219 F.3d at 1316. The district court concluded as part of its First Amendment analysis that the City did not intend through its festival ordinance to discriminate against the

group's marijuana advocacy agenda. See *Id.* at 1317. We did not limit our review of that dispositive finding to whether it was clearly erroneous because, as we explained, "we review the district court's determination of the 'constitutional facts' in a First Amendment case *de novo*." *Id.* at 1316. After examining the whole record to make our own findings about the constitutional facts, we said: "Like the district court, we conclude that, upon examining the intent behind the 2000 Festival Ordinance, it is evident that the City adopted the ordinance in an effort to manage effectively and efficiently the use of the City's parks and other resources by the sponsors of large festivals, not because of a disagreement with the message conveyed by any particular festival." *Id.* at 1317. Although we ended up agreeing with the district court about why the City had taken the challenged action, we did so only after examining the record and determining the City's motive for ourselves. We gave no deference to the district court's findings about that constitutional, or core, fact.

^{122]} And in *Don's Porta Signs*, which involved a First Amendment challenge to a sign ordinance, we decided that "whether a commercial speech regulation directly advances the government's goals or is more extensive than necessary" is a constitutional fact that we were required to decide for ourselves. *Don's Porta Signs*, 829 F.2d at 1053 n. 9. Our decisions show that we treat the few core facts that determine a First Amendment free speech issue as "constitutional facts" subject to *de novo* review.

Here the district court's conclusion about motive was predicated upon its finding that " 'inaccuracies' " were not the real issue and that *Vamos a Cuba* is apolitical:

While the debate was couched in terms of "inaccuracies" contained in the Cuba Books, the real issue was that the Cuba Books were content-neutral and scrupulously apolitical, and did not reflect, as viewed by the majority of the School Board members, the true evil of Castro's government and the oppression of the *1206 Cuban people. Thus, the majority was significantly motivated to remove the books because of their disagreement with the content-neutral views expressed in the Cuba Books, essentially the view that "People in Cuba eat, play and go to school like you."

ACLU, 439 F.Supp.2d at 1283. If inaccuracy was in fact the motivating concern behind the Board's action, the Board properly exercised its "substantial legitimate role ... in the determination of school library content," *Pico*, 457 U.S. at 869, 102 S.Ct. at 2809 (plurality opinion).

Under *Pico*, however, if the Board removed the book simply because it disliked the ideas contained in it and by removal of the book sought to prescribe political orthodoxy or other matters of opinion, see *Id.* at 872, 102 S.Ct. at 2810, then the Board violated the plaintiffs' First Amendment rights. See *Id.* at 871, 102 S.Ct. at 2810 ("[W]hether petitioners' removal of books from their school libraries denied respondents their First Amendment rights depends upon the motivation behind petitioners' actions."). Therefore, the " 'conclusion of law as to a Federal right and [the] finding of fact are so intermingled as to make it necessary, in order to pass upon the Federal question, to analyze the facts.' " *Bose*, 466 U.S. at 508 n. 27, 104 S.Ct. at 1964 n. 27 (quoting *Fiske v. Kansas*, 274 U.S. 380, 385–86, 47 S.Ct. 655, 656–57, 71 L.Ed. 1108 (1927)). In such cases, the Supreme Court has instructed us to " 'make an independent examination of the whole record,' " *Id.* at 508, 104 S.Ct. at 1964 (citation omitted), and has recognized our "ultimate power ... to conduct an independent review of constitutional claims when necessary," *Id.* at 506, 104 S.Ct. at 1963 (citation and quotation marks omitted).

^{123]} This "rule of independent review assigns to [appellate] judges a constitutional responsibility that cannot be delegated to the trier of fact, whether the factfinding function be performed in the particular case by a jury or a trial judge." *Id.* at 501, 104 S.Ct. at 1959. In order to fulfill that responsibility, we must review *de novo* the district court's findings about the Board's motive, which depends on constitutional facts rather than historical ones. See *CAMP II*, 451 F.3d at 1268; *CAMP I*, 219 F.3d at 1316; *Falanga*, 150 F.3d at 1335–36; *Don's Porta Signs, Inc.*, 829 F.2d at 1053 n. 9.

Applying that approach here, we will review for clear error only the district court's findings of ordinary historical facts. Those are facts about the who, what, where, when, and how of the controversy—what the School Board did, when and how it acted, what various members of the Board said, and so forth. Those facts, already set out earlier in this opinion, are largely undisputed.

By contrast, under the assumptions about the law that we have made for purposes of deciding this case, we must determine the "why" facts. Those are the core constitutional facts that involve the reasons the School Board took the challenged action—its intent, or more accurately, its motive for removing copies of the *Vamos a Cuba* book from the school libraries. The Board insists

that it ordered *Vamos a Cuba* removed from the school libraries because the book contains factual errors and does not present an accurate picture of life in Cuba. The plaintiffs counter that the Board's real motive for wanting to get rid of the book is to promote political orthodoxy because the Board disagreed with the book's viewpoint, which the plaintiffs characterize as one of political neutrality toward Cuba. The argument about inaccuracies, the plaintiffs say, is just pretext, a cover for the anti-Castro goals of the Board. We must determine "the decisive factor" that motivated the Board. *Pico*, 457 U.S. at 871, 102 S.Ct. at 2810.

*1207 We must find the disputed "why" facts—the motive facts—ourselves, as though the district court had never made any findings about them. Here the record as a whole includes the proceedings of the School Committee and the District Committee, both of which made recommendations about *Vamos a Cuba*; the superintendent's correspondence with those committees and with the Board; the transcripts of the Board's proceedings; and the evidence presented by the Board and by the plaintiffs at the preliminary injunction hearing in the district court. Our primary disagreement with the dissent is about the "why" facts, the motive behind the School Board's removal of the books from its library shelves. *See* Dissenting Op. at 1222 n. 3 ("My dispute with the majority is not about 'what the Constitution obligates' but instead what the evidence shows motivated the School Board to make its removal decision.").

The dissent believes that "viewpoint discrimination was the decisive factor in [the Board's] motivation." Dissenting Op. at 1234. Our review of the record leads us to the conclusion that under the *Pico* standard we are assuming applies, the Board members did not "remove books from school library shelves simply because they dislike[d] the ideas contained in those books and [sought] by their removal to prescribe what shall be orthodox in politics ... or other matters of opinion." *Pico*, 457 U.S. at 872, 102 S.Ct. at 2810 (quotation marks omitted). Under that standard, a school board's removal motive is unconstitutional if it is based on "simply" disliking ideas contained in the books and on seeking to prescribe what shall be orthodox in matters of opinion. *See id.*, 102 S.Ct. at 2810. The record shows that the Board did not simply dislike the ideas in the *Vamos a Cuba* book. Instead, everyone, including both sides' experts, agreed that the book contained factual inaccuracies. *See infra* at 1215–18. Factual accuracy in a non-fiction book is not a "matter[] of opinion." *See Pico*, 457 U.S. at 872, 102 S.Ct. at 2810. Under the *Pico* standard we are applying, the Board did not act based on an unconstitutional motive.

C.

The initial complaint that started the process of removing *Vamos a Cuba* from the school district's libraries came from a parent of an elementary school student, not from any member of the School Board. [R:19:Ex.32]. The parent, Juan Amador, stated in his complaint to the principal that he found the material in *Vamos a Cuba* "untruthful," "illus[ory]," and a "distort[ion][of] reality." [Id.] According to Amador, *Vamos a Cuba* "portrays a life in Cuba that does not exist." [Id.] Amador did not request that the library ban books on Cuba; instead, he asked that *Vamos a Cuba* be replaced with "[a]ny material that truly reflects the plight of the Cuban people of the past and present." [Id.]

Following established procedures [R:19:Ex.11:87–88], the School Committee members reviewed the challenged book by using unsigned evaluation forms. [See R:19:80–87]. One of the eight members of the School Committee commented that *Vamos a Cuba* lacked literary merit and technical quality and that the "[a]uthor could have better researched her topic." [Id. at 83]. Another committee member, who wrote an evaluation in Spanish, noted that *Vamos a Cuba* did "not meet" the School Board's "criteria" for "accuracy" and "literary merit," and specifically noted that pages four, five, nine, ten, seventeen, twenty-five, and twenty-eight of the thirty-two page book contained factual errors. [Id. at 87–88]. Five of the evaluation forms stated that the book was "apolitical" or that it had no "political slant" or "political implications." [R:19:80–88]. Another one emphasized *1208 that the book did not have "direct political implications." [R:19:86]. One School Committee member commented that the book was "appropriate for the age group," but also stated that the "author could have better written and researched the topic." [R:19:82].

The District Committee conducted the next level of review for *Vamos a Cuba*, and some members had concerns about its accuracy. At that committee's first meeting, Mr. Rivera, a member, stated that: "[T]he book *A Visit to Vietnam*, when compared to *A Visit to Cuba*, contains more specific information and has more accuracy whereas, *A Visit to Cuba* detracts [sic] factual information and contains inaccuracies when comparing formulaic sentences." [R:19:59]. Another member, Dr. Usatagui, likewise commented that "the information presented in the ['A Visit to' series] were not presented equally." [Id.]

Dr. Usatgui, who is a child psychiatrist, was particularly concerned about the inaccuracies of *Vamos a Cuba*. [*Id.* at 59–60]. She remarked that one inaccuracy was the title of the book because Cuba is not a country that a person is free to visit. [*Id.* at 59]. None of the other members voiced objections to the book at that first meeting. [*Id.* at 56–60]. In a memorandum to the superintendent of schools, Antoinette Dunbar, who was chairperson of the District Committee, stated that the minutes from the District Committee’s second meeting were “not available.” [R:19:18]. However, Chairperson Dunbar summarized the District Committee’s complete proceedings as follows:

There was much discussion regarding the accuracy of the books, the sensitivity of the topic in regard to the community, and the differences between the English and Spanish text. Much of the dialogue focused on accuracy versus omissions, with the debate centering on the issue of missing facts versus how much and what type of information are meant to be contained in the book for very young children.

[*Id.*] The District Committee was presented with but did not have a chance to fully consider a report [R:19:47–48] about the book written by Dr. Juan Clark, professor emeritus at Miami–Dade College.⁶ [*Id.* at 35].

During the District Committee’s review of *Vamos a Cuba*, the superintendent wrote a letter to Chairperson Dunbar recommending that the school district “identif[y] immediately” “[o]ther materials that present a more accurate and complete description of life in Cuba” to “be made available immediately in library media centers with *Vamos A Cuba/A Visit to Cuba* in their collections.” [R:19:49]. The superintendent also recommended that a statement be placed in the inside cover of every *Vamos a Cuba* book in the district’s libraries “explain[ing] to students and parents that statements in those books are incomplete or inaccurate in many cases and [directing] them by title to the alternate materials that have been identified as *1209 more factually correct and complete descriptions of life in Cuba and are available in their school’s library media center.” [*Id.*] The superintendent proposed the following language for the notice inside the *Vamos a Cuba* books:

ATTENTION STUDENTS AND PARENTS

This book was purchased by your school as part of a series of books on many foreign countries. Some of the information provided in this book about life in Cuba under that nation’s communist dictatorship is incorrect or incomplete enough to be inaccurate. For an accurate depiction of life in Cuba, Miami–Dade County Public Schools recommends the following books that can be found in this school’s library.

- *Cuba for Kids* by Ismael Roque–Velasco

[*Id.* at 51]. Finally, the superintendent recommended that the school district permit *Vamos a Cuba* to be checked out only with parental consent. [*Id.* at 49].

This was the situation at the time the School Board made its decision about *Vamos a Cuba*. The Board knew that a parent of a student had found the book to be inaccurate [R:19:296] and that some members of both the School Committee and the District Committee had concerns about the book’s inaccuracies, although a majority of each had recommended leaving the book on the shelves. Two members of the School Committee commented that the book could have been better researched [*Id.* at 82, 83], and one found that it was inaccurate. [*Id.* at 87]. A child psychiatrist who was a member of the District Committee had voted for removal of the book based on its inaccuracies, which she believed were harmful to children. [R:27:129–30]. The superintendent had expressed concern about the book’s distortions and inaccuracies. [R:19:222]. He had recommended to the District Committee that access to *Vamos a Cuba* should be permitted only with parental consent, and even then, that the book should carry a disclaimer stating that it is inaccurate. [*Id.* at 222–24]. Dr. Clark, an expert on modern Cuba, had appeared before the Board and informed it of his opinion that the book was rife with inaccuracies. He told Board members:

Having examined this book aimed at young children, I have found various degrees of serious distortions in 13 of it[s] 29 pages. It ultimately attempts to equate Cuban social conditions to those of this country. Distortion of reality can take place by sheer lies or by

omission. The book errs mostly by omission.

[*Id.* at 307].

There are nine members of the School Board. [*Id.* at 392]. The vote to remove *Vamos a Cuba* was six to three. [*Id.* at 449]. Five of the six members voting to remove it explained that they were doing so because of inaccuracies in the book. Board Chairperson Barrera stated that:

The issues before us, to me are quite clear, it's issues of inaccuracies, it's issues of omissions, because sometimes the words that are not said are more powerful than those words which are said, and sometimes there's generalities, which [is] how this book is portrayed....

I cannot support the recommendations that are made here today by the superintendent. What I can support is the replacement of this book with a book that really talks about the richness and the culture that the Cuban people have lived and, if it was up to me, I would *1210 replace the whole series, because those books do not do justice to those 24 countries, and I think we owe it to the students in Miami-Dade County public schools to give them the best education possible.

[*Id.* at 399, 405]. Board member Logan explained that she “looked at the book” and found it “extremely offensive, inaccurate, full of omissions.” [*Id.* at 407]. The other books in the “A Visit to” series, she said, “also have omissions.” [*Id.*] She proposed “to replace the series with a new and updated series.” [*Id.* at 408].

Board member Bolanos explained that:

We specifically mentioned School Board Rule 6G13, 6A126 that puts in place and sets forth clear educational standards that must be met by books that are placed in our public school library. [*Vamos a Cuba*] does not meet those standards, that is crystal clear....

And if we recognize as, even members of the committee that looked at this book, as the superintendent has recognized when he made an offer to place a label of distinction and separation of[n] the book, if we recognize that this book due to its acts of commission, and omission does not teach our children the truth about Cuba, then it should be removed from our public school libraries, we have that sacred

responsibility.

[*Id.* at 409–10]. Board Vice-Chairperson Hantman explained that she could not “support the presence of a book in our school that creates a misleading and inaccurate portrait of Cuba.” [*Id.* at 414]. She continued:

And I read [*Vamos a Cuba*], and in many pages, I would say at least 14 omissions or statements that are not true, so that's why I said that this is not about censorship or banning. This is about a book that is not accurate, and there's nothing that—I cannot support this book in our libraries.

[*Id.* at 414–15]. Board member Perez adopted the comments she made at an earlier Board meeting on the issue of removing *Vamos a Cuba* from the district libraries. [*Id.* at 416]. At that earlier meeting, Perez had explained that:

The school boards possess significant discretion to determine the content of their school library. Which is why we don't have pornography and those other things. It says, this discretion may not be exercised in a narrowly partisan or in a political manner....

That is not what this is about. And so, in my opinion, I believe that if this publisher wants to publish [*Vamos a Cuba*] and if it is available for sale, that's all right. I don't necessarily want it, or want my children perhaps to read it. I can understand and defend their right to sell it. But when we choose books in a content and say to children, these are the books that we as adults have chosen for you, I do not believe that this is an appropriate book.

[*Id.* at 358–59].

Even one of the three Board members who voted to retain *Vamos a Cuba* in the district's libraries acknowledged that there were factual errors in the book. He stated that “the author's intent in *Vamos a Cuba* was not to say anything about the politics of the country ... but sometimes ... when you do not say anything or avoid addressing real problems, you say a lot.” [*Id.* at 426–27]. He continued:

I believe the proper way for an education system to handle this is to give our children a more accurate, age

appropriate picture.

Some of the ideas could include preparing a supplementary guide for parents to use with the book. The parent guide could address each and every inaccuracy, and be required with each checkout. Another idea is to have parent *1211 consent forms that would ensure that parents whose children check out this book will be able to review all of the material. Another way that may ensure a complete and accurate picture that is age appropriate is to consider providing the companion book with the check out.

By adding additional resources, such as the supplementary parent guide, we can not only address what *Vamos a Cuba* did not say, but it will also allow our children to learn that not all sources are complete and accurate.

[*Id.* at 427]. Of the other two members voting against removal, one said nothing. The other said that she was deferring to the opinion of the committees. [*Id.* at 34–35].

The Board's formal order stated *Vamos a Cuba* was being removed because the Board had found that "the book is inaccurate and contains several omissions." [*Id.* at 172]. The order required that *Vamos a Cuba* "be replaced, throughout the school district, with a more accurate set of books that is more representative of actual life" in Cuba. [*Id.*]

The consistency throughout the process of the inaccuracy complaints and the consistency of the explanations of the Board members who voted to remove the book evidence that the Board's motive was what it stated—that the book was ordered removed from school libraries because it is full of factual errors.* And there is more evidence.

D.

A fact of great significance in deciding whether the School Board was motivated to remove *Vamos a Cuba* because of inaccuracies is that the book indisputably does contain inaccuracies. It is inaccurate because of what it says. It is inaccurate because of what it does not say. In recounting its factual errors, we will begin with the misstatements of the more mundane facts and move from there to misstatements of more import, which overlap to a large extent with the omission inaccuracies."

Page 29 of the English version of *Vamos a Cuba* states: "In one valley in Cuba, there are large, colorful paintings on some rocks. Inside the rocks are caves. The caves have paintings made by people who lived in Cuba about 1,000 years ago." [R:28:A Visit to Cuba:29]. The book includes a picture of a rock painting that depicts people and animals in red, blue, green, and purple. [*Id.*] It is undisputed, however, that the rock painting in the picture was not created "by people who lived in Cuba about 1,000 years ago" as the book indicates. Instead, the painting, "called *Mural de la Prehistoria*, which is located in the Valle de Vinales in Pinar del Rio," was done in the 1960s. [R:19:48]. (Some Cuban caves have prehistoric paintings, *1212 but not the one pictured in the book. [*Id.* at 278]).

On page 25 of *Vamos a Cuba*, the book states: "Cuba's beaches are good for swimming and boating. People like to dive and fish. There are also rowboat and sailboat races." [R:28:A Visit to Cuba:25]. The truth, according to the uncontradicted evidence in the record, is that the traditional Cuban rowboat and sailboat races were abolished a half century ago. [R:19:48].

On page 15 of the book, it says: "For special festivals, men wear white pants and white shirts. Women wear colorful ruffled dresses." [R:28:A Visit to Cuba:15]. The implication is that this type of clothing is worn on festival days by a large segment of the population. The truth, according to the evidence in this record, is that the "vast[] majority of Cubans lack adequate clothing" and cannot afford this type of outfit." [R:19:47].

The third sentence in the book tells the children of this country that: "People in Cuba eat, work, and go to school like you do." [R:28:A Visit to Cuba:5]. It is simply not true that people in Cuba "eat, work, and go to school" the same way that American children do.

As for eating, unlike the situation in this country, in Cuba food is rationed by the government. It has been for forty-six years. [R:19:47]. The book fails to mention that. In another place the book states that: "[m]any kinds of fruits grow in Cuba," and that "[b]ananas, pineapples, oranges, and mangoes are favorites." [R:28:A Visit to Cuba:13]. While these fruits are indeed grown in Cuba and may be favorites, the implication that Cubans get to enjoy them is misleading. The population generally does not have free access to them because most of the fruit that is produced is exported, and the fruit that is not shipped out of the country is rationed by the government. [R:19:216]. The evidence in the record indicates that malnutrition is not uncommon among the children of Cuba. [*Id.*] They do not eat like the children of this

country do.

As for the Cuban people “working like you do,” that is not true for children or adults. In Cuba there is “little private work,” and “it [is] a crime to exercise private initiative or to have private practice of a profession.” [*Id.*] “Practically everyone must work for the government.” [*Id.*] From the sixth grade on, students must go to the countryside for a period of 45 days to do unpaid agricultural work. [*Id.* at 48]. Moreover, “from the senior high level, all must go to the countryside to do unpaid agricultural work, on a permanent basis, alternating half day in the fields and half in the classroom.” [*Id.*] Refusal to do agricultural work may result in expulsion from school. Bureau of Democracy, Human Rights, and Labor, U.S. Dep’t of State, Cuba: Country Reports on Human Rights Practices 2006 (2007), available at <http://www.state.gov/g/drl/rls/hrrpt/2006/78887.htm> (last visited Dec. 8, 2008).¹² The book does not mention that.

Page 23 of the English version of *Vamos a Cuba* does acknowledge that: “All schoolchildren do some kind of work during their school day. Some children work in gardens. Older children may work in factories.” [R:28:A Visit to Cuba:23]. But even that nod toward reality is not accurate. Cuban children do not work in gardens, as the book says, but instead perform manual labor in the countryside doing unpaid agricultural work. [R:19:48]. As the State Department’s report on Cuba reveals:

Secondary school students were expected to devote up to 15 days of their summer vacation completing a variety of tasks ranging from farm labor to urban cleanup projects and were paid a small wage for this labor. Students in postsecondary institutions (technical schools, university preparatory schools, and agricultural institutes) were expected to devote 30 to 45 hours per year to primarily agricultural work. Refusal to do agricultural work could result in expulsion from school.

Cuba Human Rights Report, *supra*.

The book’s assertion that people in Cuba go to school “like you do” is false, too. In addition to agricultural field

work being a mandatory part of school for Cuban children, the Human Rights Report found that elementary and secondary students receive “obligatory ideological indoctrination.” *Id.* Throughout the educational system, academic freedom is restricted and revolutionary ideology and discipline are reinforced. *Id.* Advancement in the school system “depend[s] on participation in political activities.” *Id.* As the report detailed, in Cuba:

The government maintained a dossier on every child from kindergarten through high school, which included a record of the child’s participation in political activities, such as mandatory marches. Full participation in political activities, such as membership in the Union of Pioneers of Cuba, a regimented youth organization used by the government for political indoctrination, was essential to advance in the school system.

Id.

According to page 22 of *Vamos a Cuba*, “Cuban children go to school between the ages of five and fourteen.” [R:28:A Visit to Cuba:22]. That is not completely true. The record in this case establishes that some children go to school beyond the age of fourteen, but only if the student does not have “a ‘political stain,’” the absence of which “is crucial to have access to the university level, since ‘the universities are for the revolutionaries.’” [R:48]. See Cuban Human Rights Report, *supra* (“Full participation in political activities ... was essential to advance in the school system.”).

What *Vamos a Cuba* fails to mention, and takes great pains to cover up with its “like you do” misrepresentations, is that the people of Cuba live in a state of subjugation to a totalitarian communist regime with all that involves. See generally, e.g., *Gonzalez v. Reno*, 212 F.3d 1338, 1350 & n. 14 (11th Cir.2000) (noting that the INS had determined that Cuba is “a communist-totalitarian state,” and quoting the U.S. Dept. of State, 1999 Country Reports *1214 on Human Rights Practices: Cuba (2000) for the proposition that “Cuba is a totalitarian state,” where the Communist Party “exercises control over all aspects of Cuban life”); *Licea v. Curacao Drydock Co.*, 537 F.Supp.2d 1270, 1272 (S.D.Fla.2008)

(referring to “totalitarian Cuba’s forced labor system”); *Rodriguez v. Ridge*, 310 F.Supp.2d 1242, 1246 (S.D.Fla.2004) (referring to “the dictatorial regime that ... is Cuba”); *Zappa v. Cruz*, 30 F.Supp.2d 123, 139 (D.P.R.1998) (“Since 1898, Cuba, without benefit of the United States Constitution, has wallowed in poverty and corruption, mostly under dictatorial rule.”); see also Cuba Human Rights Report, *supra* (“Cuba, with a population of more than 11 million, is a totalitarian state led by an acting president, General Raul Castro.”).

The following summary of Cuban life is from the State Department’s Human Rights Report on Cuba that describes the situation in 2006, the year that the School Board determined *Vamos a Cuba* does not accurately portray life in Cuba:

The government’s human rights record remained poor, and the government continued to commit numerous, serious abuses. The government denied citizens the right to change their government. There were at least 283 political prisoners and detainees at year’s end. Thousands of citizens served sentences for “dangerousness,” in the absence of any criminal activity.

The following human rights problems were reported: beatings and abuse of detainees and prisoners, including human rights activists, carried out with impunity; harsh and life-threatening prison conditions, including denial of medical care; frequent harassment, beatings, and threats against political opponents by government-recruited mobs, police, and state security officials; frequent arbitrary arrest and detention of human rights advocates and members of independent professional organizations; denial of fair trial, particularly to political prisoners; and interference with privacy, including pervasive monitoring of private communications.

There were also severe limitations on freedom of speech and press; denial of peaceful assembly and association; restrictions on freedom of movement, including selective denial of exit permits to thousands of citizens; and refusal to recognize domestic human rights groups or permit them to function legally. Domestic violence, underage prostitution, sex tourism, discrimination against persons of African descent, and severe restrictions on worker rights, including the right to form independent unions, were also problems.

Cuba Human Rights Report, *supra* (paragraph breaks inserted). Life in Cuba is not like life in the United States.

As to underage prostitution and sex tourism, the report

explains:

Child prostitution was a problem, with young girls engaging in prostitution to help support themselves and their families.... While underage prostitution was widely apparent, there were no reliable statistics available regarding its extent.... Minors played a key role in the country’s thriving sex trade, which was fueled by visits by thousands of foreign tourists. There was anecdotal evidence that state run hotel workers, travel companies, taxi drivers, bar and restaurant workers, and law enforcement personnel were complicit in the commercial sexual exploitation of children.... Sex tourism revenues provided an important, indirect source of hard currency to the government.

Id. It simply is not true, as *Vamos a Cuba* asserts, that the lives of children in Cuba are like those of children in this country.

*1215 E.

There was no evidence at the preliminary injunction hearing that the picture of life in Cuba that *Vamos a Cuba* presents is an accurate one. No one who testified there stated, or even suggested, that it is. To the contrary, the evidence at the hearing proved beyond dispute that the book contains substantial factual errors. At the hearing six expert witnesses—three for each side—testified through declarations, affidavits, live testimony, or a combination of those methods. [See generally R:62 (Hearing Tr.)] None of them testified that *Vamos a Cuba* is accurate.¹⁷

Dr. Juan Clark, a Miami-Dade College professor emeritus, testified that “[t]he fundamental flaw in the Cuba Books is that they fail to fairly and accurately portray life in Cuba and contain blunt inaccuracies regarding that country. Therefore, the Cuba Books utterly

fail to help their readers understand what it's like to be an average person or a child living in Cuba." [R:27:App.B:3]. On cross-examination, Dr. Clark testified that *Vamos a Cuba* "omits or hides a crucial dimension of Cuban reality which makes it unique among all the nations in this hemisphere, and I would say around the world with the exception of North Korea." [R:62:132]. Dr. Clark also prepared a written report that detailed inaccuracies on thirteen of the thirty-two pages of *Vamos a Cuba*. [R:19:47-48]. He concluded that his "overall assessment indicates the presence of a considerable amount of inaccuracies" in the book. [*Id.* at 47].

Dr. Usatagui, a child psychiatrist and the only member of the District Committee to vote for removal of *Vamos a Cuba*, [R:27:129: 14] testified at the preliminary injunction hearing that in her professional opinion presenting inaccurate information to children under the guise of "nonfiction" is damaging:

[I]t is entirely inappropriate to teach or use an inaccurate book to instruct children on geography or any other subject. This is especially true with respect to nonfiction and factual educational materials, regardless of whether they are intended to be introductions to the subject matter.

The need for accuracy in factual information is especially true and of utmost importance for five to seven year-olds, because they are very impressionable. Children in this age group accept what they are exposed to at face value and are unable to question or challenge it. Five to seven year-olds do not have the cognitive ability to analyze and discern falsehoods from truth. For this reason, children five to seven years-old cannot ascertain the accuracy of the content in the Cuba books.

*1216 Moreover, it is damaging to children to present them with inaccurate information. This results in confusion for the children, especially when subsequently exposed to accurate information.

[*Id.* at 128 (para. numbering omitted)].

Dr. Lisandro Perez, an expert who testified for the plaintiffs, agreed that *Vamos a Cuba* contains inaccurate information: "To be sure, there are some inaccuracies in the book." [R:19:277:7]. However, he believed that such inaccuracies are of "little consequence." [R:19:275:5(a)].

The real debate among the experts in the case, who all agreed that *Vamos a Cuba* was inaccurate, had to do with educational suitability. The experts disagreed about whether a truthful account of life in Cuba could be

presented in an age-appropriate way.

Dr. Usatagui testified that in her opinion accurate information about Cuba could be presented in a book written for elementary school children in a manner that would be age appropriate:

I do not suggest necessarily that children ages five to seven have to be presented with facts on malnutrition, forced labor, and deprivation of civil liberties—since these are difficult concepts for this age group. These facts might be presented in a manner that is age-appropriate, such as when children learn about the hardships of other children by participating in activities that help underprivileged children, such as toy drives. This way, children begin learning how to help and care for others in an age appropriate manner. In contrast, I find that in the Cuba books, children are improperly taught facts about Cuba that are false and misleading.

[R:27:129: 12].

One of the plaintiffs' experts, former school librarian Pat Scales, [R:19:250] agreed that certain realities about life in Cuba could be presented in an age appropriate way. She testified:

Q: And my question for you is: Would it be inappropriate? Would it be providing too much information to say that some children in Cuba are poor?

A. That's not too much information, but I think that's in that book, in the photographs.

Q. Okay. And would it be too much information to say some children in Cuba don't have enough to eat?

A. I'm not sure that's what this book is about.

Q. I'm asking you if it would be too much information?

A. Not to state it in that way.

* * * *

Q. And the determination about how much information is appropriate to present to children necessarily involves some line drawing, correct?

A. Yes.

Q. And reasonable people could disagree about where exactly you draw that line, correct?

A. Yes....

[R:62:113–14].

Dr. Perez opined that the reality of life in Cuba is not appropriate subject matter for the readership of *Vamos a Cuba*:

Rationing of consumer goods, indoctrination in schools, limitations and prohibitions on entrepreneurship, urban decay, government-controlled markets, austerity in dress, overcrowded mass transit, tourist-only beaches, exclamations of religious fervor before firing squads, the politicization of university admissions, and more, have been part of the reality of Cuba. But are those topics appropriate for a book for this readership and purpose? Can those topics be appropriately handled in a book that, because of its intended readership, only has sixty-five sentences? Is it appropriate *1217 for a book series that teaches young children elementary notions of national culture and society to present Cuba as a hellhole (which is apparently what the detractors would like)?

[R:19:278: 8].

Similarly, plaintiffs' expert Lucia Gonzalez testified that because of its target audience, the book necessarily had to present an incomplete picture of life in Cuba:

Q. Okay. Just to be clear: Your understanding is that the book is meant to offer information about the way of life in Cuba; is that correct?

A. My understanding is the book offers basic facts about the way of life in Cuba. It is very limited because of the size of the book and the grade level that it's aimed at. The target age, of course, is very limited.

[R:62:84].

Contrary to Dr. Perez's and Ms. Gonzalez's apparent assumption, some of the other books in the "A Visit to" series, which are aimed at the identical age group, do contain information similar to that which they asserted would not be age-appropriate in *Vamos a Cuba*. The book *A Visit to Cambodia* tells its audience: "Not all young people can go to school. There has been war in Cambodia for more than 20 years. Many schools have been destroyed." [R:28: A Visit to Cambodia at 23]. Despite providing this information, the Cambodia book also tells children that "Cambodians travel and go to school like you." [*Id.* at 5]. Similarly, *A Visit to India* informs children: "Many children are too poor to go to school. Their families need them to stay at home. The children help farm or they beg in the streets." [R:28: A Visit to India at 23]. Nonetheless, the book also proclaims that "Indians eat, sleep, play, and go to school like you." [*Id.* at 5]. Inexplicably, only the "A Visit to" books on England, Scotland, Wales, and Canada do not contain the "like you" formula language. [See R:28].

The district court concluded that the "like you" statement in *Vamos a Cuba* was "apolitical and content-neutral."  *ACLU*, 439 F.Supp.2d at 1283. The reality, however, is that regardless of politics the "like you" representation is inaccurate. All of the experts in this case agreed that people in Cuba do not live like people in the United States. As the plaintiffs' own expert explained, they don't because "[r]ationing of consumer goods, indoctrination in schools, limitations and prohibitions on entrepreneurship, urban decay, government-controlled markets, austerity in dress, overcrowded mass transit, tourist-only beaches, exclamations of religious fervor before firing squads, the politicization of university admissions, and more, have been part of the reality of Cuba." [R:19:278: 8].

^{124]} Although everyone agreed that *Vamos a Cuba* contains inaccuracies, the district court still concluded that "ban[ning] books because of perceived inaccuracies sweeps too broadly."  *ACLU*, 439 F.Supp.2d at 1284. There are two fundamental flaws in that characterization. For one, the inaccuracies were not merely "perceived." They were undisputed. For another thing, the book was not being banned. It was being removed from a school's library shelves. The book could still be found in public libraries in the area, and it was available for purchase from any of several online book sellers.¹¹

*1218 Nonetheless, the district court characterized the Board's removal of *Vamos a Cuba* as book "banning." [See, e.g., ACLU Br. 18, 21, 32]. See *ACLU*, 439 F.Supp.2d at 1279 ("Here, by totally banning the Cuba Books and the rest of the Series, the School Board is in fact prohibiting even the voluntary consideration of the themes contained in the books by students at their leisure."); *id.* at 1284 ("To ban books because of perceived inaccuracies sweeps too broadly."). The dissenting opinion not only adopts that pejorative label from its very first sentence, but also builds its entire attack on the Board's action on the premise that this case involves book banning. See Dissenting Op. at 1230–31, 1238, 1242, 1249–53. That is a faulty foundation. The Board did not ban any book. The Board removed from its own school libraries a book that the Board had purchased for those libraries with Board funds. It did not prohibit anyone else from owning, possessing, or reading the book.

¹²⁵ The overwrought rhetoric about book banning has no place here. Book banning takes place where a government or its officials forbid or prohibit others from having a book. That is what "ban" means. See *Webster's New Twentieth Century Dictionary* 144–45 (1976) (defining "ban" as "to prohibit" or "to forbid"); see also *Black's Law Dictionary* 154 (8th ed.2004) (defining "ban" as "[t]o prohibit, esp[ecially] by legal means"). The term does not apply where a school district, through its authorized school board, decides not to continue possessing the book on its own library shelves. The School Board is the entity that has the ultimate authority to decide what books will be purchased and kept on the shelves of the schools in the district. See, e.g., Fla. Stat. § 1001.32(2) (providing that "district school boards shall operate, control, and supervise all free public schools in their respective districts and may exercise any power except as expressly prohibited by the State Constitution or general law"); see also *id.* § 1006.28(1)(d) (assigning to district school boards the duty to "[e]stablish and maintain a program of school library media services for all public schools in the district"). The School Board could have decided not to purchase and shelve *Vamos a Cuba* in the first place. See *Pico*, 457 U.S. at 871, 102 S.Ct. at 2810 ("As noted earlier, nothing in our decision today affects in any way the discretion of a local school board to choose books to add to the libraries of their schools."). Unless deciding not to purchase a book is an act of banning it, and no rational person would suggest it is, removing a book from one's own shelves is not book banning either.¹⁵

In an attempt to defend the district court's and its own use

of the "banning" rhetoric, while at the same time dismissing our disagreement with it as "largely semantical," the dissenting opinion quotes the same dictionary definition of "ban" that we have but attempts to contort that definition to fit the facts of this case. See Dissenting Op. at 1250. The dissent asserts that by removing the book from its own school library shelves the Board did "prohibit, by legal means, public school libraries from carrying *Vamos a Cuba*." *Id.* at 1250. That assertion ignores the fact that the Board, and the Board alone, *1219 has the responsibility and authority under Florida law to decide what books are to be on the shelves of the school libraries in its district. See *supra* at 1218. The school libraries are under the control of the Board and their employees are employees or agents of the Board. See *id.* When viewed in that light, as it must be, the dissent's insistence that the Board has banned the book amounts to arguing that when an entity decides to remove a book from its own library shelves it has banned itself from having that book there. The dissent openly asserts as much. See Dissenting Op. at 1250 n. 8 ("When a school board decides to remove a book from the school libraries within its district, it indeed has banned itself from having that book on its library shelves."). The dissent does not explain how removing a book from one's own library shelves is any more banning it than deciding not to shelve the book to begin with would be. Taken to its logical end, the dissent's view is that everyone who does not purchase a book to begin with has banned himself or herself from having the book. As the dissent sees things, there is a whole lot of banning going on.

There is, after all, a difference between banning and "removing." The word "remove" means "to move from a place or position; take away or off." *Random House Unabridged Dictionary* 1630 (2d ed.1993); see also *Black's Law Dictionary* 1322 (8th ed.2004) (defining removal as "[t]he transfer or moving of a ... thing from one location, position, or residence to another"). That is what the Board did with the book; it did not forbid or prohibit anyone from publishing, selling, distributing, or possessing the book. Nor is it accurate to say, as the dissent does, that the Board "prohibited even the voluntary consideration of the book in schools." Dissenting Op. at 1250. There is not one whit of evidence in the record to suggest that the Board prohibited anyone from considering the book anytime or anywhere. Any student or teacher was free to consider the book. The Board simply decided to remove the book from the library shelves of the schools in its district.

The dissenting opinion argues that "our own Circuit's usage of the word" ban can be found in *Virgil v. School Board of Columbia County*, 862 F.2d 1517, 1525

(11th Cir.1989), and *Searcey v. Harris*, 888 F.2d 1314, 1318, 1322 (11th Cir.1989). See Dissenting Op. at 1250. The part of the *Virgil* opinion the dissent relies on is not the basis of the decision, and it cites—“cf.”—only to the opinion of a district court in Maine. See *Virgil*, 862 F.2d at 1525. The *Virgil* decision, which upheld a school board’s removal of some literary texts from the school curriculum, did not establish anything about the definition of banning. Nothing in *Virgil* suggests that a school board’s decision to remove books from its library shelves necessarily constitutes “banning.”¹⁶ See *id.* As for the *1220 *Searcey* case, neither its facts nor its use of the word “ban” had anything to do with a book’s removal from a school’s library shelves or removal of a book from anywhere. Nor are we persuaded by the fact that other courts in other jurisdictions may have from time to time used the word loosely or incorrectly. See Dissenting Op. at 1251.

If the matter is to be resolved by looking at how the actions that the Board took in this case have been described by other courts in other opinions, we would think that the best place to look is in the Supreme Court decision from which we are drawing our legal standard. We are assuming that the *Pico* plurality’s legal standard applies. See *supra* at 1204. In that case, as in this one, a school board ordered that some books be taken off the library shelves of the schools in its district. If that action amounted to banning those books, one would think that at least one of the seven separate opinions that the Supreme Court issued in the *Pico* case would have said so. None did.

Instead, the one thing that every one of the justices agreed on in *Pico* is that a school board’s action in removing a book from school library shelves is more accurately described as removing the book instead of as banning it. In describing what the board did the *Pico* plurality opinion used “removal” or a derivative of that word forty-eight times. *Id.* 457 U.S. at 856–75, 102 S.Ct. at 2802–12. It did not use the word “ban” or any derivative of it once. See *id.*, 102 S.Ct. at 2802–12. Justice Blackmun’s partial concurrence in the plurality opinion and concurrence in the judgment used some form of the word “removal” six times to describe the board’s action. *Id.* at 877–82, 102 S.Ct. at 2813–16. It did not use any form of the word “ban,” not even once. See *id.*, 102 S.Ct. at 2813–16. Justice White’s opinion, which concurred in the judgment, four times described what the board did as removing the book. *Id.* at 883, 102 S.Ct. at 2816. It did not once describe the action as banning the book. See *id.*, 102 S.Ct. at 2816. Chief Justice

Burger’s dissenting opinion, joined by Justices Powell, Rehnquist, and O’Connor, seventeen times described the board’s action as removing books. *Id.* at 889–93, 102 S.Ct. at 2820–21. It never described what the board did as banning books. See *id.*, 102 S.Ct. at 2820–21. Justice Powell’s dissenting opinion referred to removing books three times. *Id.* at 894–97, 102 S.Ct. at 2822–23. It never referred to banning books. See *id.*, 102 S.Ct. at 2822–23. Justice Rehnquist’s dissenting opinion, joined by Chief Justice Burger and Justice Powell, on twenty-eight occasions described what the board did as removing books. *Id.* at 906–19, 102 S.Ct. at 2828–34. It never described what had happened as banning books. See *id.*, 102 S.Ct. at 2828–34. Justice O’Connor’s five-sentence dissenting opinion used the word “remove” once. *Id.* at 921, 102 S.Ct. at 2835. It did not use the word “ban.” See *id.* at 921, 102 S.Ct. at 2835. One hundred and seven times the *Pico* Court’s various opinions described the action of the school board in taking books off library shelves. See generally *id.* at 855–921, 102 S.Ct. at 2802–35. Every one of those hundred and seven times the Supreme Court called the board’s action what it was—removing the books. See generally *id.*, 102 S.Ct. at 2802–35. Never once did any member of the *Pico* Court take the position, which our dissenting colleague does, that a school board’s action in taking a book off library shelves amounts to banning the book. See generally *id.*, 102 S.Ct. at 2802–35.

The dissenting opinion argues that if a school board’s action in removing a book from its own library shelves does not *1221 amount to banning a book, then a school board can never ban a book. See Dissenting Op. at 1252. So what? Nowhere is it written that a school board must be empowered to ban books. Because a school board has no power to prohibit people from publishing, selling, distributing, or possessing a book, it has no power to ban books. That definition of banning does not “limit[] the word’s application to almost nothing,” as the dissent insists. Dissenting Op. at 1252. The Board removed books based on its “significant discretion to determine the content of [its] school libraries.” See *Pico*, 457 U.S. at 870, 102 S.Ct. at 2810 (plurality opinion). Describing the Board’s actions as “banning” runs counter to the Supreme Court’s terminology in *Pico* and muddies the water in the motive analysis.

F.

The School Board's educational suitability criteria for books in the school library include the requirement that "[n]onfiction information is correct, recent, and objective." [R:19:125:No.3]. As we have just explained, it is undisputed that some of the information contained in *Vamos a Cuba* is not correct, recent, and objective. The School Board majority has consistently stated that the reason it was removing the book from school library shelves was its inaccuracies. Despite all of this, the district court still concluded that the School Board's stated reason was a guise for its members' actual motive to suppress *Vamos a Cuba*'s viewpoint and "impose upon their students a political orthodoxy to which they and their constituents adhered." *ACLU*, 439 F.Supp.2d at 1272. It was, the district court believed, an act of viewpoint discrimination intended "to deny schoolchildren access to ideas or points-of-view with which the school officials disagreed." *Id.* at 1283.

The district court's reasoning is flawed. It never comes to grips with the substance of the School Board's position, which is that representations made in *Vamos a Cuba* falsely portray a life in Cuba that does not exist and that in reality life under the Castro regime is bad—really bad. At some points the court's opinion seems to acknowledge the truth about life in Cuba. *See id.* at 1284 ("Tragically, [the Board's] point-of-view is based on real life experiences that members of the Cuban Community and their families have painfully endured in Cuba before coming to this country, and which many who have remained continue to endure under an oppressive totalitarian regime."); *see also id.* at 1265–66 ("The heart of the argument is that the Cuba Books omit the harsh truth about totalitarian life in Communist Cuba."). Yet, at other points the district court's opinion seems to deny the undeniable. *Id.* at 1283 (referring to the claim of "inaccuracies" and "omission" with quotation marks around those words); *id.* (referring to the Board members' "point-of-view of what is 'true' for a child's life" with quotation marks around the word "true"); *id.* (stating that "the real issue was that the Cuba Books ... did not reflect, as viewed by the majority of the School Board members, the true evil of Castro's government and the oppression of the Cuban people" (emphasis added)); *id.* at 1284 (referring to the "perceived inaccuracies").

In places the district court opinion parodies the School Board's position, insisting that "[t]he gist of the argument, however, is that the books were too objective and, therefore, should be banned." *Id.* at 1283. The gist of

the Board's argument is actually just the opposite. The Board's consistent position has been and remains that *Vamos a Cuba* is not objectively accurate but instead is factually inaccurate and that because of glaring omissions and incorrect information, the book misrepresents life in Cuba. The Board is right about that.

*1222 The district court's reasoning also misapprehends the importance of factual accuracy in this type of First Amendment analysis. After quoting one Board member's statements about how *Vamos a Cuba* distorts the truth because people in Cuba are deprived of freedom and life is not the same in Cuba as in this country, the court stated that "[t]he merit or truth of these statements is not the issue." *Id.* at 1284. To the contrary, they are very much the issue. Whatever else it does in the context of school library books, the First Amendment does not require a school board to leave on its library shelves a purportedly nonfiction book that contains false statements of fact.¹⁷ That is no less true if, as here, the falsehoods in the book make a totalitarian regime that is out of favor in this country look better than the true facts would. A preference in favor of factual accuracy is not unconstitutional viewpoint discrimination.

Nor is the omission of factual information about the hardships of life in another country a political viewpoint entitled to protection. One of our differences with the dissenting opinion can be seen in its discussion of Board member Bolanos' explanation about why he was voting to remove *Vamos a Cuba* from the school library shelves. *See* Dissenting Op. at 1238–39. Mr. Bolanos talked about the factual distortions in the book and its failure to mention food rationing, religious persecution, prosecution of those who speak out against the government, deprivation of due process, and so forth. *Id.* at 1238–39. The dissent characterizes his statements about the book's factual inaccuracy and omissions as amounting to opposition based on the book's omission of "negative political information" and says that they show Bolanos wanted to require the "book to carry a political viewpoint." *Id.* at 1239. We disagree. Facts about the conditions inside a country are not a viewpoint. They are facts. A book that recounts those facts accurately would not, for that reason, be political in nature. And a book that presents a distorted picture of life inside a country—whether through errors of commission or omission—does not, for that reason, become "apolitical."

Those who express minority viewpoints are no more entitled to fill a school library shelf with factually inaccurate statements than anyone else. A few examples illustrate the point. The series of books that gave rise to this case does not include one about North Korea, but

suppose it did. Suppose that book stated: “People in North Korea eat, work, and go to school like you do.” We probably could all agree that statement is factually inaccurate. Would a school board be prohibited from removing the book on the ground that doing so would constitute viewpoint discrimination? Or because it promotes political orthodoxy to remove a book that makes a despised regime look better than the truth would? Would a school board’s decision to remove that book from the shelves of its libraries amount to book banning? Would removing it be unconstitutional?

*1223 As the School Board pointed out in its hypothetical examples, what about a book that talked about the life of German children during the Third Reich? [Board Br. 11]. Suppose the book, in addition to describing some of the geography of Germany, said: “People in the Third Reich ate, worked, and went to school like you do,” being careful not to mention any of the millions of people who were sent off to concentration camps. And that this book, like the *Vamos a Cuba* book, had a cover showing youths in uniform.¹⁸ Hitler is out of favor now. Political orthodoxy views his regime as evil. Would that book’s distortion through omission be protected on the ground that it was “apolitical”? Would the Constitution forbid a school board from removing that book from its library shelves because it was “a book that failed to reflect politically orthodox views toward [the Third Reich]”? See Dissenting Op. at 1242. Would the fact that a board removed the book because it did not contain enough information about life in the Third Reich—omitting what the dissent might call “negative political information”—be considered forbidden viewpoint discrimination? Would the opposition to the book’s inaccuracy be disregarded if one segment of the population was particularly upset about the book’s distortions because of “their intolerance to messages that fail to conform to their personal experiences”? See *id.* at 1240. Would the school board’s actions be forbidden because “a sensitivity to the horrors of the [Hitler] regime does not permit state-sponsored censorship of other viewpoints”? See *id.* at 1241. Would it be enough to say, as the dissent does, that: “The answer to books that do not provide all the information a reader wants is to find another book. If a reader is curious about the [Hitler] regime, he can find another book that enlightens him further”? *Id.* at 1248. Would removing the book be prohibited because including “the negative information about [the Third Reich that] the School Board claimed was omitted could render the book developmentally inappropriate for children”? See *id.* at 1248. Would the First Amendment require that the book be left on the shelves of the school district library?¹⁹

And what about a book about life in the antebellum South that asserted: “People in the old South ate, worked, and went to school like you do,” neglecting to mention anything about slavery and the millions of human beings who lived and died in bondage? [Board Br. 11]. Would we describe that book as “apolitical”? Would a school board be forbidden from removing the book from its library shelves because the book’s distortions were through omissions, or because it went against “politically orthodox views”? Would removal of the book be prohibited on the ground that it *1224 was motivated by the book’s failure to contain enough “negative political information” about the pre-Civil War South? If the book depicted some children not wearing shirts or shoes in the summertime, would that insulate it from removal on the ground that anything else would be “[m]ore extreme negative information”? See Dissenting Op. at 1247. Would the glaring falsehoods through omissions in the book be protected by the First Amendment on the ground that they further the revisionist views of some who pine for old Dixie? Would a federal court order require that a school board keep that book on its library shelves?

The district court’s opinion insists that *Vamos a Cuba*, including its statement that “People in Cuba eat, work, and go to school like you do,” is “content-neutral and scrupulously apolitical.”  *ACLU*, 439 F.Supp.2d at 1283. We disagree. By misrepresenting life in Cuba, the “like you do” statement makes the totalitarian regime that runs the country and controls the lives of everyone in it appear much better than telling the truth would. Statements in what purports to be a nonfiction book that whitewash the problems of a country and make the life of its people appear to be better than it is are not content neutral any more than overt propaganda would be. Misstatements of fact that benefit, directly or indirectly, the ruling government in a country are inescapably political in nature and effect. The “like you do” statement in a book about Cuba is no more content neutral or apolitical than the same statement would be in a book about North Korea, or in one about the Third Reich, or in one about the antebellum South.

There is something of this flavor in the plaintiffs’ argument and the district court’s opinion: the majority of the School Board members were Cuban Americans; Cuban Americans despise Castro and his regime; therefore, the Board’s removal of the book must have been motivated by their disagreement with the book’s political viewpoint instead of by its factual inaccuracies. See *id.* (considering whether “School Board members who happen to emigrate from any of these [other] countries [in the ‘A Visit to’ series] to the United States [should] be permitted to ban books in the Series because

of their individual political orthodoxy and point-of-view of what is ‘true’ for a child’s life in one or more of these countries”); ¹²⁶ *id.* at 1284 (referring to the “real life experiences that members of the Cuban Community and their families have painfully endured in Cuba”). To the extent that is an argument, it confuses interest with motive. Cuban Americans are more interested than others in removing a book that falsely portrays, to the upside, life in Castro’s Cuba, but that does not mean their motive for wanting the book removed is anything other than the fact that the book contains falsehoods. If the book accurately discussed life in Cuba, they would have no reason to have it removed.

Besides, the argument in question sweeps too widely. It would, for example, render constitutionally suspect the votes of Jewish school board members to remove our hypothetical book about life in the Third Reich. It would do the same to the votes of any African American board members who wanted to remove our hypothetical book about life in the antebellum South. Interest does not necessarily equate with improper motive. If some members of the Board found *Vamos a Cuba* to be offensive, the record establishes that what offended them was its inaccurate portrayal of life in Cuba.

Unlike the dissenting opinion, we do not agree with the district court that the factual inaccuracies in the book were “altogether separate from any determination about quality of life in Cuba.” Dissenting Op. at *1225 1237. The factual inaccuracies about the quality of life in Cuba go to the heart of the dispute. If *Vamos a Cuba* had not distorted the facts about life in Cuba—by insisting, for example, that “People in Cuba eat, work, and go to school like you do”—there would not have been any opposition to the book. There would have been no difference in view. If the book had told the truth about life in Cuba or had simply refrained from presenting a distorted picture of it, there would have been no opposition. The book did not tell the truth. It made life in Cuba under Castro appear more favorable than every expert who testified for either side at the hearing knows it to be, more favorable than the State Department knows it to be, more favorable than the district court knows it to be, see ¹²⁷ *ACLU*, 439 F.Supp.2d at 1265–66, 1284, and more favorable than we know it to be. Once you find, as we have, that the book presents a false picture of life in Cuba, one that misleadingly fails to mention the deprivations and hardships the people there endure, the argument that the Board acted for ideological reasons collapses on itself. The asserted motive of the Board, which is to paint Castro’s regime in its naturally bad light, does not exist apart from the factual inaccuracy of the book.

G.

The plaintiffs and their experts convinced the district court that the factual errors in *Vamos a Cuba* could not be corrected without producing a book that was educationally unsuitable for four to eight year old children.³⁰ This position overlooks the fact that simply omitting the most obvious falsehood—the statement that “People in Cuba eat, work, and go to school like you do”—could not possibly render the book unsuitable for the target age group or any other. As a matter of fact, that very statement was omitted from the books about the countries where life is most similar to life here—England, Scotland, Wales, and Canada. No one could reasonably suggest that the omission of the “like you” statement from those books rendered them educationally unsuitable.³¹

¹²⁶ The district court’s decision about educational suitability is also wrong for the more fundamental reason that it was not a matter for the district court to decide. Federal courts should not arrogate to themselves power over educational suitability questions. Such questions are the perfect example of a core educational policy matter within the exclusive province of local school boards. Yet the district court proceeded to hear evidence on the suitability issue, and after considering conflicting expert opinions, pronounced: “I conclude that the greater weight of the more credible evidence, for preliminary injunction purposes, supports the educational suitability of the books” as they are. ¹²⁷ *Id.* at 1286. The court even decided that correcting the inaccuracies in *Vamos a Cuba* would do more harm than good, because “too much information of the kind at issue is cognitively more damaging to young children than too little.” ¹²⁸ *Id.* at 1287 (footnote omitted).

In examining and deciding whether *Vamos a Cuba* was educationally suitable, or would be made more or less suitable for school children if it more accurately described ¹²²⁶ the conditions in Cuba, the district court stepped well beyond the proper bounds of the judiciary. The Supreme Court has repeatedly instructed us:

By and large, public education in our Nation is committed to the control of state and local authorities. Courts do not and cannot intervene in the resolution

of conflicts which arise in the daily operation of school systems and which do not directly and sharply implicate basic constitutional values.

¹²⁶*Epperson v. Arkansas*, 393 U.S. 97, 104, 89 S.Ct. 266, 270, 21 L.Ed.2d 228 (1968); see also ¹²⁷*Tinker*, 393 U.S. at 507, 89 S.Ct. at 737 (“[T]he Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools.”).

A Seventh Circuit decision in this area is instructive. See ¹²⁸*Zykan v. Warsaw Cmty. Sch. Corp.*, 631 F.2d 1300 (7th Cir.1980). In *Zykan* the school board made some decisions about the English curriculum at a high school, the use of books in that curriculum, and the rehiring of English teachers. ¹²⁹*Id.* at 1302. The plaintiffs alleged, among other things, that the removal of certain books from some courses and from the school library violated their rights under the First and the Fourteenth Amendments. ¹³⁰*Id.*

¹²⁷ The Seventh Circuit observed that state legislatures have “lodge[d] primary responsibility for secondary school education in local school boards.” ¹²⁸*Id.* at 1305. The court also recognized that “[v]irtually every judicial body that has commented on the matter [of school board authority] has acknowledged the need for broad discretionary powers in local school boards.” ¹²⁹*Id.* (citing cases). Although *Zykan* was decided before *Pico*, its conclusions regarding the authority of school boards to make choices about educational suitability remain undisturbed by the *Pico* plurality rule, which we are assuming applies for purposes of deciding this case. As the court explained in *Zykan*, “nothing in the Constitution permits the courts to interfere with local educational discretion until local authorities begin to substitute rigid and exclusive indoctrination for the mere exercise of their prerogative to make pedagogic choices regarding matters of legitimate dispute.” See ¹³⁰*Zykan*, 631 F.2d at 1306.

The extent to which the dissenting opinion second guesses the Board on its educational suitability decision is evident from the acknowledgment that “[i]t could well be that *Vamos a Cuba*’s simple depiction of life in Cuba does not contain information that would lead to a child’s better understanding of it.” Dissenting Op. at 1246. Yet instead

of leaving that decision to the Board, the dissenting opinion decides it, choosing the view of the plaintiffs’ experts over that of the Board and its experts on the suitability question. See *id.*

The dissenting opinion also concludes that including all of the negative information about Cuba “could render the book developmentally inappropriate for children.” Dissenting Op. at 1246. Neither the dissent nor any of plaintiffs’ experts have explained why, if that is true, inclusion of negative information about other countries is developmentally appropriate for children. For example, as we have pointed out, the “A Visit to” book about India informs the same audience of young readers that: “Many children are too poor to go to school. Their families need them to stay at home. The children help farm or they beg in the streets.” [R:28: A Visit to India at 23]. And the book about Cambodia tells this same audience that some children in that country cannot go to school because after 20 years of war many schools have been destroyed. [*Id.* A Visit to Cambodia at 23]. If it is developmentally *1227 appropriate to tell children in this country about some of the hardships that children face in India and in Cambodia, it is no less developmentally appropriate to mention some of those that children face in Cuba. Or at least the Board reasonably could decide that, and it is the Board that should be allowed to make that decision.

The dissent’s argument that young children should not be told about “domestic violence, underage prostitution, sex tourism, [and] discrimination against persons of African descent,” Dissenting Op. at 1246 (quotation marks omitted), is a red herring. No one has suggested that all of the problems the people of Cuba face should be specifically discussed. But if an audience of this age can be told about children in India begging in the streets and children in Cambodia not being able to go to school because of the effects of decades of war, there is no reason that they cannot be told about food shortages, rationing, discrimination, or similar problems in Cuba. There is a difference between not including graphic detail about adult subjects on the one hand and falsely representing that everything is hunky dory on the other.

The dissenting opinion insists that federal courts may substitute their own findings and opinions about educational suitability for those of a school board whenever the board’s motive for an action is questioned. See Dissenting Op. at 1244–45. That approach would eviscerate the precedent that cautions against second-guessing educational suitability decisions of local school boards, because it would allow federal courts to make those decisions whenever a litigant questions the motive behind a board decision. And motive can always

be questioned in these kind of cases. The result of the dissent's position would be that federal courts instead of school boards would always end up making the final educational suitability decision. We are neither qualified nor constitutionally authorized to do that.

In this case the real issue for the federal courts, under the assumption of law that we have made, is not the educational suitability of *Vamos a Cuba*. It is whether the Board's decision to remove the book from school library shelves was motivated by its inaccuracies concerning life in Cuba or by a desire to promote political orthodoxy and by opposition to the viewpoint of the book. We find from the evidence in this record, including the School Board majority's consistent statements that it was removing *Vamos a Cuba* from the school library shelves because of factual inaccuracies and the undisputed fact that the book does contain inaccuracies, that those inaccuracies were what motivated the Board. If there had been no factual inaccuracies, the book would not have been removed. While the fact that the Board members who voted to take the action are Cuban American may explain their interest in it, that does not impugn their motive. The stated motive was not a pretext or a guise for viewpoint discrimination. The plaintiffs' First Amendment claim does not have a substantial likelihood of success on the merits. The district court should not have granted a preliminary injunction based on that claim.²²

*1228 V.

The district court also concluded that the plaintiffs had a substantial likelihood of success on their due process claim and rested the preliminary injunction on that ground. *ACLU*, 439 F.Supp.2d at 1288–89. The due process claim is dependent on both of two propositions. One is that the Board violated its own regulations by removing copies of *Vamos a Cuba* from libraries other than the one from which the original complaint came, and the other is that every violation of a regulation amounts to a violation of due process. *Id.* Neither proposition survives scrutiny.

A.

^[28] The School Board's regulations do not prevent the Board, once it decides that a book is unsuitable, from removing that book from every library in the school district. The regulations specify the procedure a parent must use if he wants to have a book removed from the shelves where his child attends school. *See supra* at 1183–85. The regulations provide that if the parent is not successful through the District Committee he “may appeal the decision of the Superintendent to the School Board in writing and may request an appearance before the Board in accordance with School Board Rule 6Gx13–8C–1.17.” [R:19:41:6A–1.26(VIII)(C)(3)(h)]. The regulations are, however, silent about the actions the Board may take if it agrees with a parent that a book in the school district's libraries is educationally unsuitable. The Board has interpreted that silence to mean that it can take any reasonable action, including removing the book from every school district library where a copy of it can be found. *ACLU*, 439 F.Supp.2d at 1290.

^[29] We have said that deference is owed to a municipal body's statutory interpretation of its own rules and regulations “so long as its interpretation is based on a permissible construction.” *Beaulieu v. City of Alabaster*, 454 F.3d 1219, 1232 (11th Cir.2006) (quoting *Southlake Property Assocs. v. City of Morrow*, 112 F.3d 1114, 1119 (11th Cir.1997)). The Board's interpretation of its own regulation is not only based on a permissible construction, it may well be the only reasonable interpretation of that regulation.

The alternative reading of the regulation, which the plaintiffs proposed and the district court accepted, would lead to an absurd result. After a long and deliberative process had led the Board to conclude that a book was educationally unsuitable, it would be forced to leave the book in every library in the district except the one where the complaint originated. Then, supposedly, the entire process would have to start over when another parent whose child attended a different school complained about the same book. The process could be repeated for every one of the district libraries where the book could be found—thirty-three in the case of *Vamos a Cuba*. On and on it would have to go until the process, as well as the committees and the Board, were exhausted. To dismiss that prospect as “somewhat burdensome,” as the district court did, *ACLU*, 439 F.Supp.2d at 1291, is like dismissing the Ironman triathlon as somewhat tiring.

The plaintiffs argue, and the district court pointed out, that the School Board's own attorney concluded in her advice to the Board that “there is no provision in the school Board Rule for a district-wide removal of a school

library book stemming from a [District Committee] review.” [¶]*Id.* at 1290. [ACLU Br. 52–53]. That is true. There is no provision one way or the other. The regulation neither explicitly permits nor explicitly forbids the Board from entering a district-wide removal order. Its silence is symmetrical.

*1229 The School Board’s attorney also advised it that “the Rule does not prohibit the Board from making a decision affecting the District as a whole,” but that a district-wide decision “would be more susceptible to legal challenge.” [R:19:113 n. 6]. That may be true, but susceptibility to legal challenge does not equate with legal invalidity. In any event, the Board’s attorney also expressed the opinion that the regulation offers the School Board “wide latitude in reaching a decision as to the merits of the appeal and in crafting a resolution.” [*Id.* at 113]. This is exactly the interpretation of the regulation that the School Board advocated before the district court and here, an interpretation to which we owe deference.

Even if there were a difference of opinion between the Board and its attorney as to the proper interpretation of the regulation, the Board is the arbiter of the meaning of its regulations. The Board, and not its attorneys, decides for the Board and for the schools within the district. See Fla. Stat. § 1001.33 (“[A]ll public schools conducted within the district shall be under the direction and control of the district school board with the district superintendent as executive officer.”). The Board is not bound to follow its attorney’s advice.

We defer to the School Board’s reasonable interpretation of its own regulation. See [¶]*Beaulieu*, 454 F.3d at 1232; [¶]*Southlake Property Assocs.*, 112 F.3d at 1119. Under that interpretation the Board was authorized to order, as it did, the removal of all copies of *Vamos a Cuba* from school library shelves throughout the district. There was no violation of the regulation. That conclusion is fatal to the plaintiffs’ procedural due process claim.

B.

^[30] Even if the Board had violated its own regulation, it would not follow that it had violated due process. The district court’s belief that “an agency must follow its own rules in order to avoid infringing due process rights,” [¶]*ACLU*, 439 F.Supp.2d at 1292 n. 45, cannot be grounded in the law of this circuit. Under that belief,

every procedural regulation an agency adopts effectively amends the Constitution so that violating the regulation violates the Constitution. That is not the law.

^[31] ^[32] In *Smith v. Georgia*, 684 F.2d 729 (11th Cir.1982), the plaintiff made essentially the same argument that the plaintiffs make in this case. *Id.* at 732 n. 6. He argued that “the state agency’s failure to follow its own regulations, without more, offends due process.” *Id.* We rejected the argument, explaining that “[w]hile it is possible that disregard for state procedures may support a constitutional claim, the two analyses are separate, and even if [the state agency] departed from its own guidelines, not every violation by a state agency of its own rules rises to the level of a due process infringement.” *Id.* (citations omitted). Instead, “the root requirement of the Due Process Clause” is that one be given notice and an opportunity to be heard. See [¶]*Cleveland Bd. of Educ. v. Loudermill*, 470 U.S. 532, 542, 105 S.Ct. 1487, 1493, 84 L.Ed.2d 494 (1985) (quotation marks omitted). There was plenty of notice and opportunity to be heard in this case.

Juan Amador filed his complaint about *Vamos a Cuba* on April 6, 2006. The School Board announced on or before April 18, 2006 that it would take up the matter at its meeting on that date. [R:19:Ex.19]. At that April 18 meeting, two representatives of the ACLU, of which plaintiff Mark Balzli is a member, appeared and spoke in favor of retaining the *Vamos a Cuba* books in the school district’s libraries. [R:19:328–32]. Twenty-two other members of the community also spoke on one side of the issue or the other. *1230 [*Id.* at 304–51]. The student government president, whose organization is a would-be plaintiff in this case, did not attend the April 18 meeting, but one of the Board members read a statement from him opposing removal of the book. [*Id.* at 373–74]. After hearing from all those who wanted to speak the Board rejected the proposal to remove *Vamos a Cuba* at that time, and instead opted to wait for the committees that were considering the book to complete their review of it.

On June 7, 2006 the School Board again announced that it would discuss the removal of *Vamos a Cuba* from the district’s libraries, this time at its June 14, 2006 meeting. [R:19:Ex.22]. The ACLU sent a letter to the Board, which again registered its objections to removing *Vamos a Cuba*, “request[ed] that the Board follow the First Amendment,” and “suggested that the Board purchase more books on Cuba, with different perspectives, rather than give license to censorship.” [R:39:11]. A student government representative attended the June 14 meeting and spoke against removing *Vamos a Cuba* from the school district’s libraries (although she did acknowledge

that “this book has inaccuracies, and it has omissions”). [R:19:392, 416–19].

The root requirements of due process were amply met. The plaintiffs had notice and an opportunity to be heard. They were heard. To the extent that the School Board did not adhere to its regulations—and we think that it did—the plaintiffs still were not deprived of their due process rights.

VI.

In conclusion, the plaintiffs do not have standing to pursue injunctive relief as to removal of any of the “A Visit to” series of books other than the *Vamos a Cuba* book (in both languages). The part of the complaint concerning removal of the other books is due to be dismissed for lack of standing. As to the removal of the *Vamos a Cuba* book the plaintiffs do have standing. Even assuming that the First Amendment applies to school board decisions to remove books from school libraries, the Board’s action in removing this book did not violate the First Amendment. Nor did the Board’s actions with respect to the book violate the procedural due process rights of the plaintiffs.

The preliminary injunction is VACATED and the case is REMANDED to the district court for further proceedings consistent with this opinion.

WILSON, Circuit Judge, dissenting:

The First Amendment prevents the government from banning books from school libraries, except in limited circumstances not present here. I find no abuse of discretion by the district court, which determined that there is a substantial likelihood that *Vamos a Cuba* was banned from the Miami–Dade County school library shelves because of its viewpoint, rather than for legitimate pedagogical reasons. Therefore, I must respectfully dissent.

I. STANDING

I agree with the majority’s reasoning and conclusion that while the plaintiffs do not have standing to challenge the School Board’s order to remove the entire *A Visit to* series, they do have standing to challenge the order to remove copies of *Vamos a Cuba*.¹ I thus turn to the issues regarding that part of the preliminary injunction.

*1231 II. PRELIMINARY INJUNCTION

“A district court may grant preliminary injunctive relief if the moving party shows that: (1) it has a substantial likelihood of success on the merits; (2) irreparable injury will be suffered unless the injunction issues; (3) the threatened injury to the movant outweighs whatever damage the proposed injury may cause the opposing party; and (4) if issued, the injunction would not be adverse to the public interest.” ¹*Siegel v. LePore*, 234 F.3d 1163, 1176 (11th Cir.2000) (en banc). The School Board argues that we should reverse the district court’s grant of a preliminary injunction because the plaintiffs failed to establish a substantial likelihood of success on the merits.

The majority demands more than the law requires in its review of the district court’s grant of a preliminary injunction. First, “[w]e review the ultimate decision of whether to grant a preliminary injunction [only] for abuse of discretion....” ²*Owner–Operator Ind. Driver’s Ass’n, Inc. v. Landstar Sys., Inc.*, 541 F.3d 1278, 1293 (11th Cir.2008) (quoting ³*Teper v. Miller*, 82 F.3d 989, 993 (11th Cir.1996)). “The trial court has considerable discretion in determining whether the situation requires the issuance of ... a [preliminary] injunction and the fact that the appellate court reaches a contrary conclusion does not warrant a reversal.” 11A CHARLES ALAN WRIGHT, ARTHUR R. MILLER, & MARY KAY KANE, FEDERAL PRACTICE AND PROCEDURE: Civil 2d § 2962 (West 2008). Our review is highly deferential to the district court. ⁴*Siegel*, 234 F.3d at 1178; ⁵*BellSouth Telecomms., Inc. v. MCImetro Access Transmission Servs., LLC*, 425 F.3d 964, 968 (11th Cir.2005) (“We begin our review by noting how deferential it is.”). “The review of a district court’s decision to grant or deny a preliminary injunction is extremely narrow in scope.” *Carillon Imps. v. Frank*

Pesce Int'l Group, 112 F.3d 1125, 1126 (11th Cir.1997). See also *Revette v. Int'l Ass'n of Bridge*, 740 F.2d 892, 893 (11th Cir.1984) (“Appellate review of such a decision is very narrow.”). “This Court will not review the intrinsic merits of the case.” *Id.* (quoting *United States v. Lambert*, 695 F.2d 536, 539 (11th Cir.1983) (internal quotation marks omitted)).

This limited review is necessitated because the grant or denial of a preliminary injunction is almost always based on an abbreviated set of facts, requiring a delicate balancing of the probabilities of ultimate success at final hearing with the consequences of immediate irreparable injury which could possibly flow from the denial of preliminary relief. Weighing these considerations is the responsibility of the district court.

Siegel, 234 F.3d at 1178 (quoting *Gray Line Motor Tours, Inc. v. City of New Orleans*, 498 F.2d 293, 296 (5th Cir.1974)).

The expedited nature of preliminary injunction proceedings often creates not only limits on the evidence available but also pressure to make difficult judgments without the luxury of abundant time for reflection. Those judgments, about the viability of a plaintiff's claims and the balancing of equities and the public interest, are the district court's to make and we will not set them aside unless the district court has abused its discretion in making them.

BellSouth, 425 F.3d at 968 (quoting *Cumulus Media Inc. v. Clear Channel Commc'ns, Inc.*, 304 F.3d 1167, 1171 (11th Cir.2002)). “[T]he trial judge's ability to formulate a decree tailored to deal with the violations existent in each case is normally superior to that of any reviewing court, due to his familiarity with the testimony

and exhibits.” *AmBrit, Inc. v Kraft, Inc.*, 812 F.2d 1531, 1547 (11th Cir.1986). “The abuse-of-discretion standard, *1232 therefore, serves an important and vital purpose.” *Siegel*, 234 F.3d at 1178.

An abuse of discretion occurs if a district court fails to apply the proper legal standard or to follow proper procedures in making the determination, or makes findings of fact that are clearly erroneous. We review “findings of fact ... for clear error,” *SEC v. Unique Fin. Concepts, Inc.*, 196 F.3d 1195, 1198 (11th Cir.1999). We review “constitutional facts” *de novo*. Here, the School Board's motive in removing *Vamos a Cuba* is a constitutional fact. See *United States v. Hanna*, 293 F.3d 1080, 1088 (9th Cir.2002); [Majority Opinion at 1202–07]. Thus, I review the district court's finding of the School Board's motive in making the removal decision *de novo*, but we must show higher deference to the district court's other findings of fact. The majority claims it reviews only the School Board's motive *de novo*, but it in fact includes many other fact findings that require greater deference in its *de novo* review.

While the majority is entitled to review the district court's finding of the School Board's motive as if the district court had made no such finding, that cannot be said for other facts the district court found with which the majority disagrees. For example, the district court found that many of the proffered inaccuracies were of little consequence and that many of the omissions were appropriate to omit given the age level and purpose of the book. *ACLU of Fla., Inc. v. Miami-Dade County Sch. Bd.*, 439 F.Supp.2d 1242, 1288 n. 42 (S.D.Fla.2006) [hereinafter *ACLU*]. The majority disagrees, finding that the book “contains substantial factual errors” and that the presentation of that information is “damaging” to its readers. [Majority Opinion at 1215.] While the majority may disagree with the district court about what testimony and evidence was more credible and persuasive, this is not the majority's place. “[D]ue to his familiarity with the testimony and exhibits,” the trial judge was in a superior position to make determinations about the seriousness of the inaccuracies and omissions. See *AmBrit*, 812 F.2d at 1547. While the majority may find “the ‘like you’ representation [to be] inaccurate,” [Majority Opinion at 1217], the district court found that it was not an inaccurate factual statement, but was merely a device to emphasize the things that we have in common with Cuban people. *ACLU*, 439 F.Supp.2d at 1288. The district court was well within its discretion to rely on what it deemed to be the greater weight of the more persuasive and credible evidence presented at the preliminary

injunction hearing. The majority disagrees with the district court's finding that the book is "content-neutral and scrupulously apolitical." *Id.* at 1283. It instead opines that "the 'like you do' statement makes the totalitarian regime that runs the country and controls the lives of everyone in it appear much better than telling the truth would." [Majority Opinion at 1224.] It was not clearly erroneous for the district court to rely on the scores of professional educators that agreed that the book was "content-neutral and scrupulously apolitical." The majority oversteps the applicable standard of review and engages in *de novo* review with regard to many factual findings.

Second, the majority treats this case as if it were a decision on the merits. It is not. This is an appeal from a preliminary injunction, for which there need only be a substantial *likelihood* of success on the merits, not a substantial *certainty* of success, as the majority seems to require. "The court is not required to find that ultimate success by the movant is a mathematical probability, and indeed, ... may grant a stay even though its own approach may be contrary to movant's view of the merits." *Ruiz v. Estelle*, 650 F.2d 555, 565 (5th Cir.1981)*1233 (quoting *Wash. Metro. Area Transit Comm'n v. Holiday Tours, Inc.*, 559 F.2d 841, 843 (D.C.Cir.1977)). In other words, "[a] district court's determination that such a showing has been made is best understood as a prediction of a probable, but necessarily uncertain, outcome." *Smyth v. Rivero*, 282 F.3d 268, 276 (4th Cir.2002). See also *Am. Fed'n of Gov't Employees, Local 1858 v. Callaway*, 398 F.Supp. 176, 196 (N.D.Ala.1975) ("Th[e] [likelihood of success on the merits] requirement does not mean that a plaintiff must establish during a preliminary hearing held only a few days after the institution of suit, without the benefit of discovery, that no doubt exists as to the ultimate resolution of the merits."). "All courts agree that [a] plaintiff must present a prima facie case but need not show that he is certain to win." 11A CHARLES ALAN WRIGHT, ARTHUR R. MILLER, & MARY KAY KANE, FEDERAL PRACTICE AND PROCEDURE: Civil 2d § 2948.3 (West 2008).

"The fact that a preliminary injunction is granted in a given circumstance, then, by no means represents a determination that the claim in question will or ought to succeed ultimately; that determination is to be made upon the 'deliberate investigation' that follows the granting of the preliminary injunction." *Smyth*, 282 F.3d at 276. See also *Unicon Mgmt. Corp. v. Koppers Co.*, 366 F.2d 199, 205 (2d Cir.1966) (noting that a trial court need not find that the party seeking a preliminary judgment

ultimately would prevail on the merits in order to issue a preliminary injunction). Here, the majority ignores certain evidence in order to reach its decision. Instead of considering all the evidence in the record, as the district court did, the majority ignores various statements made by School Board members which suggest and sometimes even admit impermissible motives in the removal decision. Since this was not a trial on the merits but was instead a preliminary injunction hearing, the credible and persuasive evidence was sufficient for the district court to have found a substantial likelihood of success on the merits.

Although I agree with the majority that the plaintiffs have failed to establish a substantial likelihood of success on their due process claims, I disagree with its conclusion on the First Amendment claim. I find no abuse of discretion by the district court, which conducted a searching and thorough analysis of the evidence, deciding the case solely on law and precedent.

A. The First Amendment Claim

We are without much precedent to help us decide the extent to which the First Amendment applies to school library book removal decisions. But the precedent we do have does not, in my view, support the majority's conclusion.

I agree with the majority that Justice Brennan's plurality decision in *Pico* is of limited precedential value, in the absence of a majority opinion joined by four other justices. I also agree that the First Amendment does not forbid a school board from removing from its shelves books that contain gross factual inaccuracies. Nor do I disagree with the proposition that a school board may remove a book because it is educationally unsuitable. I part company with the majority on its conclusion that the Miami-Dade County School Board's actual motive for ordering *Vamos A Cuba* from the shelves of its library was because of "gross factual inaccuracies" or "inaccuracies by omission."

*1234 Although school boards are vested with wide discretion to decide what books occupy its library shelves, I do not believe that the First Amendment permits a school board to ban a book for the purpose of suppressing the viewpoints expressed in the book, when the educational content of the book is otherwise innocuous. *Vamos a Cuba*, which is simply a part of an apolitical,

superficial geography series, is only 26–sentences in length. I attach, in its entirety, the text as an Appendix. Having read the book and independently examined the entire record, I agree with the district court that the School Board’s claim that *Vamos a Cuba* is grossly inaccurate is simply a pretense for viewpoint suppression, rather than the genuine reason for its removal. The record supports the district court’s determination that the book was not removed for a legitimate pedagogical reason.

The majority declines to determine whether the standard set forth in *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988), or the standard set forth in *Board of Education v. Pico*, 457 U.S. 853, 102 S.Ct. 2799, 73 L.Ed.2d 435 (1982), applies to school library book removal decisions, finding that “even if the plaintiffs ... got the [standard] of their dreams,” the test articulated by a plurality of the Supreme Court *Pico*, the plaintiffs would still lose because the School Board removed *Vamos a Cuba* for “legitimate pedagogical reasons.” [Majority Opinion at 1202.] I also do not determine which standard applies, as I find that even under the more lenient standard the Court set forth in *Hazelwood*, the plaintiffs demonstrated a substantial likelihood of success on the merits.

Under the more lenient standard in *Hazelwood*, a school board may regulate expression related to curricular materials so long as the school board’s motivation is “reasonably related to legitimate pedagogical concerns.” *Hazelwood*, 484 U.S. 260, 273, 108 S.Ct. 562, 571, 98 L.Ed.2d 592 (1988). This standard does not, however, permit a school board to engage in viewpoint discrimination. *Searcey v. Harris*, 888 F.2d 1314, 1319 n. 7 (11th Cir.1989). “The prohibition against viewpoint discrimination is firmly embedded in [First Amendment] analysis.” *Id.* at 1325 (citation omitted). Therefore, we have held that “we will continue to require school officials to make decisions relating to speech which are viewpoint neutral.” *Id.* (citing *Virgil v. Sch. Bd. of Columbia County*, 862 F.2d 1517, 1522–23 & n. 6 (11th Cir.1989)). We must decide whether a political motive was the motivating or decisive factor in a school board’s decision to remove a book. *Pico*, 457 U.S. at 872, 102 S.Ct. at 2810. This record demonstrates that, even under the *Hazelwood* standard, the School Board engaged in viewpoint discrimination, and that this viewpoint discrimination was the decisive factor in its motivation when it removed *Vamos a Cuba* from its libraries. The greater weight of the credible evidence supports the district court’s finding “that the majority of the Miami–Dade County *1235 School Board members

intended by their removal of the books to deny schoolchildren access to ideas or points-of-view with which the school officials disagreed, and that this intent was the decisive factor in their removal decision.” *ACLU*, 439 F.Supp.2d at 1283.

State-supported censorship of speech based on political viewpoint offends the First Amendment. “If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion...” *W. Va. State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642, 63 S.Ct. 1178, 1187, 87 L.Ed. 1628 (1943). This bedrock of the First Amendment applies with special force to the protection of children, a principle recognized by the district court when it concluded in its order:

[I]t is the primary function of our schools to prepare their students for citizenship. Students will practice this “citizenship” in a country which prizes diversity and dissent. Hence, our schools must embody intellectual openness, lest they teach youth to discount important principles of our government as mere platitudes. The First Amendment ensures wide exposure to that robust exchange of ideas upon which the Nation’s future depends. The School Board may not use its inherent power to expunge the expression of disfavored ideas.

ACLU, 439 F.Supp.2d at 1288. The district court’s analysis here is faithful to Supreme Court guidance: “[t]he Nation’s future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues, rather than through any kind of authoritative selection.” *Keyishian v. Bd. of Regents*, 385 U.S. 589, 603, 87 S.Ct. 675, 683, 17 L.Ed.2d 629 (1967) (alterations and quotations omitted). In Justice Brennan’s words:

[T]he right to receive ideas is a necessary predicate to the

recipient's meaningful exercise of his own rights of speech, press, and political freedom.... [J]ust as access to ideas makes it possible for citizens generally to exercise their rights of free speech and press in a meaningful manner, such access prepares students for active and effective participation in the pluralistic, often contentious society in which they will soon be adult members.

Pico, 457 U.S. at 867–68, 102 S.Ct. at 2808–09 (emphasis omitted). Here, the School Board's own Collection Development policy recognizes these principles, encouraging the acquisition of “[m]aterials on controversial issues representing various views in order that young citizens may develop, under guidance, the practice of critical analysis and intellectual integrity in forming judgments.” [PI Exhibit 43.]

There is perhaps no more important place for guarding free speech principles than in our Nation's schools. *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 512, 89 S.Ct. 733, 739, 21 L.Ed.2d 731 (1969) (“The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools.”) (quoting *Keyishian*, 385 U.S. at 603, 87 S.Ct. at 684). It is axiomatic that public school students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” *Id.* at 506, 89 S.Ct. at 736. “That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of government as mere platitudes.” *Barnette*, 319 U.S. at 637, 63 S.Ct. at 1185. “In our system, students may not *1236 be regarded as closed-circuit recipients of only that which the State chooses to communicate.” *Id.* at 511, 89 S.Ct. at 739. “[T]he First Amendment ... does not tolerate laws that cast a pall of orthodoxy over the classroom.” *Keyishian*, 385 U.S. at 603, 87 S.Ct. at 683. “Hence, our schools must embody intellectual openness, lest they teach youth to discount important principles of our government” as trivial. *ACLU*, 439 F.Supp.2d at 1288.

If the school is one of the most important laboratories for application of free speech principles, then its library is

perhaps the most important. See *Pico*, 457 U.S. at 868, 102 S.Ct. at 2809 (“[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students.”) (emphasis omitted). Nowhere can a student better expose herself to the multitude of ideas so vital to nurturing the participation of young people in a pluralistic society. Thus, “students must always remain free to inquire, to study and to evaluate, [and] to gain new maturity and understanding” in the school library. *Keyishian*, 385 U.S. at 603, 87 S.Ct. at 684 (quoting *Sweezy v. New Hampshire*, 354 U.S. 234, 250, 77 S.Ct. 1203, 1212, 1 L.Ed.2d 1311 (1957)). It is “a mighty resource in the free marketplace of ideas.” *Minarcini v. Strongsville City Sch. Dist.*, 541 F.2d 577, 582 (6th Cir.1976). The school library, “no less than any other public library, is ‘a place dedicated to quiet, to knowledge, and to beauty.’ ” *Pico*, 457 U.S. at 868, 102 S.Ct. at 2809 (quoting *Brown v. Louisiana*, 383 U.S. 131, 142, 86 S.Ct. 719, 15 L.Ed.2d 637 (1966)). “In [a] school library a student can literally explore the unknown, and discover areas of interest and thought not covered by the prescribed curriculum. The student learns that a library is a place to test or expand upon ideas presented to him, in or out of the classroom.” *Id.* at 869, 102 S.Ct. at 2809 (alterations, citations, and quotations omitted).

Because the school library occupies a unique place in the educational system as a place for voluntary study, school boards “must discharge their important, delicate, and highly discretionary functions within the limits and constraints of the First Amendment.” *Id.* at 865, 102 S.Ct. at 2807 (quotations omitted). Students' First Amendment rights may be “directly and sharply implicated by the removal of books from the shelves of a school library.” *Id.* at 866, 102 S.Ct. at 2808.

While school boards are accorded wide discretion in the management of school affairs, that discretion is not unlimited. They have “important, delicate, and highly discretionary functions, but none that they may not perform within the limits of the Bill of Rights.” *Barnette*, 319 U.S. at 637, 63 S.Ct. at 1185. A school board may remove a book from a school library for legitimate pedagogical reasons, such as obscenity or factual inaccuracy. But if a school board's motive for removal is suppression of a viewpoint expressed in the book, its removal decision is unconstitutional. *See* *Virgil*, 862 F.2d at 1522–23 & n. 6. Here, the School Board claims that it

removed *Vamos a Cuba* because of factual inaccuracies and omissions, rendering the book educationally unsuitable. The plaintiffs dispute the School Board's actual motive for removing the book, claiming the School Board was motivated to suppress the content-neutral and apolitical viewpoint about Cuba expressed in the book.

The majority reverses the district court and concludes that the School Board removed *Vamos a Cuba* because of factual inaccuracies that paint Cuba under the Castro regime in a falsely positive light. It finds that the district court's reasoning is flawed because "[the district court] never *1237 comes to grips with the substance of the School Board's position, which is that representations made in *Vamos a Cuba* falsely portray a life in Cuba that does not exist and that in reality life under the Castro regime is bad—really bad." [Majority Opinion at 1221.]

I read the district court's order differently. The district court concluded that the School Board's stated reasons for removing the book were merely a pretext for the political views prevalent in Miami that oppose the Castro regime. This conclusion is altogether separate from any determination about quality of life in Cuba. In fact, the district court acknowledged the dire situation in Cuba. E.g. *ACLU*, 439 F.Supp.2d at 1265 (noting that "the Cuba Books omit the harsh truth about totalitarian life in Communist Cuba"). It empathized with the Cuban American community. *Id.* at 1284 (noting the painful experiences Cuban Americans endured "under an oppressive totalitarian regime"). But recognizing that life in Cuba is oppressive does not justify constitutionally impermissible viewpoint discrimination. The greater weight of the record evidence supports the district court's finding that the School Board acted in a narrowly partisan, political manner in furtherance of ideological viewpoints, in a way that the First Amendment forbids, when it voted to remove *Vamos a Cuba* from its library shelves.

The School Board claimed it removed *Vamos a Cuba* because of factual inaccuracies and omissions, which render the book educationally unsuitable. For example, it claimed that the book's statement that "people in Cuba eat, play and go to school like you," [*Vamos a Cuba*: 5 (emphasis added)], is an inaccurate portrayal of life in contemporary Cuba. The district court, however, found that the evidence of viewpoint discrimination was "overwhelming." *ACLU*, 439 F.Supp.2d at 1282. It found that the "greater weight of the more persuasive and credible evidence at the preliminary injunction hearing [demonstrated] that the majority of the Miami-Dade County School Board members intended by their removal of the books to deny school children access to ideas or

points-of-view with which the school officials disagreed and that this intent was the decisive factor in their removal decision. In so acting, the School Board abused its discretion in a manner that violated the transcendent imperatives of the First Amendment." *Id.* at 1283.

The district court further concluded that although "the debate [at the School Board meetings] was couched in terms of 'inaccuracies' contained in the Cuba books, the real issue was that the Cuba books were content neutral and scrupulously apolitical, and did not reflect, as viewed by the majority of the School Board members, the true evil of Castro's government and the oppression of the Cuba people." *Id.* According to the district court, "the gist of the argument, however, is that the books were too objective and, therefore, should be banned." *Id.*

1. Statements in Connection with the Removal Decision

The Eleventh Circuit "ha[s] not hesitated to look beyond the stated reasons for school board action." *Virgil*, 862 F.2d at 1522 n. 6. While the majority finds that "the School Board majority[] [made] consistent statements that it was removing *Vamos a Cuba* from the school library shelves because of factual inaccuracies," [Majority Opinion at 1227], I find little factual support for this conclusion in the record. Instead, I find numerous statements that demonstrate that other motivations were at work.

The record is rather clear that from the beginning of the removal process, the primary motivation for removing *Vamos* *1238 *a Cuba* was the favoring of one particular political viewpoint over another. A parent's complaint launched the review process. The parent, Juan Amador, complained that "[a]s a former political prisoner from Cuba, I find the material to be untruthful" because "[i]t portrays a life in Cuba that does not exist." [R:19:296] (emphasis added). Amador's objection was that the book was not based on his perspective, that of the Cuban exile. "The merit or truth of [his perspective] is not the issue.... Tragically, that point-of-view is based on real life experiences that members of the Cuban Community and their families have painfully endured in Cuba before coming to this country, and which many who have remained continue to endure under an oppressive totalitarian regime." *ACLU*, 439 F.Supp.2d at 1284. The issue instead is the state's imposition of what shall be the orthodox view of Cuba—the First Amendment does

not permit that one perspective officially dominate the discourse.

The record provides palpable support for the district court's conclusion that School Board members banned the book not because of inaccuracies per se but because the book failed to make a negative political statement about contemporary Cuba. For example, School Board member Frank J. Bolanos described certain passages of the book as "distortions" and, after each "distortion," he added his own comments on the subject matter, which he labeled as "reality." Each "reality" demonstrates ideological opposition to the Castro regime. For example, Mr. Bolanos called the passage, "The people of Cuba eat, work and study like you," [*Vamos a Cuba*: 5], a "distortion." His corresponding "reality" was:

Nothing could be further from the truth. The people of Cuba survive without civil liberties and due process under the law and receive 10 to 20 year prison sentences for simply writing a document or voicing an opinion contrary to the party line. People are told where to work. They lose their job if they do not follow the dictates of the communist party. Children are indoctrinated and forced to chant Castro's greatness in class.

ACLU, 439 F.Supp.2d at 1251. He also labeled the passage, "White rice is the most common food in Cuba. Black beans are eaten. Arroz con Pollo is another favorite dish," [*Vamos a Cuba*: 12], a "distortion." His corresponding "reality" was: "Food is rationed; people stand in line for hours to ask for their measly ration only to be told they ran out. Children stop receiving their milk ration at age six." ACLU, 439 F.Supp.2d at 1251. He called the passage, "The major celebration in Cuba is 'Carnival.' It is celebrated on July 26th," [*Vamos a Cuba*: 26], a "distortion." His corresponding "reality" was:

The annual commemoration of July 26th is the symbolic observation of the rise to power of Castro's communist, totalitarian regime. It is a day of mourning for most Cubans. Cubans celebrate the 20th

of May and the 28th of January, to celebrate their independence from Spain and the birth of Jose Marti, Cuba's greatest national hero.

ACLU, 439 F.Supp.2d at 1251. Lastly, he labeled the passage, "The celebrations in Cuba are a mix of African and Catholic roots," [*Vamos a Cuba*: 27], a "distortion." Mr. Bolanos' stated that in reality:

Historically, Castro's regime has prohibited or chastised those that engage in religious practices, including the Catholic Church and other organized forms of religion. Religious leaders, including Jehovah's Witnesses have been imprisoned. A famous cry while facing Castro's firing squad was "Viva Cristo el Rey" (long live Christ the King).

*1239 ACLU, 439 F.Supp.2d at 1251-52. Mr. Bolanos argued that the book was rife with distortion because it omitted negative political information about the Castro regime, including omissions regarding political subjects such as civil liberties, due process, freedom of speech, government indoctrination, food rationing, and religious freedom. While Mr. Bolanos' viewpoints may be correct, I find no support in the law for the state requiring a book to carry a political viewpoint.

The majority questions my discussion of Mr. Bolanos' remarks. [Majority Opinion at 1215 n. 13.] My analysis should not be understood as questioning the truth or accuracy of his remarks. Indeed, life in Cuba is as bad as Mr. Bolanos makes it out to be. I analyze Mr. Bolanos' "distortions" and "realities" to point out that his statements are concerned with the exclusion and inclusion of political statements from a particular viewpoint. The majority also faults me for putting the words "distortion" and "reality" in quotation marks, finding that this punctuation somehow means that I do not believe the truth of the statements. The majority mistakes my meaning. I use the quotation marks to designate that these were Mr. Bolanos' statements, statements which, contrary to the majority's contention, evidence that the School Board did not consistently state that it was removing the book because of inaccuracies. I am attempting to

determine whether the School Board's proffered reason for removing the book was pretextual, and nothing more.

Mr. Bolanos described the book as "hurtful and insulting to both our Cuban-American community and those Cubans still living on the island under oppressive conditions." ¹ *ACLU*, 439 F.Supp.2d at 1251. He criticized the School Board's book review process as one that would not "satisfy the segment of our community that is outraged, that feels discriminated against by this book." [April Transcript, 73:3–73:11.] Some exiles want the discourse to reflect their plight, and they are "outraged" because the book does not conform to this message.

Several School Board members referred to their Cuban birth and their experience as exiles as explanations for why they found the book offensive. For example, School Board member Logan asserted that she wanted the book removed "as somebody who suffered [in Cuba] firsthand." [April Transcript, 69:20–69:22.] School Board member Hantman prefaced her opinion by saying: "I am a Cuban American. I was born in Cuba. And as the other board members said, my family, and my father and mother lost everything they had worked for." [April Transcript, 80:13–80:22.] She later stated, "I suffered and my family suffered with the rise of Fidel Castro." [June Transcript, 22:17–18.]

School Board member Perez also demonstrated her motivation for objecting to the book when she remarked that the book "is especially damaging to the sensibilities of this community." [April Transcript, 62:7–62:9.] The sensibilities to which she referred are those sensibilities that are hostile to the Cuban government and are intolerant of contrary, less hostile, views. She compared *Vamos a Cuba* to books about "pornography ..., devil worship and other offensive things like that." [April Transcript, 60:9–60:12.]

School Board member Barrera acknowledged the accuracy of the picture on the cover of *Vamos a Cuba* showing children in their school uniforms—"to the average person it is just kids in school uniforms." [June Transcript, 11:10–11:11.] But, he continued, "as a Cuban, and to the Cuban American community, ... that [picture] represents what is there today, which is the dictatorship of Fidel Castro. So, yes, we are offended. Even though it doesn't say anything, but the cover of that book is *1240 offensive to us as a community." [June Transcript, 11:11–18.] Mr. Barrera objected because the book merely displayed the picture and neglected to comment negatively on the school uniforms and their symbolic connection with Castro.

Mr. Barrera was also bothered by the portrayal of Cuba as normal—"just kids in school uniforms." [June Transcript, 11:10–11:11.] "To present Cuba as a normal place is unacceptable to exiles because it negates the very reason for their exile and struggle. The adamant rejection of normalcy accounts for the strong desire to remove from the library shelves a book that treats Cuba as the same as any other country." ² *ACLU*, 439 F.Supp.2d at 1284 n. 37 (quoting [R:19:281.]). Similarly, District Materials Review Committee (DMRC) members Balcells and Dr. Usategui explained that the books "present a portrayal of life in Cuba for young children as being normal, benign, and politics-free-with a focus of trying to draw human parallels showing that life is relatively the same as in other countries." [R:19:457.] Their criticism is grounded in a portrayal of Cuba as normal and apolitical.

The majority responds that to say the evidence reflects improper motive "confuses interest with motive." [Majority Opinion at 1224.] It argues that Cuban Americans are more interested than others in removing false books about Cuba, and that they are "offended" only by the "inaccurate portrayal of life in Cuba." [Majority Opinion at 1224.] The distinction between motive and interest has little merit in this context. The various comments made by School Board members, as I discussed above, reflect that it was not only inaccuracies that offended them. To the contrary, the cover of the book, which Mr. Barrera admitted was accurate, was offensive because of the Cuban school uniform's symbolic connection with that which he abhors.³ The record supports the conclusion that the School Board was not merely interested in removing a book full of inaccuracies; it was motivated to remove a book that symbolically represented something with which it disagreed.

Some members of the Cuban American community attended the School Board meetings and demonstrated their intolerance to messages that fail to conform to their personal experiences. One member of the DMRC, Ronald Bilbao, described the environment at one of the meetings, as "very scary." [Supplemental Bilbao Declaration at p. 3.] He noted that "it was packed with people from the community who kept interrupting. Security guards were standing by. I felt intimidated and I was afraid to speak freely at the meeting." [*Id.*] When a DMRC member said something about the book being accurate, some would whisper "communist" and hiss. [*Id.*] For example, when the DMRC discussed the passage regarding the Carnival celebration at page 26 of the book, which says, "Cuba's biggest celebration is called Carnival. It is held on July 26. People dance and sing at this festival," a member, Mr. Rivera, said that this was inaccurate because "[the book]

doesn't also say that people who live there are required to go to the festival." [Id.] Mr. Bilbao replied "that as far as [he] could tell the book is *1241 accurate, it just doesn't add that people have to attend." [Id.] In response to this comment, Mr. Rivera got angry with Mr. Bilbao and members of the community hissed at Mr. Bilbao and called him a communist. [Id.] He spoke only that one time at the meeting because he felt intimidated. [Id.] Members of the audience at the meeting "kept pressuring [Mr. Bilbao]" and telling him "that the book was offensive and hurtful to the Cuban community." [Id.]

The Superintendent of the Miami-Dade County School System also noted the intense political pressure from the community:

I have listened carefully to the citizens who have come to address the School Board ... and have been struck by some disturbing signals of intolerance, which left unaddressed could threaten the progress and the harmony that has marked our community over the last decade. Divisive rhetoric only damages the fabric of our society. However, respectful, open and frank discussions about our differences and cultures lead to understanding and build bridges of acceptance. There can be no doubt that the issues raised at recent Board meetings must be dealt with in ways that reflect respect for different opinions and sensitivity to views held by both the majority and the minority.... There is no "easy fix" to the complex issues we are contemplating; we can teach children that even the most twisted knots can be untied by citizens willing to work together for solutions that recognize many legitimate interests and concerns.

Memorandum from Superintendent of Schools Crew to Deputy Superintendent Dunbar, May 22, 2006, [R:19:35-26.]

The intensity of the feelings in the Cuban American community in Miami was not lost upon the district court:

Nothing written here is intended to cast doubt upon the heartfelt point-of-view expressed by Mr. Bolanos and his supporters. Tragically, that point-of-view is based on real life experiences that members of the Cuban Community and their families have painfully endured in Cuba before coming to this country, and which many who have remained have continued to endure under an oppressive totalitarian regime.

¶ *ACLU*, 439 F.Supp.2d at 1284. But a sensitivity to the horrors of the Castro regime does not permit state-sponsored censorship of other viewpoints, as the district court noted:

[M]any have come to this nation, and continue to do so today, for the opportunity to live in freedom under the protection of our Constitution and Bill of Rights. The quintessential freedom of speech may not be sacrificed on the altar of beliefs no matter how firmly those beliefs are held. In this nation, we do not prohibit the expression of an idea simply because some in the community find it offensive or disagreeable.

Id.

There was prior precedent supporting the district court's decision to grant the motion for preliminary injunction. A Miami museum had held an auction of art created by artists who had not renounced the Castro regime or continued to live in communist Cuba. ¶ *Cuban Museum of Arts and Culture, Inc. v. City of Miami*, 766 F.Supp. 1121, 1122 (S.D.Fla.1991). Outraged by the museum's tolerant attitude toward contemporary Cuba, the auction was held amidst hostility and threats in the Miami community. *Id.* One of the paintings was purchased and burned in the streets as a crowd chanted its opposition to the artists. ¶ *Id.* A bomb exploded under the automobile of a director of the museum. ¶ *Id.* Members of the

museum's executive *1242 committee were pressured to resign, and those that did not "endured McCarthy-like allegations of communist inclinations and sympathies."

Id. Eventually, following years of controversy, a Miami city commission decided not to renew the museum's lease. *Id.* at 1124. The museum brought an action to enjoin the city, claiming the controversial art was subject to First Amendment protection. *Id.* A district court enjoined the city from evicting the museum, holding that the controversial art was subject to First Amendment protection and the city's asserted grounds for evicting the museum were either minor concerns or a pretextual basis upon which to remove the museum. *Id.* at 1129. The court found that the city commission "appear[ed] to have fallen victim to the local community's intolerance for those who chose to" exhibit artwork by artists who expressed a contrary political viewpoint to the Castro regime. *Id.* at 1126.

Similarly, here the School Board, a politically elected body, was faced with intense community pressure. A member of the Miami community confirmed at a School Board meeting: "There is a narrow group of Cuban Americans, a small group, a small sector, very powerful, politically strong that imposes their will on the Cuban community and everybody else in Dade County to fear, to threat, to intimidation." [R:19:310:14-310:19.] School Board member Robert Ingram illustrated the inordinate pressure the School Board was under to remove the book when he said that if the members of the School Board did not vote to remove the book, "they can't walk out of here. If they don't vote for it, they can't go home, they might find a bomb under their automobiles..." [R:19:430:16-18.] As in *Cuban Museum of Arts and Culture*, "[e]ven if [the School Board members'] personal feelings were properly set aside, [the School Board] was obviously influenced by the local community's outrage and public outcry over" a book that failed to reflect politically orthodox views toward Cuba. *766 F.Supp.* at 1126. The evidence also shows that personal feelings were not always put aside; indeed, School Board member Hantman explained that her decision to ban the book was grounded "firmly in [her] commitment to stand with the Cuban American community, [of] which [she is] a very proud member." [June Transcript, 21:17-19.] She further stated that she "would not be doing her job as a Cuban American" if she did not vote to remove the book. [June Transcript, 24:21-23.]

The record contains observations by educators, most of whom were themselves employed by the School Board, who consistently assured the Board that whatever omissions and inaccuracies there were in the book were

not significant enough to remove the book for a legitimate pedagogical reason. One School Board member explicitly admitted this: "The 22 professional educators who reviewed this book have affirmatively determined that [the book does not have serious, material, irrevocable and clear inaccuracies and biases], therefore, we are here today in essentially a political process." [June Transcript, 34:23-35:2.] Furthermore, "[t]he record should reflect that this issue has been driven by Phone-A-Thons, phone banking, radio, newspaper articles, e-mail campaigns, letter writing campaigns.... We are rejecting the professional recommendation of our staff based on political imperatives that have been pressed upon members of this board." [June Transcript at 35:5-35:15.] Certainly a School Board is a political body that must serve its constituents. However, the School Board also took an oath to uphold the Constitution. No amount of political pressure can trump the First Amendment of the Constitution.

*1243 2. *Circumstances Surrounding the School Board Debate*

We are required to give some weight to "the circumstances surrounding the School Board's vote to remove the [b]ook [which] cannot help but raise questions regarding the constitutional validity of its decision." *Campbell v. St. Tammany Parish Sch. Bd.*, 64 F.3d 184, 191 (5th Cir.1995). First, the School Board failed to consider, much less follow, the recommendations of two previous committees of professional educators and lay people retained to help guide the review process, whom the School Board's attorney admitted conducted "extensive analysis and deliberations." [R:19:116.] The committees consistently found that *Vamos a Cuba* was educationally suitable, noting that it was "scrupulously apolitical," "factually accurate, and developmentally appropriate." [E.g. Ad Hoc School Materials Review Committee Evaluation of Instructional Materials.] The School Board's failure to consider the advice of professional educators or librarians, or even the Superintendent, reinforces the suspicion that the School Board's motivation was constitutionally impermissible. See *Campbell*, 64 F.3d at 190-91 (noting that "fail[ing] to consider, much less adopt, the recommendation of two previous committees to restrict the Book's accessibility ... in apparent disregard of its own outlined procedures—has the appearance of [improper] motivations"); *Pico*, 457 U.S. at 874-75, 102 S.Ct. at 2811-12 (finding that ignoring the advice of literary experts, librarians, teachers,

and the Superintendent, may support suspicions that a school board's motivations were unconstitutional).

Second, one School Board member attempted to have the Board violate the Board's own rules and circumvent the appeals process set out by School Board rule, proposing that the School Board immediately remove *Vamos a Cuba* without waiting for the administrative process to proceed. The Board eventually voted 6 to 3 to allow the administrative process to run its course, but only after the School Board's attorney advised the School Board to remain "mindful of its own board rule and follow all levels of due process procedures in our book removal process." [April Transcript, 56:19–56:24.] Further, counsel reminded the School Board that the School Board rules did not allow the School Board to "act independently and remove a book that it finds objectionable. Rather, it must follow the process that is in that rule in order to achieve that purpose." [April Transcript, 58:16–58:22.]

Third, the School Board eventually did violate its own procedures when it voted to remove the entire *A Visit to* series of which the book is a part. None of the other 19 books in the geography series were ever reviewed for accuracy by a review committee or the Superintendent per the School Board's rules, nor were they previously questioned on appeal. Most of the School Board members had not even read the rest of the series before they voted. The School Board's reluctance to follow its own procedures in connection with the series as a whole raises more questions about its School Board's motivations. *Id.* at 190–91 (noting that "apparent disregard of [a school board's] outlined procedures ... has the appearance of 'the antithesis of those procedures that might tend to allay suspicions regarding the [s]chool [b]oard's motivations'" (quoting *Pico*, 457 U.S. at 875, 102 S.Ct. at 2812 (alterations omitted)); *Case v. Unified Sch. Dist. No. 233*, 908 F.Supp. 864, 875 (D.Kan.1995), *aff'd in part and rev'd in part on other grounds*, 157 F.3d 1243 (10th Cir.1998) (finding that the "irregular and erratic manner in which [the school board] removed [a book] from the District's libraries and their disregard of established policy and procedure are important evidence of their improper motivation"). The *1244 fact that the School Board removed books that many of its members had never even read further suggests that the School Board majority may have had impermissible motives for removing the book from the library shelf. *Campbell*, 64 F.3d at 191 (finding "question [able] ... the constitutional validity of [the school board's] decision" when many school board members had not read the book in question or had not read its entirety).

The content and circumstances of the debate cast doubt on the School Board's proffered motivation that it removed the book because of factual inaccuracies.

3. The School Board's Proffered Inaccuracies and Omissions

The majority finds that "[a] fact of great significance in deciding whether the School Board was motivated to remove *Vamos a Cuba* because of inaccuracies is that the book indisputably does contain inaccuracies." [Majority Opinion at 1211.] The majority says that it is undisputed "that the book ... contain[s] inaccuracies" and that "[i]f there had been no factual inaccuracies, the book would not have been removed." [Majority Opinion at 1227.] My independent view of the record, however, fully supports the district court's determination that these inaccuracies were merely post hoc rationalizations for the book's removal—"plausible but disingenuous justifications." *ACLU*, 439 F.Supp.2d at 1282.

The majority faults the district court for going through this very exercise, stating that "[t]he district court's decision about educational suitability is ... wrong for the ... fundamental reason that it was not a matter for the district court to decide, [as] [s]uch questions are the perfect example of a core educational policy matter within the exclusive province of local school boards." [Majority Opinion at 1225.] But the district court's purpose in examining the educational suitability of the books was to get to the heart of the actual motivation on the part of the School Board, which the Supreme Court requires. *See Pico*, 457 U.S. at 870, 102 S.Ct. at 2810 (holding that while school boards "rightly possess significant discretion to determine the content of their school libraries ... that discretion may not be exercised in a narrowly partisan or political manner"); *see id.* at 907, 102 S.Ct. at 2828–29 (Rehnquist, J., joined by Burger, C.J. and Powell, J., dissenting) ("cheerfully conced[ing] [that school boards] may not exercise [] [their discretion] in a narrowly partisan or political manner"); *Zykan*, 631 F.2d at 1306 ("[N]othing in the Constitution permits the courts to interfere with local educational discretion until local authorities begin to substitute rigid and exclusive indoctrination for the mere exercise of their prerogative to make pedagogic choices regarding matters of legitimate dispute.") (emphasis added). Federal courts must engage in some analysis of the educational suitability of a book if this is the suggested basis of a school board's decision.

Here, the Miami-Dade School Board found “that the book was inaccurate and contains several omissions.” [R:19:172.]

In order for a court to determine if the proffered reason for removal was pretextual, it must evaluate those findings. A court must evaluate whether the proffered motivations have such weaknesses, implausibilities, or incoherencies such that they are unworthy of credence. Contrary to the majority’s suggestion, we do not overstep our bounds by evaluating educational suitability for this limited purpose. See *Virgil*, 862 F.2d at 1517 n. 6 (“Courts have not hesitated to look beyond the stated reasons for school board action.”). Only the School Board has the authority to determine whether a book’s content makes it suitable for the school library shelves. But after carefully reviewing the evidence, *1245 the district court concluded that the School Board removed the book not because of its factual inaccuracies, but because a majority of the School Board agreed with the members of the community who considered an apolitical picture of Cuba to be offensive. Cf. *Pratt v. Ind. Sch. Dist. No. 831*, 670 F.2d 771, 778 (8th Cir.1982) (holding that a school board could not constitutionally ban films from the school curriculum because a majority of the school board objected to the ideological and religious content of the films). I do not “decide” the educational suitability question, as the majority contends that I do. [See Majority Opinion at 1226.] Instead, I scrutinize the School Board’s proffered omissions and inaccuracies to see whether there are such weaknesses, implausibilities, and incoherencies in the record to support the district court’s determination regarding the genuine motivations for the removal decision.

a. The School Board’s Proffered Omissions

The vast majority of educators that reviewed the book found that the omissions on which the School Board eventually relied to remove it did not affect its educational suitability. In fact, the omissions about which the plaintiff complained, if included, were found to be developmentally inappropriate and would render the book educationally unsuitable. [R:19:267:¶ 17.] (finding that the type of information the objectors found was omitted from the book “would be detrimental to a child’s understanding of the world at a very young age”). As the district court found, the School Board’s concerns with *Vamos a Cuba* seem to be “based on an adult attempting

to import an adult value system into a children’s book.” *ACLU*, 439 F.Supp.2d at 1287. The book was written for children ages four to eight.

The School Board complained that various facts relating to the Cuban government were omitted from the book. One of the School Board’s experts, Dr. Juan Clark, listed the book’s omissions of facts, which included the regime’s rationing of consumer goods, limitations on private enterprise, the agricultural system, government-control and indoctrination of the education system, and child labor. [R:19:47–48.] The plaintiffs’ experts Lucia Gonzalez and Patricia Scales considered the inclusion of such information in children’s books. Ms. Gonzalez found that children in this age group cannot grasp “the level of political thought implicit in” these omitted facts. [R:19:267:¶ 17.] Ms. Scales noted that they do not understand the concept of “government” in any sophisticated way. [R:19:255:¶ 16.] Rather, educators introduce young children to concepts including “community or culture, ... self, and how they fit in, and their understanding of these concepts is only the most basic at this age level.” [R:19:255:¶ 16.] The record supports the conclusion that these omissions would have been inappropriate to include in light of the conceptual understanding of children in this age group.⁵

The book attempts to illustrate complicated subjects in simple ways. For example, *1246 an in-depth discussion of Cuba’s complicated transportation systems is omitted from the book. However, the book does explain the transportation situation. As the School Board’s expert Dr. Clark asserted, Cubans cannot buy new cars, public transportation is overcrowded, and foreigners do not take buses. But nothing the book says paints a different picture—the book reads: “[T]here are not many cars ... [and] most Cubans travel by bus.” [*Vamos a Cuba*: 18.] As such, Dr. Clark’s omission is not so much an omission as a developmentally appropriate way of presenting information to children in the early grades of elementary school.

Similarly, the technical information about houses and buildings that Dr. Clark noted was omitted “would be giving [children] more information than they would need, want or could comprehend,” according to Ms. Scales. [R:19:255:¶ 18.] Dr. Clark objected that the book only notes that there are new and old buildings without noting that some buildings are deteriorated. [R:19:47.] But such factual detail would be lost on a reader in this age group. [R:19:256:¶ 18.] “Children are far less patient than adults and will not wade through factual and technical details.” [R:19:256:¶ 18.] Children need to know only the concise fact that there are new and old buildings, as *Vamos a*

Cuba points out at page 10. [R:19:256:¶ 18.]

It could well be that *Vamos a Cuba*'s simple depiction of life in Cuba does not contain information that would lead to a child's better understanding of it. According to the testimony of several of the plaintiff's experts, however, it is better to err on the side of caution in a young children's book. Giving too much inappropriate information, like the information regarding government discussed above, "is cognitively more damaging to young children than [giving] too little." *ACLU*, 439 F.Supp.2d at 1287. The School Board's expert, Dr. Usategui, disagreed, stating that the book teaches "something different from what the children learn in their homes or from peers in their neighborhoods," which "can lead to cognitive dissonance." [R:27:128:¶ 11.] Dr. Usategui argued in essence that the public school library shelves should not contain books which cast a pall on what is politically orthodox in the community. But the Supreme Court stated in *W. Va. Bd. of Educ. v. Barnette*, 319 U.S. 624, 642, 63 S.Ct. 1178, 1187, 87 L.Ed. 1628 (1943): "If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion...."

Furthermore, if included, the negative information about Cuba the School Board claimed was omitted could render the book developmentally inappropriate for children. The majority, in order to demonstrate the differences between Cuba and the United States, highlights negative information including "domestic violence, underage prostitution, sex tourism, [and] discrimination against persons of African descent." [Majority Opinion at 1214 (quoting the Cuba Human Rights Report)]. According to Ms. Scales, however, an "important aspect of books written for young children is that they emphasize the positive." [R:19:256:¶ 20.] Negative subjects are inappropriate. Assuming it could even be understood by young children, negative information "has the danger of frightening children or inducing a sense of hopelessness that is both unnecessary and developmentally inappropriate." [R:19:256:¶ 20.]

The majority points out that two other books in the series include negative information, while *Vamos a Cuba* makes Cuba out to be "hunky dory." [Majority Opinion at 1227.] First, the negative information *1247 to which the majority refers is minor. The Cambodia and India books briefly touch on the war in Cambodia and poverty in India in one sentence each, while leaving out volumes of negative information that their respective Human Rights Reports include. That left out information would likewise render the Cambodia and India books developmentally

inappropriate. Moreover, *Vamos a Cuba* does not depict Cuba as "hunky dory" by any means. The pictures depict Cuba as a poor country, with children missing articles of clothing (on page 10 a young boy is shirtless and on page 19 a boy is shirtless and shoeless), people engaged in manual labor, children also engaged in such labor, and outdated housing and cars. Some of the text verifies this—for example, at page 23, it reads: "Some children work in gardens. Older children may work in factories." Negative information is in fact included in *Vamos a Cuba*. More extreme negative information is left out, along with any negative political information.

The omitted information also falls outside the scope of a superficial geography book.⁶ *Vamos a Cuba* is simply part of an apolitical geography series. Its overall purpose is "to offer very basic information to young children about the way of life in another country." [R:19:267:¶ 15.] The very title of the book tells the reader that he "will be taken on a brief visit through the pages of the book." [R:19:256:¶ 21.] If a young child were traveling, he would likely be taken to only certain places and would see only limited things. He would be shown a windmill in Holland, not the "Red Light" district in Amsterdam. [R:19:256:¶ 21.] He would be shown the Eiffel Tower, not the seedy sections of Paris. [R:19:256–57:¶ 21.] *Vamos a Cuba* introduces information children would want as young readers, and not beyond. "[*Vamos a Cuba*], like all the other books in the series, is simply meant to give small children a sense of what it's like to be a child in another country. One page in [*Vamos a Cuba*] shows a shirtless and shoeless little boy leading a team of oxen to a farm field. Should the text say it's a state-owned collective? I don't think so, although a knowledgeable parent could tell his child that. Assuming a 6-year-old would care." Michael Putney, *Let's Close the Book on Attempts to Censor*, MIAMI HERALD, April 19, 2006, [Plaintiff's Exhibit 20.]

A mother and teacher noted at a School Board meeting: "introduc[ing] the truth to *1248 children [is best done] in increments." [April Transcript, 20:10–12.] A simple glimpse into life in Cuba stimulates the young child's interest so he will seek more complex information when he is older. [R:19:253–4:¶ 13.] Moreover, a parent may provide more information to satisfy his child's curiosities, just as the parent may show his child more than a windmill or the Eiffel Tower. *Vamos a Cuba* provides only a basic picture of Cuba and contains a section at the end of the book called "More Books to Read." [*Vamos a Cuba*: 32.] That section refers a curious reader to additional sources, including a more in-depth book with a recommendation that "an older reader can help you with this book." [*Vamos a Cuba*: 32.] Consequently, the young reader can build on the basic information he has just

learned by seeking out more information about Cuba. “Not every book can be everything to every child,” [Scales Cross, 115:8–9], which *Vamos a Cuba* implicitly recognizes by referring readers to further material.

The answer to books that do not provide all the information a reader wants is to find another book. If a reader is curious about the Castro regime, he can find another book that enlightens him further. Nothing in this book hinders that process. To the contrary, it provides a simple glimpse into Cuba which will form the basis of a future, deeper understanding about the country. [April Transcript, 25:10–13] (“a child may not be ready to understand all of the horrors of the Castro regime, but this book can be used to start the discussion about true life in Cuba”). Even Mr. Amador, the father who made the underlying challenge to the book conceded: “The best thing that’s happened here is that this has given me further opportunity to talk with my child, my daughter, about the reasons why we are here, and even though they may not understand still what I’ve been through and what so many of Cubans have been through, I hope some day they will understand....” [June Transcript, 7:7–13.] Despite his purpose, Mr. Amador illustrated the marketplace of ideas.

b. The School Board’s Proffered Inaccuracies

Many of the inaccuracies complained of are inconsequential, which casts doubt on whether those proffered motivations for the book’s removal are worthy of credence. For example, one of the “inaccuracies” is that the book explained that Cuban music is played with maracas made of pumpkins. [*Vamos a Cuba*: 28.] Dr. Clark objected: “To say that maracas are made of pumpkins shows the utter ignorance of the writer on this matter. The maracas are made from the *guiro* fruit, dried and properly processed.” [R:19:217.] Yet, according to the Dictionary of the Royal Spanish Academy, the *guiro* fruit in fact is a pumpkin. It is a type of gourd, which are in the same family as pumpkins. While it may have been more precise for the book to say that maracas are made from a *guiro* fruit or a gourd, it borders on frivolity to argue about whether a maraca is made from a pumpkin. [R:19:277:¶ 7.] Moreover, it is evident that explaining that a maraca is made from a *guiro* fruit will mean far less to an American four-year-old than explaining that it is made from a pumpkin, with which Halloween has rendered the four-year-old familiar. [R:19:277:¶ 7.]

The inaccuracy that Dr. Clark considers to be “probably the worst factual error in the book,” [R:19:48], is at page 29: “In a Cuban valley, there are big colored paintings, on the rocks and caves. These were painted by Cuba’s inhabitants about a *1249 thousand years ago.” [*Vamos a Cuba*: 29.] The book includes a picture of a rock painting was done in the 1960s, not 1,000 years ago. [R:19:48.] While some Cuban caves do indeed have prehistoric paintings, the one pictured in the book is not one of them. [R:19:278.] While this is misleading, it does not justify removing the book.

Another error listed by Dr. Clark is that Cuban houses are not made from palm trunks, as the book noted on page 11, but instead from the upper growth of the palm. [R:19:47.] This seems inconsequential, as a young reader will understand that the houses are made from the palm in any case.

In response to the School Board’s complaints about generalizations in the book about traditional customs and dress, Ms. Scales stated, “all similar non-fiction books about other countries for young children contain generalizations about traditional dress and customs. For example, a book about Scotland for children of this age would almost invariably highlight men wearing kilts when the reality is that these garments are rarely worn and are very tourist-oriented.” [R:19:256:¶ 19.] Such generalizations do not render a book inaccurate so much as they simplistically illustrate Cuba’s culture.

The book’s sentence which has perhaps generated the most controversy is its first sentence: “People in Cuba eat, work, and go to school like you do.” [*Vamos a Cuba*: 5.] It appears fairly evident that this short sentence is meant to show simply that other children in other cultures also do those things. [R:19:255:¶ 17.]

The record supports the book’s evident purpose, which “is to paint a very elementary picture of Cuban life and culture in a way that fosters cross-cultural understanding among young children.” [R:19:278:¶ 8.] Explaining cross-cultural commonalities is “appropriate for the level of understanding for children in this age group.” [R:19:255:¶ 17.] The book conveys the message that although Cuba may seem very different, when it comes to the essentials, all children are the same in that they also “eat, work, and go to school.” It is important to note that *Vamos a Cuba* subsequently states, after the “like you do” comment, that “[l]ife in Cuba is also unique.” [*Vamos a Cuba*: 5.] First the book stresses the common ground, then it goes onto explain the differences.

Without some common ground it is difficult for a child to learn about what would otherwise seem too foreign. It would be inappropriate for a book that teaches children elementary notions of Cuban culture and society to present it the way the objectors would like: a place where, as the majority says, life is “bad—really bad,” [Majority Opinion at 1221]. Instead, “[t]he emphasis [is] on things people share in common, not what divides and drives them apart.” *ACLU*, 439 F.Supp.2d at 1288.

B. A Dangerous Precedent

The majority concludes that the book is “inaccurate because of what it does not say,” in that it leaves out the horrors of the Castro regime. [Majority Opinion at 1211.] Opening the door to the majority’s interpretation of “inaccuracy” would lead to a host of challenges. [June Transcript, 34:4–34:11 (School Board member Greer pointing out that if the School Board adopts this standard then “next week we will have another complaint about another book from another group, and if this standard is applied, we will go through almost every book in our system with legitimate objections that people can raise about the omissions from their point of view of the content of those materials”).] For example, a reference book for children about cars and trucks would be “inaccurate” without information about how their emissions contribute to global warming. Brief for American Booksellers Foundation for *1250 Free Expression et al. as Amici Curiae Supporting Appellees at 18, *ACLU v. Miami-Dade County School Board*, No. 06–14633 (11th Cir. Nov. 22, 2006). The sanctioned banning of a simple book like this would be logically supported by a finding that age-appropriate, politically neutral texts are rendered “inaccurate” by their omission of information that would express a particular political viewpoint.

I am also troubled by the majority’s discussion about how the “book was not being *banned* ... [but rather] *removed* from a school’s library shelves.” [Majority Opinion at 1217.] The majority argues that because the book was removed from a school’s library shelves, but could still be found in other public libraries in the area and was available for purchase, the book was not banned. I disagree.

At the outset, I note that our argument here is largely semantical—what the majority calls “removal” I call banning. No matter what we call it, I would still find that

the record supports that the School Board’s removal/banning violated the First Amendment.

Nevertheless, the majority’s definition of banning does not comport with the dictionary definition. According to Webster’s New Twentieth Century Dictionary, “ban” means simply “to prohibit” or “to forbid.” WEBSTER’S NEW TWENTIETH CENTURY DICTIONARY 144–45 (1976). According to Black’s Law Dictionary, it means “to prohibit, especially by legal means.” BLACK’S LAW DICTIONARY 139 (7th ed.1999). This is precisely what the Miami–Dade School Board did when it passed a resolution to prohibit, by legal means, public school libraries from carrying *Vamos a Cuba*.⁸ The School Board prohibited even the voluntary consideration of the book in schools. This book was not a part of the curriculum or required reading—it was a library book. The dictionary does not require, as the majority does, that one must be prohibited from having a book altogether for that book to be banned.⁹

Moreover, the majority’s definition of the word does not comport with the common usage of the word. Indeed, it does not comport with our own Circuit’s usage of the word. See *Virgil v. Sch. Bd. of Columbia County*, 862 F.2d 1517, 1525 (11th Cir.1989) (suggesting that a book is “banned” if it is not available in a school library).¹⁰ See also **1251 Scott v. Sch. Bd. of Alachua County*, 324 F.3d 1246, 1247–49 (11th Cir.2003) (per curiam) (calling school administrators’ prohibition of the display of Confederate flags on school grounds “banning,” even though the prohibition does not apply elsewhere); *Denno ex rel. Denno v. Sch. Bd. of Volusia County*, 218 F.3d 1267, 1277–78 (11th Cir.2000) (calling a prohibition of Confederate flags on school grounds, and not elsewhere, a “ban”). Similarly, other courts define the word “ban” the way that I have. See, e.g., *B.W.A. v. Farmington R-7 Sch. Dist.*, No. 07–3099, at *4, *8, 2009 WL 211934, 554 F.3d 734, 736–37 (8th Cir. filed Jan. 30, 2009) (calling a school board’s prohibition against depicting the Confederate flag on clothing in schools “banning”); *Barr v. Lafon*, 538 F.3d 554, 557–77 (6th Cir.2008) (calling the prohibition against wearing clothing displaying the Confederate flag “banning,” even though the students were not prohibited from wearing that clothing outside of school); *Sypniewski v. Warren Hills Reg’l Bd. of Educ.*, 307 F.3d 243, 248–63 (3d Cir.2002) (calling the prohibition against wearing or possessing items depicting racial hatred a “ban,” even though those items were not prohibited outside of the schools); *Monteiro v. Tempe Union High Sch. Dist.*, 158 F.3d 1022, 1028 (9th Cir.1998) (referring to the removal of books in schools as “banning”); *Pratt v.*

Ind. Sch. Dist. No. 831, 670 F.2d 771, 773–80 (8th Cir.1982) (referring to the “banning” of a film in schools based on their ideological content); *Cary v. Bd. of Educ.*, 598 F.2d 535, 536 (10th Cir.1979) (calling books “banned” when they were removed from use in classes); *Sund v. City of Wichita Falls*, 121 F.Supp.2d 530, 533 (N.D.Tex.2000) (referring to the removal of books in libraries as “banning”); *Borger v. Bisciglia*, 888 F.Supp. 97, 98, 100 (E.D.Wis.1995) (referring to a film removed from the curriculum as “banned”); *Sheck v. Baileyville Sch. Committee*, 530 F.Supp. 679, 681–83 (D.Maine 1982) (referring to a book as “banned” when it was removed from a school library). Moreover, in other contexts, we use the word “ban” as I use it here. See, e.g., *Searcey v. Harris*, 888 F.2d 1314, 1318, 1322 (11th Cir.1989) (calling a school board’s regulation prohibiting certain groups from presenting at career day “banning,” even though they were not prohibited from presenting elsewhere). For example, we say that smoking has been “banned” on airplanes and in restaurants, even though people are free to have cigarettes and smoke in other venues. See, e.g., FLA. STAT. ANNN. § 386.206 (2008) (referring to “the smoking ban” in workplaces when people are allowed to have cigarettes and smoke in other venues); *Roark & Hardee LP v. City of Austin*, 522 F.3d 533, 550 (5th Cir.2008) (referring to “smoking bans” even though smoking is permitted in some areas). In sum, our usage of the word “ban” does not require that people be forbidden from having the object entirely, as the majority contends.¹¹

*1252 Furthermore, under the majority’s definition—“where a government or its officials forbid or prohibit others from *having* a book,” [Majority Opinion at 1218], a school board could never ban a book. It has the authority to remove books only within its school system. If it does this, according to the majority, it has not banned the book, as it could only be “banned” if people cannot have the book altogether. Can it be that a school board can never take any action that would constitute banning? Can it be that “[i]f a Democratic school board, motivated by party affiliation, ordered the removal of all books written by or in favor of Republicans, [or] if an all-white school board, motivated by racial animus, decided to remove all books authored by blacks or advocating racial equality and integration,” *Pico*, 457 U.S. at 870–71, 102 S.Ct. at 2810, this would not constitute banning because the schoolchildren are not also forbidden from owning these books at all? Such a definition limits the word’s application to almost nothing.

Furthermore, it does not somehow lessen the School Board’s “important, delicate, and highly discretionary

functions” if the book remains available in other venues. The majority suggests that a school board’s removal action is less repugnant to the First Amendment when it discusses all the ways one can still get his hands on a copy of the book, including online vendors, like Amazon.com. However, the requirements of the First Amendment are “[not] minimized by the availability of the disputed book in sources outside the school.”

Minarcini v. Strongsville City Sch. Dist., 541 F.2d 577, 582 (6th Cir.1976). See also *Denver Area Educ. Telecoms. Consortium v. FCC*, 518 U.S. 727, 809, 116 S.Ct. 2374, 2418, 135 L.Ed.2d 888 (1996) (Kennedy, J., concurring in part and dissenting in part) (“[T]he possibility the Government could have imposed more draconian limitations on speech never has justified a lesser abridgment.... [F]ew of our First Amendment cases involve outright bans on speech.”). “Restraint on protected speech generally cannot be justified by the fact that there may be other times, places or circumstances for such expression. The symbolic effect of removing the [book] ... is more significant than the resulting limitation of access to the story.” *Pratt v. Ind. Sch. Dist. No. 831*, 670 F.2d 771, 779 (8th Cir.1982) (citations omitted). As in *Pratt*, the Miami-Dade County School Board “has used its official power to perform an act clearly indicating that the ideas contained in the [book] are unacceptable and should not be discussed or considered. This message is not lost on students and teachers, and its chilling effect is obvious.” *Id.* The majority’s discussion of what constitutes “banning” chips away at the important limitations the First Amendment imposes on state-supported censorship of speech.

CONCLUSION

For decades, residents of Communist Cuba have emigrated to the United States to escape the repressive totalitarian regime of its dictator, to seek freedom, and to enjoy the privileges of United States citizenship. Prominent among those privileges is the freedom of speech, protected by the First Amendment to the United States Constitution. The banning of children’s books from a public school library under circumstances such as these offends the First Amendment. As one Cuban American lamented, “I fear we may have become what we protest against—a totalitarian government.” Matthew I. Pinzur, *Book on Cuba To Stay, For Now*, MIAMI HERALD, April 19, 2006, [Plaintiff’s Exhibit 20].

“Don’t like the book? Don’t check it out. That’s a choice unavailable to people in Cuba.” Michael Putney, *Let’s Close the Book on Attempts to Censor*, MIAMI HERALD, April 19, 2006, [Plaintiff’s Exhibit 20.]

I respectfully dissent.

APPENDIX

(1) Cuba—“Cuba is a country in the Caribbean Sea, south of Florida. It is one big island with some smaller ones nearby. People in Cuba eat, work, and go to school like you do. Life in Cuba is also unique.” (2) Land—“Cuba has flat plains that are used for farmland. There are also sandy beaches and coral reefs. The weather in Cuba is very warm. There are mountains in Cuba, too. The mountains are covered with forests.” (3) Landmarks—“The capital of Cuba is Havana. The Capitol building in Havana looks like the United States Capitol building in Washington, D.C. Morro Castle is an old fort. It was built by people from Spain. It was used 400 years ago to protect Havana from pirates.” (4) Homes—“Most Cubans live in cities. The cities are crowded, so many live in apartment buildings. There are some beautiful old buildings. There are new buildings, too. Most homes in the country are simple. Some are made of wood from palm trees. They have roofs of palm leaves or grasses.” (5) Food—“White rice is the most common food in Cuba. Sometimes it is mixed with black beans. Chicken with rice is popular, too. Many kinds of fruits grow in Cuba. Bananas, pineapples, oranges, and mangoes are favorites. Yucca is a plant that people eat as a vegetable.” (6) Clothes—“Cubans dress to keep cool in the hot weather. Many children wear shorts and T-shirts. For special festivals, men wear white pants and white shirts. Women wear colorful ruffled dresses.” (7) Work—“Some Cubans work in factories that make cigars or sugar. There are also factories where people make cloth, shoes, paper, and farm

tools. In the country, there are large farms. The workers there grow sugarcane and tobacco. There are also farms for vegetables, such as lettuce, onions, and carrots.” (8) Transportation—“There are not many cars in Cuba. In the cities, some people drive old cars from the United States. Most Cubans travel by bus. On country roads, people use animals to pull wagons. Animals are also used to help farmers in their fields.” (9) Language—“Most people in Cuba speak Spanish. This is because Cuba was settled by people from Spain. Spanish uses some of the same letters as English. There are also some extra letters in the Spanish alphabet.” (10) School—“Cuban children go to school between the ages of five and fourteen. They wear uniforms to school. There are different colored uniforms for different ages. In school, children learn math, reading, and history. All school children do some kind of work during their school day. Some children work in gardens. Older children may work in factories.” (11) Free Time—“Baseball is Cuba’s national sport. Cuba won the gold medal in baseball in the 1996 Olympic Games. Cuba’s beaches are good for swimming and boating. People like to dive and fish. There are also rowboats and sailboat races.” (12) Celebrations—“Cuba’s biggest celebration is called Carnival. It is held on July 26. People dance and sing at this festival. Some people who settled in Cuba were Roman Catholics. Other people who lived in Cuba *1254 were from Africa. So some Cuban celebrations mix African and Catholic beliefs.” (13) The Arts—“Cuban music mixes sounds from Africa and Spain. Musicians use guitars, drums, and gourds to make music and a beat. Dances from Cuba are popular around the world. In one valley in Cuba, there are large colorful paintings on some rocks. Inside the rocks are caves. The caves have paintings made by people who lived in Cuba about 1,000 years ago.”

All Citations

557 F.3d 1177, 242 Ed. Law Rep. 519, 21 Fla. L. Weekly Fed. C 1467

Footnotes

¹ Honorable Donald E. Walter, United States District Judge for the Western District of Louisiana, sitting by designation.

² Letter from Franz Kafka to his friend Oskar Pollak (Jan. 27, 1904), in Alberto Manguel, *A History of*

Reading 91 (Penguin Books 1997).

2 The elementary school libraries that contain *Vamos a Cuba* provide books for children from kindergarten through fifth grade. [R:27:10:¶ 11]. The publisher of *Vamos a Cuba* describes the target audience as “K–2.” [R:19:293]. One expert witness also testified that the book is aimed at children in kindergarten through second grade. [R:27:92:¶ 6; T:19:18]. Another expert testified that the book was written for children from the age of five to seven. [R:27:128:¶ 10]. Yet another stated that the relevant age group was children from four to eight. [R:62:113]. Mark Balzli, a plaintiff in the case who testified that he wanted to read the book with his son, stated that his son was six years old. [R:19:247:¶ 2].

3 The United Kingdom, of course, consists of England, Northern Ireland, Scotland, and Wales. In addition to a book on each of those four countries the series includes one on the United Kingdom as a whole.

4 Ironically, there was no majority opinion of the en banc court in the *Muir* case itself, where our best exposition of the *Pico* opinions can be found. However, considering Judge Hill's ten-judge plurality opinion together with Judge Rubin's four-judge concurring opinion, a total of fourteen of the twenty-two judges who participated in the *Muir* decision explicitly recognized that the *Pico* decision has no precedential value.

5 In our en banc decision  *Bonner v. City of Prichard*, 661 F.2d 1206, 1209 (11th Cir 1981), we adopted as binding precedent all decisions of the former Fifth Circuit handed down prior to October 1, 1981.

6 Evidence was presented at the preliminary injunction hearing indicating that the District Committee did not fully consider Dr. Clark's report. Ronald Bilbao, a member of the District Committee, stated in his declaration that Dr. Usatagui distributed the report to the committee and asked everyone to read it while the committee was “trying to review the minutes.” [R:19:232]. But Dr. Usatagui herself testified that she introduced the report for the District Committee's consideration but believed that the committee “failed to adequately take the report into consideration when analyzing the suitability of the Cuba Books.” [R:27:130]. Antoinette Dunbar testified that as chairperson of the District Committee, she “did not allow” the committee to take Dr. Clark's analysis and report into account. [R:62:53]. The upshot is that the District Committee did not fully consider evidence that the School Board had before it concerning the inaccuracies in *Vamos a Cuba*.

7 When asked how he was voting, the sixth member said he was “voting for the cause. I[m] voting for The American Civil Liberties Union to file a lawsuit on us.” [R:19:459–60].

8 The dissenting opinion, like the district court's opinion, ignores many of these statements and much of the other evidence that we set out in this opinion.

9 The assertion that *Vamos a Cuba* is nothing more than “a superficial geography book,” Dissenting Op. at 1247, is not accurate. Geography is primarily about the earth's surface—mountains, rivers, plains, and

other physical features of a country. It is not about the daily lives of people in a country and whether they face hardships. While *Vamos a Cuba* contains some statements about the country's geography, the majority of the statements in the book are about the people there and how they live. Regardless of how the book is classified, its assertion that life in Cuba is "like" life in this country goes beyond a discussion of the geographic features of either country.

¹⁰ The second sentence in this quote is not our typo. The book actually does state that "[i]nside the rocks are caves," instead of the other way around.

¹¹ The dissenting opinion asserts that *Vamos a Cuba* actually depicts Cuba as a poor country "with children missing articles of clothing (on page 10 a young boy is shirtless and on page 19 a boy is shirtless and shoeless)." Dissenting Op. at 1247. The young boy on page 10 is walking on a sidewalk, wearing modern looking tennis shoes and overalls, albeit without a shirt. The boy on page 19, who is working on a farm, is not wearing a shirt or shoes. That boys in a semi-tropical country sometimes do not wear a shirt and occasionally go barefooted—what the dissenting opinion characterizes as "missing articles of clothing"—does not, of course, imply that it is a poor country. As page 14 of the book says: "Cubans dress to keep cool in the hot weather." In any event, the book simply does not depict substandard clothing on either children or adults. Nor does a single photograph of an early model car describe with anything approaching accuracy the country's problems.

¹² A 2008 Country Report on Cuba has now been issued; however, we refer to the 2007 Report because it details conditions in Cuba in 2006, which is the year the School Board made its decision to remove *Vamos a Cuba* from its libraries. The 2008 Report is not substantively different from the 2007 Report. [Hard copies of the internet materials cited in this opinion, including the 2006 and the 2007 Country Reports on Cuba, are on file at the Eleventh Circuit Court of Appeals Clerk's Office.]

¹³ While never contesting any of the statements or testimony about how bad life in Cuba is, the dissenting opinion appears to suggest that the reality is relative. It puts the word in quotation marks when recounting the statements of School Board member Frank J. Bolanos about the factual distortions in the book. Dissenting Op. at 1238 ("Each 'reality' "); *id.* at 1238 ("His corresponding 'reality' "); *id.* at 1238 (same twice). The reality Bolanos described is that the people of Cuba are deprived of civil liberties and due process of law; they can lose their jobs or be sentenced to prison for voicing an opinion contrary to the party line; they are told where to work; the children of that country are indoctrinated and forced to chant Castro's greatness in class; and food is rationed. *Id.* at 1238. We disagree with the suggestion that this is just the "reality" of Mr. Bolanos. It is the reality of everyone who spoke on the subject during the Board meeting or testified at the preliminary injunction hearing, and it is also the reality of the State Department, as illustrated in its official country report on Cuba. *See supra* at 1212–14. So far as we know, no one questions this reality. *See* Dissenting Op. at 1239 ("Indeed, life in Cuba is as bad as Mr. Bolanos makes it out to be.").

¹⁴ *Vamos a Cuba* remains available for purchase from various online book vendors, *see, e.g.*, Amazon.com: *Vamos a Cuba*, <http://www.amazon.com/Vamos-Cuba-Visit-Spanish/dp/1575723840> (last visited Dec. 10, 2008); *see also* Abebooks.com, [http://www.abebooks.com/servlet/SearchResults?sts=t & tn=vamos+a+cuba](http://www.abebooks.com/servlet/SearchResults?sts=t&tn=vamos+a+cuba) (last visited Dec. 10, 2008). According to plaintiffs' own expert, Lucia Gonzales, the book is available in public libraries; she found it in the Broward County library system. [Doc. 19:267, ¶ 15].

15 We are reminded of Justice O'Connor's wise observation that: "If the school board can set the curriculum, select teachers, and determine initially what books to purchase for the school library, it surely can decide which books to discontinue or remove from the school library so long as it does not also interfere with the right of students to read the material and to discuss it." *Pico*, 457 U.S. at 921, 102 S.Ct. at 2835 (O'Connor, J., dissenting).

16 In assessing whether the school board's decision to remove certain books from the school curriculum was reasonably related to its legitimate motive for doing so, we reasoned in *Virgil* that the books were still accessible: "No student or teacher is prohibited from assigning or reading these works or discussing the themes contained therein in class or on school property. Cf. *Sheck v. Baileyville School Committee*, 530 F.Supp. 679 (D.Maine 1982) (granting preliminary injunction against school banning of book from library for its 'objectionable' language, where ban extended to mere possession of work anywhere on school property, including school buses)." *Virgil*, 862 F.2d at 1525. In *Virgil* we did not engage in a "consistent use of the word" ban, Dissenting Op. at 1250–51 n. 10, to define a school board's decision to remove books from its school libraries. In the present case, as in *Virgil*, the Board did not prohibit students or teachers from assigning or reading *Vamos a Cuba* or discussing the themes contained therein in class or on school property. See *Virgil*, 862 F.2d at 1525. It did not forbid the possession of *Vamos a Cuba* anywhere on school property. See *id.* It did not, under *Virgil*, ban the book.

17 The dissenting opinion seems almost, but not quite, willing to acknowledge as much. In one place it concedes, "A school board may remove a book from a school library for legitimate pedagogical reasons, such as obscenity or factual inaccuracy." Dissenting Op. at 1236; see also *id.* at 1233–34 n. 3 ("Plainly, school boards may remove books from library shelves which contain falsehoods."). At other places, however, the dissenting opinion seems to indicate that the Board may act only if the inaccuracies are "gross" ones. See *id.* at 1233–34 ("I also agree that the First Amendment does not forbid a school board from removing from its shelves books that contain gross factual inaccuracies."). We do not think that the Constitution obligates a government entity to place falsehoods, whether gross or ungross, on the shelves of school libraries.

18 The dissenting opinion points out that the cover of *Vamos a Cuba* contains a picture of Cuban school children in uniforms and states that one of the Board members found that "was offensive because of the Cuban school uniform's symbolic connection with that which he abhors." Dissenting Op. at 1240. The Hitler Youth wore uniforms, too, and that uniform was symbolically connected to that which many people abhor about the Third Reich.

19 The dissenting opinion at least implies that the Constitution would forbid a school board from removing from its library shelves a book that misrepresented life in the Third Reich. See Dissenting Op. at 1240 n. 4. The hypothetical is not about a book that merely shows a picture of Hitler Youth in uniform but instead describes a book that falsely represents to school children that people in the Third Reich "ate, worked, and went to school like you do," without mentioning the bad aspects of life under that regime. To the extent the dissent views a board's removal of such a book from its own library shelves as "censor[ing] a book" and as unconstitutionally "prescribing political orthodoxy," that position illustrates our disagreement with the dissent. See *id.*

20 The record reveals some discrepancies regarding the age range of the target audience for *Vamos a Cuba*. See note 2, *supra*. The district court concluded that four to eight was the target age group, and we accept that.  *ACLU*, 439 F.Supp.2d at 1248.

21 The reason the series omits the “like you” statement from the very books where it would be accurate is a mystery. The theory behind this paradox may be that the educational suitability of asserting that life in another country is like life in this country varies inversely with the truth of the statement. We hope not.

22 In its conclusion the dissenting opinion endorses the view of one person who attended the Board meeting to oppose removing *Vamos a Cuba*. See Dissenting Op. at 1252–53. The opinion quotes with approval his statement that if a school board can remove from its own library shelves a book (containing falsehoods), then “we may have become what we protest against—a totalitarian government.” *Id.* We do not agree with the dissent about that. Allowing a school board to remove from its library shelves a book that contains falsehoods does not mean that we have a totalitarian government like Cuba does. The statement that we do ranks right alongside the statement in *Vamos a Cuba* that “[p]eople in Cuba eat, work, and go to school” like people in this country do.

1 I refer to all copies of the English *A Visit to Cuba* and its Spanish-language counterpart, *¡Vamos a Cuba!*, by the title *Vamos a Cuba*, as the majority does.

2 In  *Bonner v. City of Prichard*, 661 F.2d 1206, 1209 (11th Cir.1981) (en banc), this court adopted as binding precedent all decisions of the former Fifth Circuit handed down prior to October 1, 1981.

3 The majority twists my meaning in its opinion, implying that I somehow believe “that the Constitution obligates a government entity to place falsehoods, whether gross or ungross, on the shelves of school libraries.” [Majority Opinion at 1222 n. 17.] I do not. Plainly, school boards may remove books from library shelves which contain falsehoods. However, they may not when their primary motivation for removing the books is viewpoint discrimination, and the books’ falsehoods are a pretext for that genuine motivation. My dispute with the majority is not about “what the Constitution obligates” but instead what the evidence shows motivated the School Board to make its removal decision. Moreover, the majority makes much of my use of the word “gross” in front of “inaccuracies.” I do this only because this is why the School Board claimed it was motivated—that it removed *Vamos a Cuba* because it was filled with “gross inaccuracies.”

4 The majority opinion points out that just as the Cuban schoolchildren in uniforms offended a School Board member, “[t]he Hitler Youth wore uniforms, too, and that uniform was symbolically connected to that which many people abhor about the Third Reich.” [Majority Opinion at 1223 n. 18.] I do not doubt this. However, I would not censor a book which depicted a picture of Hitler Youth, either. The First Amendment forbids the state from prescribing political orthodoxy, no matter how abhorrent the alternative message. The majority opinion seems to add inflammatory rhetoric about Hitler where it has little relevance.

- 5 The majority suggests that these subjects may be able to be presented in an age-appropriate manner, though it recognizes that the experts disagree on this point. [Majority Opinion at 1216.] But even the School Board's expert, Dr. Usategui, admitted that such subjects "are difficult concepts for this age group." [*Id.* (quoting [R:27:129:¶ 12.])] Dr. Usategui admitted that such difficult subjects, like "hardships of other children," could be taught through only limited means, such as "participating in activities that help underprivileged children, such as toy drives." [*Id.* (quoting [R:27:129:¶ 12.])] Dr. Usategui never suggested that such difficult information could be properly presented in a book, but only through other means.
- 6 The majority makes much of my calling *Vamos a Cuba* a "geography" book. [Majority Opinion at 1211 n. 9.] The district court also found that *Vamos a Cuba* was a "geography" book. ¹ *ACLU*, 439 F Supp.2d at 1287 (calling *Vamos a Cuba* "part of a series of geography books written for 4–6 year old children"). This factual finding by the district court is reviewed under a clearly erroneous standard. This would seem to be another instance wherein the majority engages in *de novo* review of an historical fact when it should have given greater deference to the district court. Additionally, the School Board admits that *Vamos a Cuba* is "geography" book. ² *Id.* at 1294 (quoting Defendants' Response to Plaintiffs' Supplemental Memorandum on Certain Preliminary Injunction Elements at 9) (referring to the series as "geography books"). Last, according to Webster's New Twentieth Century Dictionary, "geography" includes the study of the "inhabitants ... and industries of the" region. WEBSTER'S NEW TWENTIETH CENTURY DICTIONARY 765 (1976). The majority seems to have a narrower conception of the study of geography than the dictionary has. In order to show that *Vamos a Cuba* is not in fact a geography book, it states that geography books are not about "whether [people in a country] face hardships." [Majority Opinion at 1211 n. 9.] I agree. This is precisely my point—the School Board removed the book from the shelves because it did not contain information that it was never meant to contain, as it was well beyond the scope of a simple geography book.
- 7 Only the Spanish version of the book says that maracas are made of pumpkins. The English version correctly says that the maracas are made of gourds.
- 8 The majority states that I "ignore[] the fact that the Board, and the Board alone, has the responsibility and authority under Florida law to decide what books are to be on the shelves of school libraries in its district," such that, under my understanding of the word, "when an entity decides to remove a book from its own library shelves it has banned itself from having that book." [Majority Opinion at 1218–19. The majority suggests that such an outcome is somehow absurd. I disagree. When a school board decides to remove a book from the school libraries within its district, it indeed has banned itself from having that book on its library shelves. If a school principal were to place *Vamos a Cuba* on the shelves of a Miami–Dade County school library, the School Board would order it removed. This amounts to what the majority deems so absurd: "bann[ing] itself from having that book."
- 9 I am unconvinced by the majority's assertion that if removing a book from the library shelves in an act of banning, "deciding not to purchase a book [must also be] an act of banning it, [which] no rational person would suggest..." [Majority Opinion at 1218.] As previously discussed, the dictionary defines banning as prohibiting, especially by legal means. By not stocking a book on a library shelf in the first place, a school board has prohibited no one from subsequently placing that book on a shelf. On the other hand, the School Board's action here prohibits all the district's schools from placing *Vamos a Cuba* on their library shelves.

¹⁰ The majority states that *Virgil* uses the word “ban” “only [when relying on] the opinion of a district court in Maine.” [Majority Opinion at 1219.] This is untrue. *Virgil* uses the word “ban” several times throughout the opinion, in various contexts, including to explain that the books at issue in the case were not “banned” from a school because they were available in the school library. See *Virgil*, 862 F.2d at 1525 (noting “that the disputed materials have not been banned from the school. The [disputed materials] are available in the school library.”). While this may not be “the basis of the [*Virgil*] decision,” it illustrates the court’s consistent use of the word and its meaning.

¹¹ The majority rightly points out that the Supreme Court did not use the word “ban” to describe book removal in the *Pico* decision. [Majority Opinion at 1220–21.] However, because I speak to the common usage of the word, both by the courts and in everyday use, the majority’s point does not detract from the importance of the many other courts’ use of the word and the way we all commonly use it. If we must look to the Supreme Court for guidance, we need not look any further than the *Tinker* decision. There, a school prohibited its students from wearing black armbands as a political protest. *Tinker*, 393 U.S. at 504, 89 S.Ct. at 735. The Court called the prohibition a “ban.” *Id.* at 508, 509, 89 S.Ct. at 737, 738, 89 S.Ct. 733. Even though the school did not prohibit the wearing of such armbands outside of the school, and indeed could not have done so, the Court nonetheless referred to the action as a “ban.” Thus, the Supreme Court’s use of the word does not comport with the majority’s conception of a “ban” as when a “government or its officials forbid[s] or prohibit[s] others from having an [object]” altogether. [Majority Opinion at 1218.]

Subject: Fwd: Upcoming book challenge suggested protocols
Date: 1/24/2023 10:48 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Ziegler Bridget" <bridget.ziegler@sarasotacountyschools.net>

Bridget,

Below are my thoughts on procedures for a book challenge. I have also included a proposed meeting agenda (below).

Documents attached:

1. FS 1006.28 (the relevant provisions are in FS 1006.28(2))
2. SB Policy 4.22
3. Rob Manoongian's memo on what has occurred to date regarding this challenge (we should redact the parent's name)
4. Recent FDOE training materials on books issues (includes content on book challenges)
5. 2 court opinions outlining different legal issues regarding book challenges
(NOTE: After laying this out I also would include but I do not have at the time of writing this email:
6. All documents related to the challenge to date
7. FS 1003.41
8. FS 1006.40
9. FS 1006.283
10. FS 847.012)

Proposed Procedures:

Ahead of meeting-

1. Add to 2/7 agenda
2. Specially set the book challenge hearing for 1 pm and schedule for 1 hour. Let's discuss if this is enough time.
3. Notice hearing and advertise it like any other hearing.
4. Make arrangements to broadcast hearing.
5. Notify challenger of hearing and procedures and distribute above-listed documents to challenger (except court opinions).
6. Distribute materials to Board members. The only thing that would be distributed to Board that is not listed above would be the actual book itself. Instruct Board members to review book and all attached materials (I plan to draft a document in advance of hearing to Board to help facilitate this hearing).
7. Add above-listed documents (except the court opinions) to the meeting agenda and publish documents to public.

At meeting-

1. Meeting is open to public. Collect speaker cards pre-meeting.
2. Permit challenger up to 10 minutes to make objection, including what type of material it is, what criteria applies, and why it is objectionable
3. Permit a designated school district employee up to 10 minutes to respond, including outlining process to date at school and administration levels, explain the type of material and the corresponding

legal criteria to be applied, and make a recommendation to the Board regarding how to rule on challenger's objection.

4. Permit the challenger opportunity for 5 minutes to rebut school district's contentions.
5. Permit public comment. May need to move to limit time period to less than 3 minutes depending on time left and number of speakers.
6. Make motions regarding challenge based on applicable criteria. This necessarily includes determining what statutory criteria applies - which depends on whether the Board believes the book is an instructional material or a school library material. See FS 1006.28(2). Once this initial decision is made Board will need to thereafter evaluate the book against the relevant statutory criteria and make a decision regarding the book as part of a motion. Board discussion should include that Board members have reviewed the text and evaluation of the relevant criteria and how it applies to book.

Proposed Agenda:

DRAFT BOARD AGENDA ENTRY:

Title: Book Challenge Regarding Library Book Entitled, Stamped: Racism, Anti-Racism, and You by Jason Reynolds and Ibram X. Kendi, pursuant to FS 1006.28(2) and School Board Policy 4.22

Description: This matter involves the Board's statutory obligation to make a determination regarding an objection by a parent or resident of our county to a specific material.

In May 2022, a parent of a Venice Middle School student submitted an objection to a book located in the school library at Venice Middle School entitled, Stamped: Racism, Anti-Racism, and You, by Jason Reynolds and Ibram X. Kendi.

Florida Statute 1006.28(2)(a) governs objections to specific school materials. This statute requires the School Board to adopt a policy regarding an objection by a parent or resident of the county to the use of a specific material which clearly describes the process to handle objections and provides for a resolution. The School Board has now enacted School Board Policy 4.22 - which provides procedures for the handling of challenges to such materials. Today's procedures include guidance from recently issued Florida Department of Education materials.

Pursuant to the applicable Board policies, this challenge has already gone through a school-based and district-based review. At each of these levels a committee was formed and reviewed the challenged book. The school-based committee previously recommended the book remain in use as a self-selected title, though limited to 8th Grade only. The challenger appealed this determination to the school district pursuant to policy. Thereafter, the district-based committee recommended that the challenged book remain available to students as a self-selected title for grades 6-12. The challenger appeals this second determination to the School Board.

Florida Statute 1006.28(2)(a) further requires the challenger to be able to proffer evidence to the School Board that the specific material does not meet certain statutory criteria. The specific type of material being objected to determines the criteria that must be applied. The statute provides different criteria for "instructional materials" (FS 1006.28(2)(a)2.a) and "material used in a classroom, made available in a school library, or included on a reading list" (FS 1006.28(2)(a)2.b.).

Thus, the Board at this hearing will necessarily be required to first determine whether the book in question is an "instructional materials" or instead a "material used in a classroom, made available in a school library, or included on a reading list".

An “instructional material” is defined in FS 1006.29(1) as “items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software”.

“Material used in a classroom, made available in a school library, or included on a reading list” is not further defined.

Once the Board determines what type of material the challenged book is, the Board should then apply the appropriate corresponding statutory criteria to it as part of ruling on the objection.

The statutory criteria by which to evaluate whether an “instructional material” is objectionable is:

“The instructional material does not meet the criteria of FS 1006.31(2) or FS 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to public notice, review, comment, and procedures under FS 1006.283(2)(b)8, 9, and 11.”

The statutory criteria by which to evaluate whether a “material used in a classroom, made available in a school library, or included on a reading list” is objectionable is whether it:

“Contains content that is pornographic or prohibited under FS 847.012, is not suited to the student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used”.

If the Board determines the challenged book does not meet the applicable criteria based on the type of school material it is, the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

In order to lawfully undertake this evaluation of the challenger’s objection in the time allotted, the Board should:

1. Permit the challenger up to 10 minutes to assert why the challenged material does not meet the applicable criteria and recommend an outcome regarding the challenge for consideration.
2. Permit a designated school district employee up to 10 minutes to outline the challenge procedures that have occurred to date, assert why the challenged materials meet the applicable criteria, and recommend an outcome regarding the challenge for consideration.
3. Permit the challenger up to 2 minutes to rebut the contentions of the school district employee.
4. Permit public comment with consideration of the amount of time remaining during the scheduled hearing. The Board may need to make a motion to adjust the allotted time per speaker after considering the amount of speakers present.
5. Make a determination regarding the objection based on the applicable criteria.

Recommendation: Evaluate the relevant applicable criteria to the challenged book and make a determination. If the Board deems the challenged book to not meet the relevant applicable criteria,

to discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

After you review, let's discuss as Kathy needs this by Thursday if possible. Once you weigh in and approve, I will distribute to Kathy and rest of the Board.

When this challenge is over if this goes smoothly we should literally insert this into the policy.

Sent from my iPhone

Begin forwarded message:

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: "Duggan, Patrick J." <pduggan@shumaker.com>

Date: January 24, 2023 at 10:49:46 AM EST

To: "Duggan, Patrick J." <pduggan@shumaker.com>

Subject: Upcoming book challenge

Subject: Materials to be included with meeting agenda and distributed to challenger for upcoming book challenge
Date: 1/26/2023 10:23 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Tomkins Kathy" <Kathy.Tomkins@sarasotacountyschools.net>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

Kathy,

Attached is what I believe should be included with the upcoming book challenge hearing agenda for the public. It is also what I believe should be sent to the challenger in advance of the hearing. I have cced Chris and Rob Manoogian in case they disagree that this is what should go out. I have redacted the challenger's information from the documents as leaving it in would identify the student. If Chris and Rob agree, can someone send this (or whatever is approved) to the challenger?

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII

EARLY LEARNING-20 EDUCATION CODE

Chapter 1006

SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.—

(1) DEFINITIONS.—

(a) As used in this section, the term:

1. “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

2. “Instructional materials” has the same meaning as in s. [1006.29\(2\)](#).

(b) As used in this section and s. [1006.283](#), the term “resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. [222.17](#).

(c) As used in this section and ss. [1006.283](#), [1006.32](#), [1006.35](#), [1006.37](#), [1006.38](#), [1006.40](#), and [1006.42](#), the term “purchase” includes purchase, lease, license, and acquire.

(2) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.*—Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. [1006.283](#), or otherwise purchased or made available.

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. [1006.31\(2\)](#) or s. [1006.40\(3\)\(d\)](#) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. [1006.283\(2\)\(b\)8.](#), 9., and 11.

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. [847.012](#), is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. [1006.31\(2\)](#) or s. [1006.40\(3\)\(d\)](#). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. [286.011](#). Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. [1003.41](#).

(c) *Other instructional materials.*—Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. [1006.29\(6\)](#) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. [1006.40\(3\)\(d\)](#).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.*—Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. [1003.42](#). Each district school

board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and ¹provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

- a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.
- b. Each material that was removed or discontinued as a result of an objection.
- c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) DISTRICT SCHOOL SUPERINTENDENT.—

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(4) SCHOOL PRINCIPAL.—The school principal has the following duties for the management and care of materials at the school:

(a) *Proper use of instructional materials.*—The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*—The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board

fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) *Selection of library media center materials.*—School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

History.—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39; s. 2, ch. 2017-177; s. 14, ch. 2021-9; s. 2, ch. 2022-21.

¹**Note.**—The word "must" was deleted by the editors to conform to context.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EDUCATIONAL MEDIA MATERIALS EVALUATION, SELECTION AND OBJECTION TO USE **4.22*+**

Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view.

- I. **Legal Responsibility for Selection.** The School Board is legally responsible for all matters relating to the operation of the Sarasota County Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials.
- II. **Parental Rights.** Upon written request, a parent or resident of the county will be provided access to instructional materials specified in the written request that are maintained in a District library if such materials are available for review. The school principal shall arrange for a convenient time to provide such access. The parent has the right to request that it be noted in the student's library record that the student not be allowed to check out certain material.
- III. **Criteria for Selection of Media Materials**
 - A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
 - B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, (*i.e.*, administrators, faculty, parents, and students) shall be given high priority.
 - C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.
 - D. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

1. Materials must be free of pornography and material prohibited under s. 847.012
 2. Materials must be suited to student needs and their ability to comprehend the material presented
 3. Must be appropriate for the grade level and age group for which the materials are used or made available
 4. Materials must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state and district
- E. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

IV. Procedures for Selection

- A. In selecting materials made available to students through the district library media center, the district media specialist shall adhere to the following:
1. Endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The district media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.
 2. Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the district media specialists will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The district media specialists will also assess student interest in the subject(s) presented and the ability of students to comprehend the materials presented. Books selected must be free of pornography and materials prohibited under F.S. 847.012.
 3. The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum,

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

and the academic needs of students and faculty.

4. After evaluation, the district media specialists will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.
 5. Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, no alignment to state standards, out of date content, or status following a parent's or community member's objection.
 6. The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.
- B. District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.
- V. Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, Sarasota County resident or employee of the district may request reconsideration of school library media materials; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:
- A. The principal or designee shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the principal or designee, the reconsideration process concludes.
 - B. If the explanation fails to resolve the objection, the principal or designee will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
 - C. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal or designee shall forward copies to the appropriate personnel on the School-level Review Committee (a

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

committee of three (3) teachers, a district media specialist and two (2) parents of the school).

- D. The challenged material shall remain available for circulation during the reconsideration process pending a final decision.
- E. The challenged materials shall be read and evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.
- F. The Complainant shall be informed in writing by the principal or designee concerning the school-level committee's decision within ten (10) working days.
- G. District Review Committee. If the Complainant disagrees with the decision rendered by the school-level committee, an Appeal may be filed with the Instructional Materials and Library Services Department.
- H. The Instructional Materials Supervisor shall appoint a District Review Committee with the following composition:
 - 1. The District Manager of Library Services (who shall serve as the Non-voting Committee's chair).
 - 2. One (1) District Regional Media Specialist
 - 3. One (1) District Curriculum Specialist from the appropriate level
 - 4. One (1) school administrator
 - 5. One (1) or two (2) parent(s) representing the associated level(s)
 - 6. Two (2) appropriate grade level and subject area teachers
- I. The Review Committee, in carrying out its assigned function, shall:
 - 1. Read, view, or listen to the material in its entirety.
 - 2. Check general acceptance of the material by reading reviews and consulting recommended lists.
 - 3. Determine the extent to which the material supports the curriculum.
 - 4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
 - 5. Forward, within fifteen (15) working days, a written recommendation to the Instructional Materials Manager.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- J. The District Instructional Materials Manager or designee will inform the complainant, the school's principal, and the Executive Director for the appropriate level of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
- K. If the complainant is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the Chief Academic Officer. Failure of the complainant to file a written appeal within 10 working days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.
- L. The Chief Academic Officer will advise the School Board of the School and District Review Committee's decision, including all appropriate documentation (i.e. meeting summaries, material reviews, etc.). The School Board will render a decision regarding the appropriateness of a particular Library Media material item and that decision will be considered final.
- M. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): 10/18/22
FORMERLY:

Instructional Materials & Library Services

925 North Brink Avenue |
Sarasota, Florida 34237
941.358.4470 | Fax 941.3737656
SarasotaCountySchools.net

PATRON'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: FICTION/ NON-FICTION

DIRECTIONS:

This form is to be completed by a parent/guardian of a student currently enrolled in Sarasota County Schools, or a current citizen of Sarasota County as determined by a residential address within Sarasota County. Completed forms are to be returned to the school principal.

Title Stamped: Racism, Anti Racism and You

Author Jason Reynolds and Ibrahm X Kendi

Publisher/Producer (if known) Little, Brown and Co

Location of Material (i.e., school name) Booker High, Laurel Nokomis, North Port High, Oak Park, Pine View, Riverview High, Sarasota High, Suncoast Polytech High, Venice High

Request initiated by [REDACTED] Date May 5, 2022

Address [REDACTED]

City [REDACTED] Zip Code [REDACTED] Phone [REDACTED]

Complainant is representing

Himself or Herself Student _____ Organization _____ Other _____

If you selected Student, Organization, or Other please identify name _____

Please answer the following questions using as much detail as possible. Additional pages can be attached to this form.

1. Did you read the entire passage, book, etc., that is the subject of your objection? Yes No
2. What do you believe is the theme of this material? The book teaches and promotes all of the tenants and philosophies of Critical Race Theory. These include such "truths" that White people are inherently racist; the United States both historically and currently are inherently racist; the United States was founded to stand up systemic racism; by virtue of their race whites enjoy the benefits of "white privilege" and are active oppressors to blacks, minorities and people of color; by virtue of their race whites are unconsciously bias towards blacks, minorities and people of color; all people are lumped into three categories: segregationist (hater), assimilationist (coward) or anti racists (someone who truly loves) -- regardless of race or color those who are anything but "anti racist" are perpetual racists and actively engage in / promote / prescribe to oppression (i.e. Martin Luther King Jr. is a racist because he is classified by the authors as an assimilationist);
3. To what in the material do you object? Please be specific; cite pages or segments In general, the overall theme of the book as outlined in section 2 above is objectionable. Additionally, the book is objectionable given it's half baked historical references (this is not a history but it's a history book narrative by the author), purposefully misleading statistics and inferences of events and "motives", which all boil down to the message that White people / White society are inherently racist and wish to subject Black people to unfair and racist policies to preserve their elitist position in society. The authors also present intentionally flawed and context devoid "facts" to support their point. For instance, the author's forward states that the prison population and police killings should be proportional to the 13% Black population but because they are not, it's due to racial inequality rather than 1) personal accountability (which, of course, personal accountability is sited as racist tactics to assign blame) or 2) the subjective use of statistics. The use of subjective statistics leads young readers to a conclusion without the full picture to make an assessment using critical thinking. For instance, if the author where to provide the young reader with additional facts around incarceration data including that, for instance, 50% of all 2018 murder victims in America were Black with 90% of those murders committed by other Black people, mostly young Black men, wouldn't that shine a different light onto the conclusion and discussion of the incarceration narrative rather than pegging "systemic racism" and police targeting policies as the reason for a higher representation due to racial inequality? The authors use a sweeping comment about

40% of the prison population being Black to all a young mind to infer that since they only make up 13% of the population, then this disproportional incarceration level is due to racism not crime. This is a key example of flawed logic based on correlation versus causation. If the author was not so disingenuous about having real race discussions with youth, they would have provided additional facts to determine the root causes to determine the causation within this incarceration and victim population. The purposeful misrepresentation by the authors to teach hateful rhetoric as "truth" is intentionally poisonous to students and perpetuates hateful ideology. For other specific examples within the critical race theory rhetoric, please see additional sited examples. p.61 "For the assimilationists, the three-fifths rule allowed them to argue that someday slaves might be able to achieve five-fifths. Wholeness. Whiteness. One day. And for the segregationists, it proved that slaves were mathematically wretched. Segregationists and assimilationists may have had different intentions, but both of them agreed that Black people were inferior. And that agreement, that shared bond, allowed slavery and racist ideas to be permanently stamped into the founding document of America". p. 65 "Black people -- slaves-- started to get free. Runaways. And abolitionists urged the newly freed people to go to church regularly, learn to speak "proper" English, learn math, adopt trades, get married, stay away from vices (smoking and drinking) and basically live what they would consider to be a respectable lives. Basically, live like White people. If Black people behaved "admirably", they could prove all the stereotypes about them were wrong. This strategy was called uplift suasion. It was racist because what it said was that Black people couldn't be accepted as themselves, and that they had to fit into some kind of White mold to deserved their freedom....it's important to keep this in mind because it would be the cornerstone of assimilationist thought which was basically to make yourself small, make yourself unthreatening, make yourself the same, make yourself safe, make yourself quiet, to make White people comfortable with your existence." p245 - "How do you feel? ..I hope it's clear that the construct of race has always been used to gain and keep power, whether financially or politically. How it has always been used to keep us quiet. To keep the ball of White and rich privilege rolling. "

4. What do you feel might be the result of exposure to these materials? These slanted viewpoints within a schools setting allows hateful seeds to be planted into young minds with the only "logical" conclusion to be that White people want to perpetually own Blacks, America policies were and continue to be actively framed to oppress Blacks, and Blacks and Whites must life in a continued culture of distrust and conflict.
5. For what age group would you recommend this material? This type of Marxist, divisive rhetoric and "logic" is equivalent to encouraging Maoist struggle sessions or allowing books supporting KKK or Nazi ideology within our schools. I do not think justifying those ideologies are appropriate in schools at any age nor is it legal under new legislation in Florida. These distorted concepts subject readers to a perverted "version of the author's truth" about race, American history and the intent between racial relationships.

6. Are there any desirable or positive features within the materials? Yes No

a. If yes, please explain

7. Are you aware of the judgment of this material by recognized critics? Yes No

8. What would be your suggestion for future use of this material?

- a. Do not assign, lend, or expose it to my child
- b. Withdraw the material from all students, including my child
- c. Obtain parent permission or set grade level permissions prior to checkout by students

9. In its place, what materials of equal quality would you recommend that would convey as valuable a picture

and perspective of our civilization and the subject treated? Thomas Sowell, Discrimination and Disparities.
Thomas Sowell, Economic Facts and Fallacies.

[REDACTED]

Name of Complainant(s) (Print)

[REDACTED]

Signature of Complainant(s)

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Committee to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Completed forms should be returned to the building principal and then forwarded to the manager of Instructional Materials.

Title Stamped: Racism, Anti-Racism + You
Author Reynolds + Kenda

A. PURPOSE

1. What is the overall theme of the material?
author's perspective/evaluation of racism in America's history
2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No
2. What is the reputation and significance of the author and publisher/producer in the field?
do not know fully, National Award winning book author, #1 NY Times best selling author of many books.
3. Is the material current? Yes No
4. Are information sources well documented? Yes No N/A
5. Are translation and retellings faithful to the original? Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objective of the curriculum of Sarasota County Schools? not part of curriculum requirement Yes No
2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content well presented by providing adequate scope, range, depth and continuity? Yes No
2. Does this material present information not otherwise available? Yes No
3. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS

1. Source of review(s) SSYRA book-21-22
2. Does this title appear in one or more reputable selection aids? Yes No
If yes, please list the names of the selection aids

Additional Comments

well-written, written in editorial style from one perspective,
picks & chooses historical facts to fit his opinion, thought provoking
leading to great conversations

Recommendation by School/District Media Advisory Committee for treatment of challenged materials

committee recommendation is 8th grade check-out
for middle school.

Media Advisory Committee Members

Erin Rice
Michael Deritt
Susan Maas-Lyon
Em Hasan
Silvana Geddes
Kathryn Brandon
(Print) Lindsey Quisley

Date

5/24/22

[Signature]
[Signature]
Susan Maas-Lyon
Em P. Hasan
Silvana Geddes
[Signature]
(Sign) Lindsey Quisley

Principal

TOMAS DINVILLANO
(Print)

[Signature]
(Sign)

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped

Author Jason Reynolds & Ibram X Kendi

A. PURPOSE

1. What is the overall theme of the material?

See individual responses

2. Is the author's intent accomplished?

6 Yes 1 No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

7 Yes 0 No

2. What is the reputation and significance of the author and publisher/producer in the field?

See individual responses

3. Is the material current

7 Yes 0 No

4. Are information sources well documented

6 Yes 1 No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? See individual responses. Yes No

2. Are the illustrations appropriate to the subject and age levels?

2 Yes No 5 N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

6 Yes 1 No

2. Could this material be considered pornographic or prohibited under s. 847.012?

0 Yes 7 No

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

3. Is the content suited to student needs and their ability to comprehend the material? 6 Yes 1 No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? 7 Yes 0 No
5. Does this material present information not otherwise available? 2 Yes 5 No
6. Does this material give a new dimension or direction to its subject? 7 Yes 0 No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in on or more reputable selection aides? ✓ Yes ___ No
2. If so, please list at least one (1) See individual responses
3. Has the book been reviewed by at least one reputable book reviewer? ✓ Yes ___ No
4. If so, please list the source of review(s) See individual responses

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. 0 Yes 7 No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?
See individual responses

What is the recommendation of the committee for treatment of the material(s) being reconsidered?
After in depth discussion the workgroup recommended that the materials remain available for students in grades 6-12 as a self-selected choice.

Some concerns were expressed regarding the depth of the content within the book and whether younger students could comprehend. Ultimately, it was decided that the self selected nature of the title would foster students returning the book if they didn't enjoy it or couldn't understand it.

Media Advisory Committee Members

Date 11/14/22

Nick Kohler - Middle School Teacher

Ray Wilson - School Principal

Tiffany Bailey - District Curriculum Specialist

Donna Heath - Teacher/Media Specialist

Dana Moretta - Parent

Brie Ondercin - Parent

Stephanie Lee - Teacher

(Print)

(Sign)

Principal

(Print)

(Sign)

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title _____ Stamped _____

Author _____ Jason Reynolds Ibram X. Kendi _____

A. PURPOSE

1. What is the overall theme of the material? ____ To point out America's racist past and present. The books goal is to show how racist ideas started and how they propagated throughout America's history and that those ideas are still being propagated.
2. Is the author's intent accomplished? ____ Yes ___x___ No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? ___x___ Yes ___ No
2. What is the reputation and significance of the author and publisher/producer in the field? ___X___ Yes ___ No
3. Is the material current ___X___ Yes ___ No
4. Are information sources well documented ___X___ Yes ___ No ___ N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? ___ Yes ___x___ No
2. Are the illustrations appropriate to the subject and age levels? ___X___ Yes ___ No ___ N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? ___X___ Yes ___ No
2. Could this material be considered pornographic or prohibited under s. 847.012? ___ Yes ___X___ No
3. Is the content suited to student needs and their ability to comprehend the material? ___ Yes ___X___ No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? ___X___ Yes ___ No
5. Does this material present information not otherwise available? ___ Yes ___x___ No
6. Does this material give a new dimension or direction to its subject? ___x___ Yes ___ No

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) _____ Common Sense Media _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) __ Barbara Saunders Common Sense Media _____

F. **LEGISLATION/STATUTES**

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS – Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

The book suffers from presentism. The idea that people who lived 150, 200 even 50 years ago should know better. That is a problem when looking at the journeys of people like Cotton Mather, Nat Turner, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, WEB DuBois and other notable figures from history. It discounts the reality that they faced and how society was structured and had been structured for thousands of years. It discounts their understanding of their time. It is easy for us to look back and judge people when we have never walked in their footsteps. However, I do think the book is a worthwhile read for individuals. I would not recommend this as a comprehensive lesson to explain the

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

disparities in the United States. The not a history book history book, is one-sided, and that is ok. I fear that banning books, even books I really do not agree with, is more dangerous than a book that looks at historical times, struggles, and tragedy using the lens and knowledge of today to judge people that had no such lenses. Conversely, it takes books like this for us to look at our past and see what problems we need to solve today that were created in the past. And then to have honest, direct and uncomfortable conversations to truly move America forward.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Nick Kohler

(Print)

Principal

(Print)

Date 11/14/22

Nick Kohler

(Sign)

(Sign)

T. B

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and you

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

Racism has existed in a variety of ways starting in the 1600s. There are 3 responses to Racism: Segregation, Assimilation, and AntiRacism. AntiRacism is focused on the idea that all people are equal and good for being who they are.

2. Is the author's intent accomplished?

Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? Both authors are highly competent and established writers. The majority of the content comes from Kendi who is a professor of humanities. Jason Reynolds has adapted the book for younger audiences.

3. Is the material current

Yes No

4. Are information sources well documented

Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools?
applicable

Yes No Not really

2. Are the illustrations appropriate to the subject and age levels?

Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012?

Yes No

3. Is the content suited to student needs and their ability to comprehend the material?

Yes No

T.B.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
5. Does this material present information not otherwise available? Yes No
6. Does this material give a new dimension or direction to its subject? Yes No
- E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)
1. Does this title appear in on or more reputable selection aides? Yes No
2. If so, please list at least one (1) <https://www.commonsemmedia.org/book-reviews/stamped-racism-antiracism-and-you>
3. Has the book been reviewed by at least one reputable book reviewer? Yes No
4. If so, please list the source of review(s) <https://www.ohiohumanities.org/2021/02/17/stamped-racism-antiracism-and-you-by-jason-reynolds-review-by-diane-schroeder/>
- F. LEGISLATION/STATUTES
1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.
- _____
- _____
- _____
- _____

T.B.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

While the material does present a great deal of information about racism and does describe historic people as racist, it does NOT paint all White people as racist and highlights the positive contributions of people of all races.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

This text should remain as self selected reading material for middle and high school students.

Media Advisory Committee Members

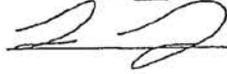
____ Tiffany Bailey _____

(Print)

Principal

(Print)

Date 11/14/22

 _____

(Sign)

(Sign)

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and You
Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

Racism vs Antiracism in America

2. Is the author's intent accomplished?

Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

The book is a NY Times bestseller. — won Odyssey Award for Excellence in Best selling Author (Kendi) of multiple books
Kendi studied African American studies and became a professor in that area at multiple colleges, including UF, Brown, SUNY Albany + Ontario
— founded antiracist research and policy center at American University

3. Is the material current?

Yes No

4. Are information sources well documented?

Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? This is not a book used for curriculum purpose Yes No N/A

2. Are the illustrations appropriate to the subject and age levels?

Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012?

Yes No

3. Is the content suited to student needs and their ability to comprehend the material?

Yes No

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes ___ No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes ___ No
are many books related to the history of racism but this book does speak in a language students could understand.

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes ___ No
- 2. If so, please list at least one: (1) Kirkus, Horn Book Guide, American Library Association
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes ___ No
- 4. If so, please list the source of review(s): Kirkus & Hornbook Guide

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. ___ Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

I do not feel this violates current legislation since its intention is not for instructional purposes.

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

This book is controversial for sure, but authors have freedom to discuss or portray opinions about topics and students should have the freedom to discuss books that interest them. This book was not intended for instruction it was one of many books that may "rock the boat" but is made available to students in a library setting. It provides an opportunity for students to question his topic and leads to better conversations.
What is the recommendation of the committee for treatment of the material(s) being reconsidered?
I would ~~recommend~~ recommend this book stay within the Sarasota County School library. I would like to add that it should be placed for middle school or high school students only. Since I see the challenger notes that this book is in PV I feel that it should be marked for ekm. Kids to not be able to take it out.

Media Advisory Committee Members

Date 11/14/22

Dana Moretta

Dana Moretta

(Print)

(Sign)

Principal

(Print)

(Sign)

B.O.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

The book provides the reader with insight and a better understanding of how racism came to be in America, including its origins and global history. The book contains historical information, time periods, and events that the authors then provide an interpretation of. The overall theme is racism in America, both throughout US history and present day, with a focus on three types of people – segregationists, assimilationists, and antiracists. The book covers the struggle and desire for equality for all humans.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

The authors have won numerous awards and nominations for book awards, not just for the first STAMPED book but this version as well. The co-authors also right for highly respected journalism publications, as well as teach at a secondary and post-secondary education level. From what I've learned about the authors, I would have to say that they are highly regarding in their field with an excellent reputation as well.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? Book is not used for curriculum or instruction. Yes No N/A

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No

B.D.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
Due to this book being a self-checkout item and NOT used as curriculum or text for instruction, the question about "need" does not apply. However, a middle school student wishing to checkout this book from a middle school library or media center should be able to comprehend the material as it is written for such an audience.
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No
For me, yes. It was really helpful to have this perspective and insight into a subject that was only lightly scratched and touched upon while I was in grade school.

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) American Library Association and School Library Journal _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Common Sense Media, Kirkus Reviews, Good Reads, and New York Times Book Review _____

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

B.O.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I found this non-fiction publication to be truly eye-opening, well written, insightful, and informative. The authors did a great job of engaging the reader, writing to the appropriate reading and comprehension level, and sharing history without it being a history textbook which can sometimes be boring and rote for kids. The authors used an appealing style of writing that included sarcasm, wit, and humor, even for a subject of such great importance in our nation's history. This must have been difficult to do because of the need to capture the heart, soul and minds of the young readers without insulting or discrediting the subject and relevant history. One of my main takeaways from reading this book is the nation's history of passion, desire and focus on the need for equality of ALL humans. To me, this trumps and overcomes all hate, evil, greed and power.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

My recommendation would be to keep the book available for self-checkout in all Sarasota County School District middle and high school media centers and libraries.

Media Advisory Committee Members

Date _____

Brie W. Ondercin 11/14/22
(Brie W. Ondercin)

(Print)

(Sign)

Principal

(Print)

(Sign)

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

The overall theme of the book is to encourage young people to be questioners or investigators of information which they are presented with.

2. Is the author's intent accomplished?

Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

Both authors have won numerous awards and acclaim for their writing such as the John Newberry Medal, Carnegie Medal, Edgar Award for Best Young Adult, National Book Award for Nonfiction and Guggenheim Fellowship for Humanities.

3. Is the material current

Yes No

4. Are information sources well documented

Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *This is a self-select title and not part of instructional content* Yes No

2. Are the illustrations appropriate to the subject and age levels?

Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012?

Yes No

S. L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

3. Is the content suited to student needs and their ability to comprehend the material? Yes No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
5. Does this material present information not otherwise available? Yes No
6. Does this material give a new dimension or direction to its subject? Yes No
- E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)
1. Does this title appear in on or more reputable selection aides? Yes No
2. If so, please list at least one (1) School Library Journal
3. Has the book been reviewed by at least one reputable book reviewer? Yes No
4. If so, please list the source of review(s) Kirkus, Common Sense Media, School Library Journal
- F. LEGISLATION/STATUTES
1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.
- _____
- _____
- _____
- _____

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I feel that students in grades 7-12 should have access to the book. My reason behind not including 6th grade is that we have students who are younger in terms of the chronological age for that grade level and may not be "socially" ready to read and fully understand the content. For 6th graders who are at the maturity level to read this book they should be allowed to do so. I did not find the book to be inappropriate or to have objectionable content for middle or high school students.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Students in grades 6-12 should have access to the novel and it should be "flagged" for students in the lower grades that may be interested in checking out this book.

Media Advisory Committee Members

Stephanie S. Lee

Date 11/14/2022

Stephanie S. Lee

(Print)

(Sign)

Principal

(Print)

(Sign)

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title: Stamped: Racism, Antiracism, and You

Author: Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material? The here and now about race from the authors' viewpoints
2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No
2. What is the reputation and significance of the author and publisher/producer in the field?

Jason Reynolds is an American author of novels and poetry for young adult and middle-grade audiences. He has a degree in English and received numerous awards. He is a #1 NYT bestselling author of many books.

3. Is the material current? Yes No
4. Are information sources well documented? Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *Not part of required reading material* Yes No
2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No
2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
3. Is the content suited to student needs and their ability to comprehend the material? Yes No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
5. Does this material present information not otherwise available? Yes No



R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

6. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS— Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in on or more reputable selection aides? Yes No

2. If so, please list at least one (1) _____

3. Has the book been reviewed by at least one reputable book reviewer? Yes No

4. If so, please list the source of review(s)
 Kirkus _____

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No

2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

HB 7 specifically states that a person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex."

This is a self-selected text that is not a part of the required reading for core instruction.

In Part C, question 1... add an option for N/A.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Date _____

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Raymond Wilson

(Print)

Principal

(Print)

[Signature]

(Sign)

(Sign)

D.H

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped, Racism, Anti-racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning (Stamped)

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material? An account of the origin and historical metamorphosis of racism, assimilationism, and anti-racism in the U.S. and the world.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? The author of the book from which Stamped is adapted, Ibram X. Kendi, is an American author, professor, anti-racist activist, and historian of race and discriminatory policy in America. In July 2020, he assumed the position of director of the Center for Antiracist Research at Boston University. Jason Reynolds is a #1 New York Times Bestselling author and recipient of a Newbery Honor, a Printz Honor, an NAACP Image Award, and multiple Coretta Scott King honors, Reynolds is also the 2020-2022 National Ambassador for Young People's Literature.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? I am not aware of this title being part of course curriculum, although it is in the digital library of our current McGraw/Hill ELA Textbook as a novel study in Grade 9.
 Yes No

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

1. Is the content appropriate for the age group for which it is currently available? Yes No
2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
3. Is the content suited to student needs and their ability to comprehend the material? Yes No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
5. Does this material present information not otherwise available? Yes No
6. Does this material give a new dimension or direction to its subject? Yes No

E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in on or more reputable selection aides? Yes No
2. If so, please list at least one (1) Florida Teens Read 2021, This is the history book that needs to be included in standard education: the true African American history. Key movements, ideas, and figures from America's conception through the #BlackLivesMatter movement are framed in the competing ideas of "haters" (segregationists) and "cowards" (assimilationists) in the hopes that learning this information will create antiracists of us all.
School Library Journal: Reynolds and Kendi eloquently challenge the common narrative attached to U.S. history. This adaptation, like the 2016 adult title, will undoubtedly leave a lasting impact. Highly recommended for libraries serving middle and high school students.

3. Has the book been reviewed by at least one reputable book reviewer? Yes No
4. If so, please list the source of review(s) School Library Journal and Florida Teens Read Horn Book Review, Kirkus Book Reviews. _____

F. **LEGISLATION/STATUTES**

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area course work. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material? \ believe Stamped provides a historical account of the origin of racism, along with insightful observations of the metamorphosis of opinions toward racism, anti-racism and assimilationism, from the 1400's to the present. It does not convey guilt upon the young people who may read the book. On the contrary, Reynolds leaves the reader on a positive note encouraging them to be an agent of change and responsibility toward their fellow human being. This selection could be thought provoking for the reader without being inappropriate or violating Florida statutes.

What is the recommendation of the committee for treatment of the material(s) being reconsidered? I would recommend Stamped remain in middle and high school libraries in Sarasota County as a self-selected book.

Media Advisory Committee Members

Donna Heath

Date November 14, 2022

Donna Heath

Challenged Material Process
Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1).(2).(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a [REDACTED]
[REDACTED]
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the [REDACTED] administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process
Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

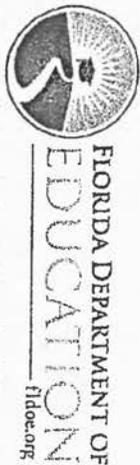
District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup's evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2022, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup's recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps



Library Media and Instructional Materials Training



Rule 6A-7.0715, F.A.C. Effective February 2023

www.fldoe.org

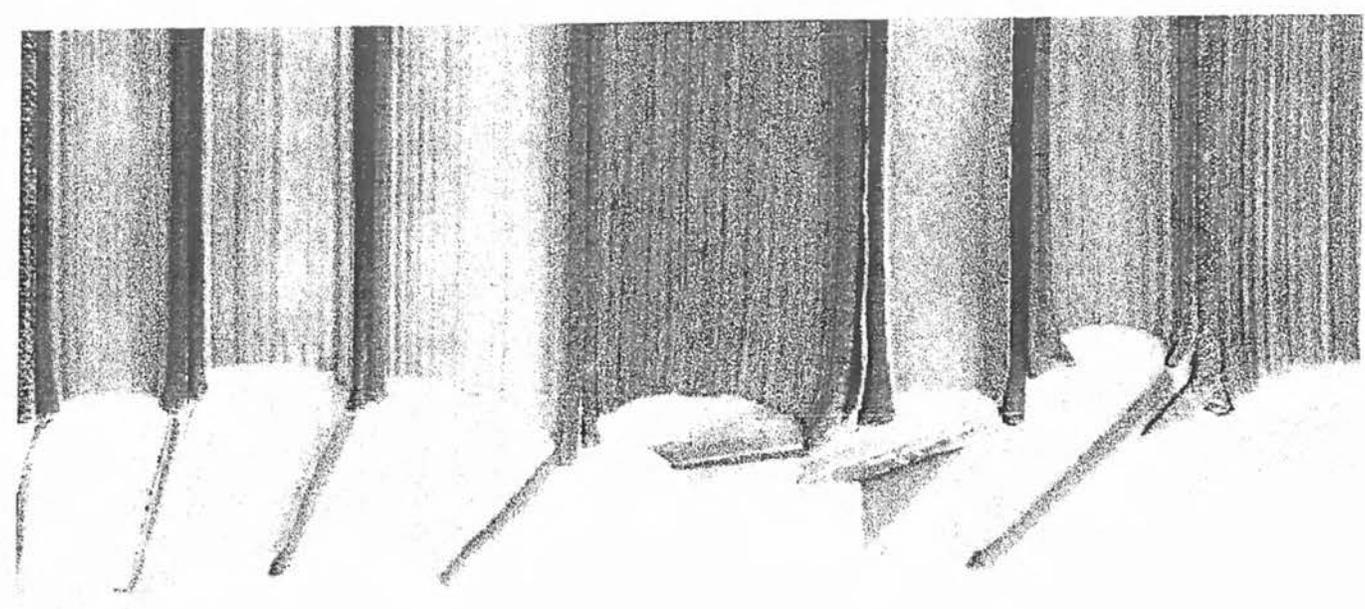
Main Purpose

Part 1: Criteria for Selection of Library Materials and Reading Lists

Part 2: Collection Development Policies for Library Media Specialists

Part 3: Selection and Maintenance of Library Media Materials for Library
Media Specialists

Part 4: Training to Assist Reviewers of Instructional Materials

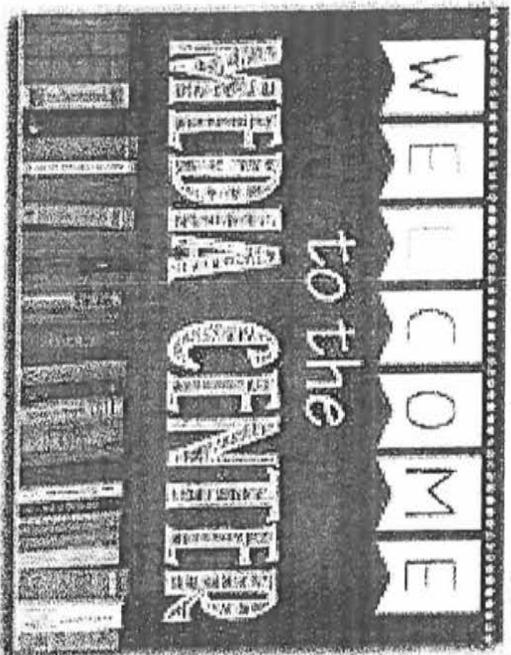


Criteria for Selection and Maintenance of Library Materials and Reading Lists

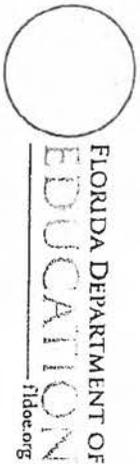


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

The Primary Objective of the Library Media Center:



To implement, enrich, and support the educational program of the school. The library media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and with the representation of different points of view.



House Bill 1467

Section (s.) 1006.29(6), Florida Statutes

The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

Criteria for Selection of Library Materials

Section 1006.40(3)(d), F.S.

All materials in a school library or included on a reading list must be:

1. Free of Pornography and material prohibited under s. 847.012, F.S.
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used and made available.

Pornography

While there is no statutory definition of pornography in the Florida Statutes, the Merriam-Webster dictionary defines it as “the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.”

Materials Prohibited by Section 847.012, F.S.

An adult may not knowingly distribute to a minor on school property:

- *Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.*
- *Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.*

Materials Prohibited by Section 847.012, F.S. (cont.)

- The phrase “harmful to minors” requires that any description or representation of nudity, sexual conduct or sexual excitement meet three requirements in order to be found “harmful to minors.”
- The description or representation must:
 - Predominantly appeal to a prurient, shameful, or morbid interest;
 - Be patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; **and**
 - Taken as a whole the material is without serious literary, artistic, political, or scientific value for minors.

Penalty for Violating Section 847.012, F.S.

(6) *Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.*

To protect librarians and media specialists, it must be clear that a book depicting nudity, sexual conduct, or sexual excitement does not meet the tenets of “Harmful to minors” (s. 847.001, F.S.), which are:

- (a) *Predominantly appeals to a prurient, shameful, or morbid interest;*
- (b) *Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and*
- (c) *Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.*



Suited to Student Needs and Appropriate for Age and Grade Level

Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution



Additional Requirements

Section 1006.34(2)(b), F.S.

1. *The age of the students who normally could be expected to have access to the material.*
2. *The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in*
5. *1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.*
3. *The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.*
4. *The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.*



Additional Requirements (cont.)

Section 1006.28(2)(d)2., F.S.

- a. *Require that book selections meet the criteria in s. 1006.40(3)(d).*
- b. *Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.*
- c. *Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.*
- d. *Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.*

Parental Rights

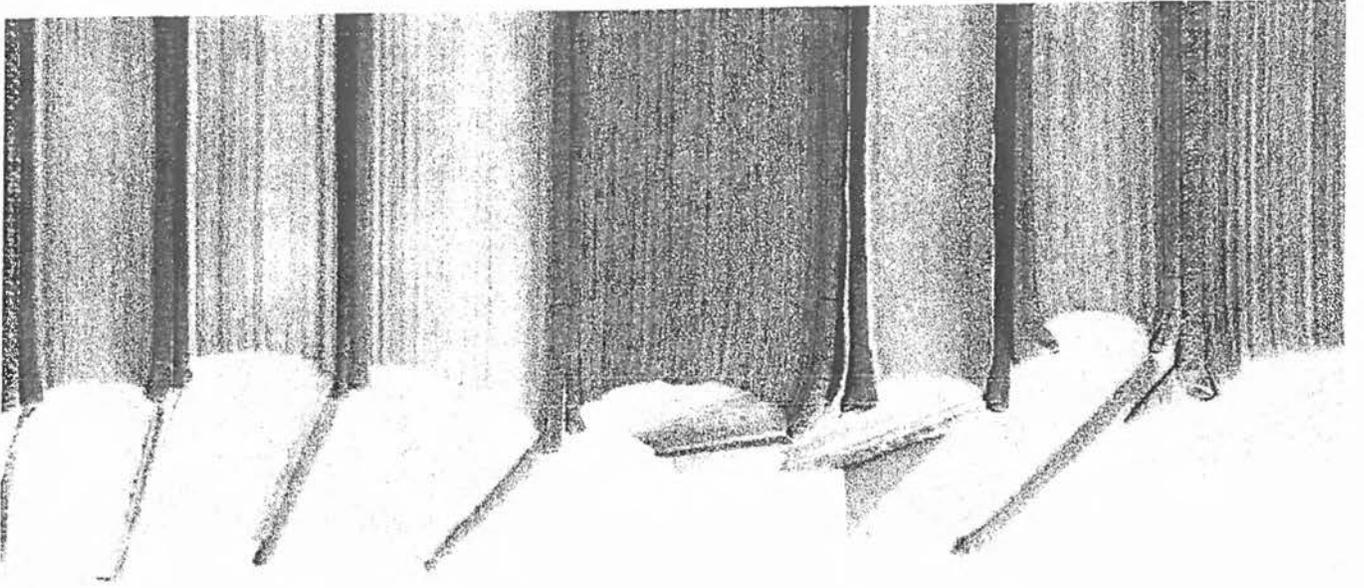
- The Parents' Bill of Rights (s. 1014.04(1)(a), F.S.) states that a parent has the right to direct the education and care of his or her minor child.
- Upon written request, school districts are required to provide parents access to any material or book in a school library specified in the request (s. 1006.28(2)(d), F.S.)
- Per Rule 6A-7.0713, F.A.C. each elementary school is required to publish on its website a list of all materials maintained in the school library media center including classroom libraries.
- Parents must be informed of the district policies that are in place to provide transparency to families.
- The department's parental rights page may be found at <https://www.fldoe.org/ParentalRights/>

District Objection (Challenged Materials) Policy

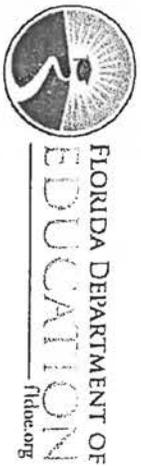
- Follow your district policy.
- Each district is responsible for having a policy on challenged materials.
- Objections can be brought forth by any person residing within the district or a parent of a district student.

Section 1006.28(2)(a)2., F.S.:

Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution.



Collection Development Policies



Collection Development

Library collection development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular district or school.



Goals of Collection Development

Provides guidelines for selecting material for the collection of the library that are balanced.

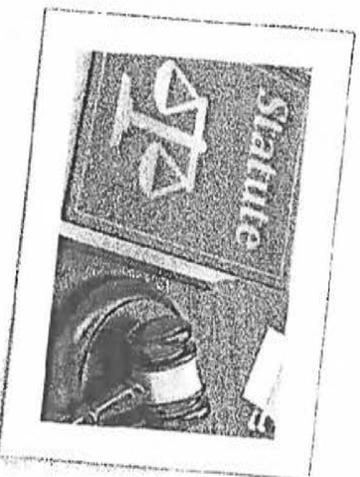
Determines the retention, preservation and archiving of materials.

Describes the process for removal of inappropriate materials.

School Districts Must Establish and Maintain School Libraries

Districts must establish procedures that:

- Require library books meet the statutory selection criteria of being suited to student needs, are age and developmentally appropriate, and are free from pornography and materials harmful to minors under s. 847.012, F.S.
- Requires input of stakeholders, including parents.
- Requires the consultation of reputable, professionally recognized reviewing periodicals.



www.FLDOE.org



Collection Development Process

Goals

- Mission and vision of the school or district
- Special program considerations
- Current collection analysis
- Responsibilities of the media specialist

Audience

- School demographics
- School community
- Population needs
- Transparency to the community

Acquisition

- Budget
- District policies and procedures
- School expectations
- Stakeholder reviews
- Peer reviews

www.fldoe.org

Maintenance

- Inventory policies
- Know your district procedures for removal of materials

Preservation

- Ongoing development of the collection to mirror district policies or procedures

Removal or Discontinuance of Materials

The removal or discontinuance of library materials and resources is determined by a continuous review of the existing collection, both print and digital. In the removal process, many factors are taken into consideration including, but not limited to, space constraints, age or relevancy of material, physical condition of the material, and circulation data.

Follow district policies for regular removal or discontinuation of materials.

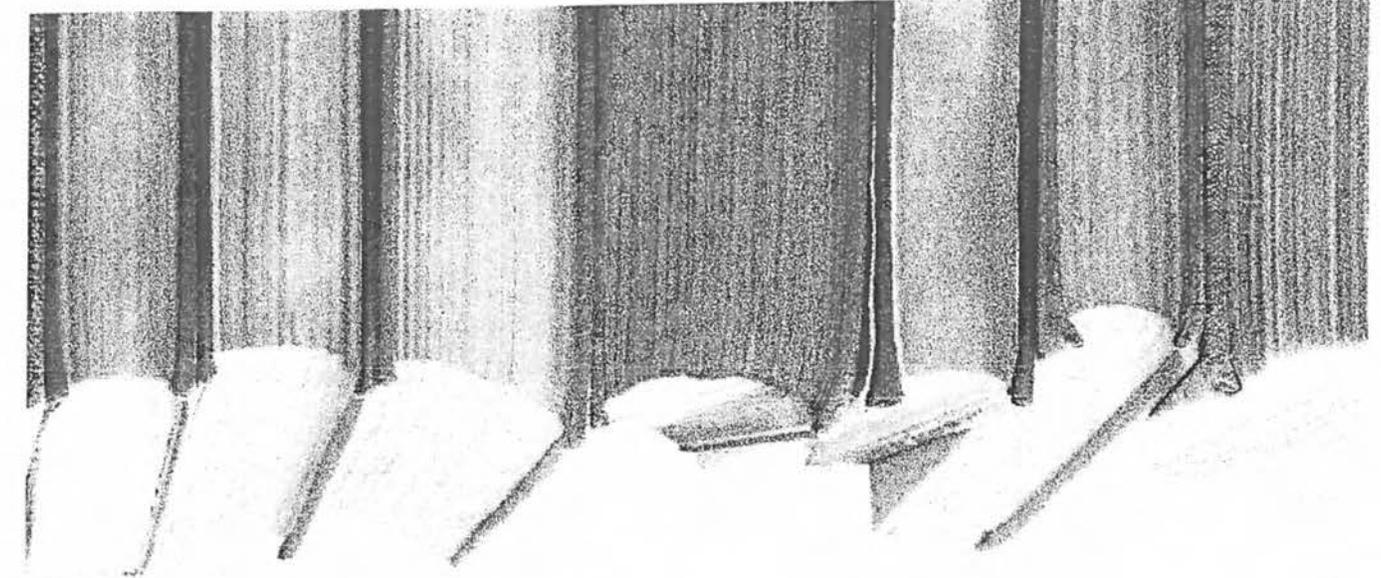
Library Media Specialists

Only persons who are certified as an Educational Media Specialist under Rule 6A-4.0251, Florida Administrative Code (F.A.C.), are authorized to make selections of:

- Materials available to students in a school library; and
- Books included on a recommended or assigned school, grade-level, or classroom reading list.

School principals are responsible for compliance with school district procedures for the selection of school library materials.

Elementary classroom libraries are a type of school library. Materials in all school libraries must be selected by a certified media specialist. (Rule 6A-7.0714, F.A.C.; s. 1006.28 (2)(d)1., F.S.)



Selection, Evaluation and Maintenance of School Library Materials



Criteria For Selection of Library Materials

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Appropriate for the Grade Level and Age Group

- Choose materials that are relevant for the ages of your students.
- Choose materials that address the reading levels, special curricular needs and programs of your school/district.
- Look at professional peer-reviewed journals for age or grade level recommendations.
 - Section 1006.28(2)(d)2., F.S., provides that school districts must adopt policies that:
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.*
 - While the law requires consultation of peer reviews, districts should consider the consultation of crowd-sourced reviews.



Suggestions for Selecting New Materials

- Curriculum needs - high priority
- Survey stakeholders - teachers, students, parents, administration
- Balance fiction vs. nonfiction
- Diversity and age of collection
- High interest needs of readers
- Use reputable book vendors that offer quality bindings
- Look at professional and reputable award lists and state compiled book lists appropriate for your school age level
- Follow district protocol for selection of new books
- Check any books that have been removed or restricted due to a challenge in other districts. Those books should be carefully considered before purchasing.



Academic Standards and Academic Needs of Students and Faculty

- Consider titles from state standards booklists such as the ELA B.E.S.T. Sample texts and the Civic Literacy Reading List
- Evaluate school academic organizational needs to include, but not be limited to:
 - School mission and vision;
 - School performance or improvement plan;
 - Specialized curriculum needs such as those for career or technical courses;
 - School population needs such as exceptional student education (ESE), gifted and English language learners (ELL); and
 - Material to supplement state-approved, district-adopted core curriculum.
- Age of student population should be considered when selecting materials based on student interest.



School Community Stakeholders

Examples:

- Parents
- Students
- School Advisory Council
- Parent Teacher Association
- School Faculty and Subject departments
- Administrators
- Media Advisory Committee
- Community Members

Ideas for Input:

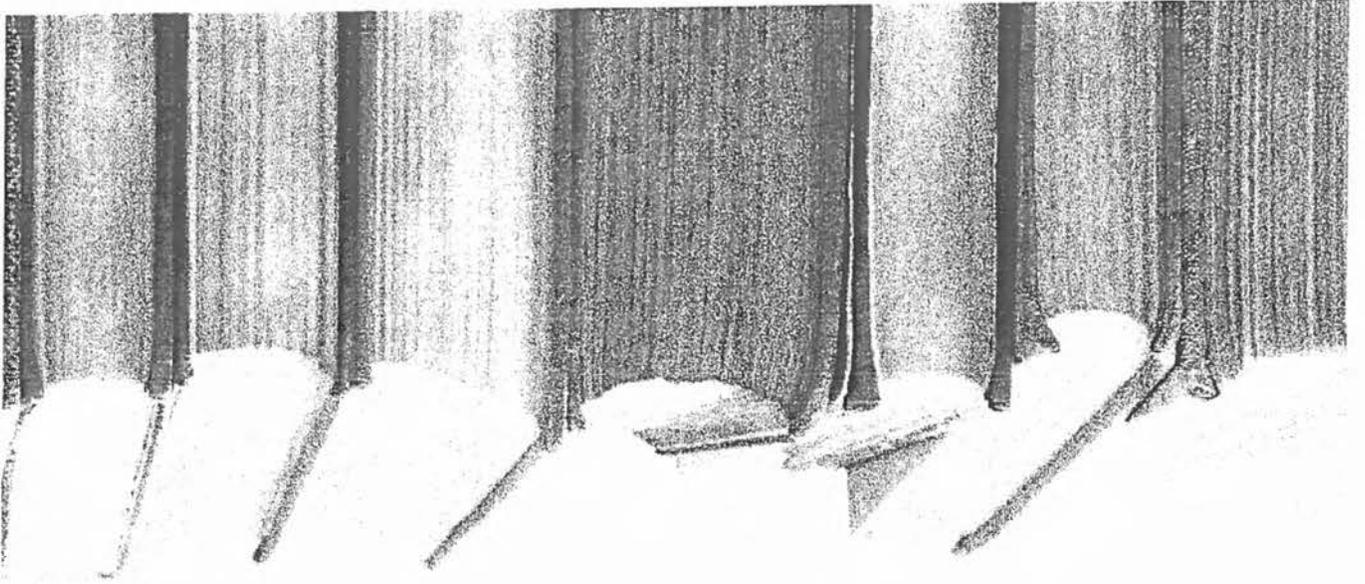
- Present/Publish lists to be ordered to SAC/PTA/Media Advisory before ordering.
- Host a preview night for stakeholders before placing books on shelf.
- Provide materials suggestion box or Google/Microsoft form for suggestions.
- Conduct interest inventories with learners.

Suggestions for gaining stakeholder contributions:

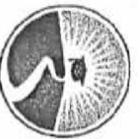
Online surveys, QR codes, suggestion box, virtual meetings, emails, newsletters, etc.

Maintenance

- Organization
 - Decide how materials are organized
 - Make sure signage is clear and up-to-date.
- Availability
 - Inventory everything in collection at regular intervals
- Know:
 - Cataloging profile - classifications and prefixes, location of barcode, spine label, and any other additional needed labels.
 - MARC (Machine-Readable Cataloging) Records
- Damaged books



Instructional Materials Reviewers



Common Selection Criteria for Instructional Materials, Library Materials and Reading Lists

Factors to consider for any material include:

- Avoiding unsolicited theories that may lead to student indoctrination.
- Meetings for the purpose of selecting instructional materials must be open to the public, including parents (s. 1006.28(2)(a)4, F.S.) and consultation with school community stakeholders, including parents is required in the purchasing of new library media materials (s. 1006.28(2)(d), F.S.)
- Age of the students who normally could be expected to have access to the material
- Educational purpose to be served by the material
- The degree to which the material will be supplemented and explained by classroom instruction
- The broad racial, ethnic, socioeconomic and cultural diversity of the students of this state
- Materials must be free of pornography and prohibited by s. 847.012, F.S.

Additional Selection Criteria for Instructional Materials

Instructional Materials must be:

- Accurate, objective, balanced, noninflammatory and current
- Aligned with state academic standards
- Suited to student needs, including academically talented students
- Suited to students' ability to comprehend material and maturity levels
- Readable, contain appropriate pacing, and easy to use

Instructional Materials should:

- Not contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, religion, disability, socioeconomic status or occupation.
- Accurately portray the ethnic, socioeconomic, cultural, religious, physical and racial diversity of our society.



Instructional Materials and the Principles of Individual Freedom (s. 1003.42(3), F.S.)

Instructional Materials may not contradict the principles enumerated under s.1003.42(3) These six principles are set forth below:

- (a) *No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.*
- (b) *No race is inherently superior to another race.*
- (c) *No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.*
- (d) *Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*
- (e) *A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*
- (f) *A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*

Other Criteria for Instructional Materials

s. 1006.31(2), F.S.

Whenever appropriate, include instructional materials that portray

- The necessity to protect the environment and conserve natural resources
- The effects of the use of tobacco, alcohol, controlled substances and other dangerous substances.
- Humane treatment of people and animals
- Fire prevention
- Thrift – using money and other resources wisely and not carelessly.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Other Criteria for Instructional Materials (cont.)

s. 1006.31(2), F.S.

Whenever appropriate for social science, history, or civics courses, the materials submitted must contain:

- The Declaration of Independence
- The Constitution of the United States



Core Questions Rubric for IM Reviewers

The full rubric may found at:
<https://www.fldoe.org/academics/standards/instructional-materials/>

| Core Questions Rubric | |
|---|--|
| <i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i> | |
| Content | |
| 1. A. Alignment with curriculum: The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes. | |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course. | |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events | |
| 5. B. Level of Treatment: The content matches the standards. | |
| 6. B. Level of Treatment: The content matches the student abilities and grade level. | |
| 7. B. Level of Treatment: The content matches the time period allowed for teaching. | |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.) | |



Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:
<https://www.fldoe.org/academics/standards/instructional-materials/>

| Florida Statutes and State Board of Education Rule |
|---|
| 1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials? |
| 2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT? |
| 3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT? |
| 4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? |
| 5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <ul style="list-style-type: none"> (a) <i>No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</i> (b) <i>No race is inherently superior to another race.</i> (c) <i>No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</i> (d) <i>Meritocracy or trains such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.</i> (e) <i>A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.</i> (f) <i>A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.</i> |
| 6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3, F.S., in grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity? |

www.fldoe.org

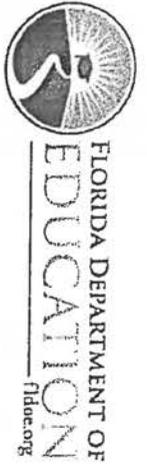
Instructional Materials – District Responsibilities

- The responsibility of the content of instructional materials lies with those that choose the materials. Parental feedback is important and parents should be included in all aspects of choosing materials.
- The district school board oversees the final process of instructional materials after a vetting process that involves all stakeholders, including teachers, students, district staff, and community members.
- Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(d).

Copyright and Fair Use

When using instructional materials, know the guidelines and permissions for use.

- Please discuss copyright and fair use guidelines with publishers before purchase.
- Follow district policies.
- Potential violations may include:
 - Reproducing pages in textbooks without publisher permission or watching videos without having a license.
 - Use of streaming services may violate individual contracts with service.



Thank you!

www.fldoe.org

Subject: FW: Packet of materials for upcoming book challenge scheduled for Feb 7 2023
(CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION)
Date: 1/26/2023 10:40 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

Rob,

Attached is what I sent to the Board ahead of the upcoming book challenge. It contains different and unredacted documents than what will likely end up being publicly available, including my thoughts on what the issues are and how the Board should navigate them, a cheat sheet regarding each possible criteria that needs to be applied as part of the evaluating the library book, copies of all of the possible relevant statutes and rules, and the recent FDOE training on this matter.

Wanted you to have this stuff as I assume you likely will be the presenter for district at the 2/7 hearing and the Board will likely have questions for you. If this will be someone else, please advise so I can get them everything.

Happy to discuss. Feel free to call to do so.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Duggan, Patrick J.

Sent: Thursday, January 26, 2023 10:12 AM

To: 'Ziegler Bridget' <Bridget.Ziegler@sarasotacountyschools.net>; 'Edwards Thomas' <Thomas.Edwards@sarasotacountyschools.net>; 'karen.rose@sarasotacountyschools.net' <karen.rose@sarasotacountyschools.net>; 'Enos Timothy' <Timothy.Enos@sarasotacountyschools.net>; 'robyn.marinelli@sarasotacountyschools.net' <robyn.marinelli@sarasotacountyschools.net>

Cc: McKinley, Michael R. <mmckinley@shumaker.com>; Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; 'Tomkins Kathy' <Kathy.Tomkins@sarasotacountyschools.net>

Subject: Packet of materials for upcoming book challenge scheduled for Feb 7 2023 (CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION)

All:

Attached are documents I have put together regarding the upcoming challenge to a library book scheduled for the 2/7 prior to our Board meeting. I wanted you to have them in advance of our upcoming one-on-one meetings in case you wished to review them in advance of our meeting.

Please note these documents contain my legal impressions and thus are privileged. They also contain unredacted information about the challenger – which if released would identify the student. As such, please do not distribute the attached. Attached to the public agenda and distributed to the challenger will be redacted documents, will contain less overall documents than you have, and will not contain my legal impressions.

You also will receive a bound hard copy of the attached so that you have it at the book challenge hearing itself. We are in the process of binding them today and delivering those to you.

Let me know of any concerns and as always, please not do “reply all”.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

BOOK CHALLENGE PURSUANT TO FS
1006.28/SB POLICY 4.22

STAMPED: RACISM ANTI-RACISM AND YOU

By: Jason Reynolds and Ibram X. Kendi

February 7, 2023 12:00 pm

CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION

FOR BOARD MEMBERS ONLY

TABLE OF CONTENTS

1. Board Agenda Language
2. Overview of Decisions Board Must Make During this Book Challenge (Note: This document is privileged work product)
3. Cheat Sheet for Instructional Materials Criteria (Note: This document is privileged work product)
4. Cheat Sheet for Material Used in a Classroom, Made Available in a School Library, or Included on a Reading List Criteria (Note: This document is privileged work product)
5. School Board Policy 4.22 — Educational Media Materials Evaluation, Selection and Objection to Use
6. Patron's Request for Reconsideration of Instructional Materials: Fiction/Non-Fiction (Note: The name and contact information of challenger in the material distributed as part of the agenda is redacted pursuant to FERPA as linking name of challenger and school could reasonably identify the identity of a school district student. I have included unredacted copies here for the Board. The unredacted should not be re-distributed.)
7. Material Relevant to Initial School-Based Review (Entitled, Checklist For Reconsideration of Instructional Materials: Non-Fiction)
8. Material Relevant to District-Based Review (Entitled, Checklist For Reconsideration of Instructional Materials: Non-Fiction)
9. Memo prepared by Instructional Materials and Library Services Supervisor Rob Manoogian (Entitled, Challenged Material Process)
10. Relevant Florida Statutes (in numerical order)
 - a. FS 847.01
 - b. FS 847.012
 - c. FS 1003.41
 - d. FS 1003.42
 - e. FS 1006.28
 - f. FS 1006.29
 - g. FS 1006.283
 - h. FS 1006.29
 - i. FS 1006.31
 - j. FS 1006.34
 - k. FS 1006.40
11. Relevant Florida Administrative Code Rules

- a. FAC 6A-1.09401
- b. FAC 6A-1.094124
- c. c. FAC 6A-7.0715 (Proposed Rule) 11. Relevant FDOE Training Materials

12. Relevant FDOE Training Materials

BOARD AGENDA ENTRY:

Title: Book Challenge Regarding Library Book Entitled, *Stamped: Racism, Anti-Racism, and You*, by Jason Reynolds and Ibram X. Kendi, Pursuant to FS 1006.28(2) and School Board Policy 4.22

Description: This matter involves the Board's statutory obligation to make a determination regarding an objection by a parent or resident of our county to a specific material.

In May 2022, a challenger submitted an objection to a book located at various schools throughout the school district entitled, *Stamped: Racism, Anti-Racism, and You*, by Jason Reynolds and Ibram X. Kendi.

Florida Statute 1006.28(2)(a) governs objections to specific school materials. This statute requires the School Board to adopt a policy regarding an objection by a parent or resident of the county to the use of a specific material which clearly describes the process to handle objections and provides for a resolution.

The School Board has now enacted School Board Policy 4.22 - which provides procedures for the handling of challenges to such materials. Today's procedures also include guidance from recently issued Florida Department of Education materials.

Pursuant to the applicable Board policies, this challenge has already gone through a school-based and district-based review. At each of these levels a committee was formed and reviewed the challenged book. The school-based committee previously recommended the book remain in use as a self-selected title, though limited to "8th Grade only". The challenger appealed this determination to the school district pursuant to policy. Thereafter, the district-based committee recommended that the challenged book remain available to students as a "self-selected title for grades 6-12". The challenger appeals this second determination to the School Board.

Florida Statute 1006.28(2)(a) further requires the challenger to be able to proffer evidence to the School Board that the specific material does not meet certain statutory criteria. The specific type of material being objected to determines the criteria that must be applied.

The statute provides different criteria for "instructional materials" (FS 1006.28(2)(a)2.a) and "material used in a classroom, made available in a school library, or included on a reading list" (FS 1006.28(2)(a)2.b.).

Thus, the Board at this hearing will necessarily be required to first determine whether the book in question is an "instructional materials" or instead a "material used in a classroom, made available in a school library, or included on a reading list".

An "instructional material" is defined in FS 1006.29(1) as "items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software".

"Material used in a classroom, made available in a school library, or included on a reading list" is not further defined.

Once the Board determines what type of material the challenged book is, the Board should then apply the appropriate corresponding statutory criteria to it as part of ruling on the objection.

If the Board determines the challenged book does not meet the applicable criteria based on the type of school material it is, the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

In order to lawfully undertake this evaluation of the challenger's objection in the time allotted, the Board will:

1. Permit the challenger up to 10 minutes to assert why the challenged material does not meet the applicable criteria and recommend an outcome regarding the challenge for consideration.
2. Clarify any concerns with the book challenger by asking follow up questions.
3. Permit a designated school district employee up to 10 minutes to outline the challenge procedures that have occurred to date, assert why the challenged materials meet the applicable criteria, and recommend an outcome regarding the challenge for consideration.
4. Clarify any concerns with the designated school district employee by asking follow up questions.
5. Permit the challenger up to 2 minutes to rebut the contentions of the school district employee.
6. Clarify any concerns with the book challenger by asking follow up questions.
7. Permit public comment with consideration of the amount of time remaining during the scheduled hearing.
8. Make a determination regarding the objection based on an evaluation of the book in question and the applicable criteria.

Recommendation: Evaluate the relevant applicable criteria to the challenged book and make a determination. If the Board deems the challenged book to not meet the relevant applicable criteria, to discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

PRIVILEGED ATTORNEY-CLIENT MATERIAL
WORK PRODUCT

Overview of Decisions Board Must Make During this Book Challenge

1. Whether the book challenger is a “parent” or “resident” for the purposes of being entitled to object to specific school materials pursuant to FS 1006.28(2)(a)2.?
 - Pursuant to FS 1014.02(2) the term “parent” means “a person who has legal custody of a minor child as a natural or adoptive parent or a legal guardian”.
 - Pursuant to FS 1006.28(1)(a)2.b., the term “resident” means “a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17”.
2. Whether the book being challenged is an “instructional material” or a “material used in a classroom, made available in a school library, or included on a reading list”?

This will determine what criteria to apply.

- Pursuant to FS 1006.29(2), the term “instructional materials” means “items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software”.
 - The term “material used in a classroom, made available in a school library, or included on a reading list” is not defined. You should apply its common meaning.
3. Determine status of the challenged material after reviewing the challenged book and evaluating it against the appropriate criteria.
 - You have already been provided a copy of the challenged book
 - To assist with this determination, I have created a separate cheat sheet for each of the criteria.
 - You will want to limit comments and evaluation to the appropriate criteria without consideration of personal beliefs, political beliefs, etc.

PRIVILEGED ATTORNEY-CLIENT MATERIALS
WORK PRODUCT

Instructional Materials:

Definition: “[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.” (F.S. 1006.29(2))

“Instructional materials”:

- Must be appropriate for the age and grade of the students who normally could be expected to have access to the material
 - Per FDOE training re FAC 6A-7.0715, considerations should include:
 - Student ability to comprehend material
 - The degree to which the material will be explained/supplemented by classroom instruction
 - The educational purpose of the material
 - The accurate portrayal of the state’s broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination
 - Age and grade level of students
 - Maturity of students
- Must be consistent with the educational purpose to be served by the material (F.S. 1006.28(2)(a)2.a./F.S. 1006.34(2)(b))
- Must be consistent with course expectations based on the district’s comprehensive plan for student progression and course descriptions adopted in state board rule (F.S. 1006.40(7))
- Must be suited to the needs of the student and their ability to comprehend the material presented (F.S. 1006/28(2)(a)2.a./F.S. 1006.40(3)(d))
- Must align with Next Generation Sunshine State Standards outlined in F.S. 1003.41 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
 - 6A-1.09401 Student Performance Standards.
 - (1) Student Performance Standards in Florida are defined as the Next Generation Sunshine State Standards and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The Next Generation Sunshine State Standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12. The access points contained in the Next Generation

Sunshine State Standards provide access to the general education curriculum for students with significant cognitive disabilities. These standards, benchmarks, and access points are contained in the following publications which are hereby incorporated by reference and made a part of this rule.

- (a) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – English Language Arts, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13402>),
 - (b) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – Mathematics, 2020 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12104>),
 - (c) Next Generation Sunshine State Standards – Science, 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06754>),
 - (d) Next Generation Sunshine State Standards – Social Studies, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13403>),
 - (e) Next Generation Sunshine State Standards – World Languages, 2011,
 - (f) Next Generation Sunshine State Standards – The Arts, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03100>),
 - (g) Next Generation Sunshine State Standards – Health, Education, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13404>),
 - (h) Next Generation Sunshine State Standards – Physical Education, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03102>),
 - (i) Next Generation Sunshine State Standards – Gifted Education, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03103>),
 - (j) Next Generation Sunshine State Standards – Special Skills, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03104>),
 - (k) English Language Development/Proficiency Standards for English Language Learners, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04240>),
 - (l) Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14160>),
 - (m) Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14161>),
 - (n) Access Points to the Next Generation Sunshine State Standards for Science – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06469>), and,
 - (o) Access Points to the Next Generation Sunshine State Standards for Social Studies – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06755>).
- Must be accurate, objective, balanced, non-inflammatory, and suited to student needs and their ability to comprehend the material presented (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
 - Must include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under F.S. 1004.92 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))

- Must reasonably reflect the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not discourage thrift, fire prevention, and humane treatment of people and animals (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must, when appropriate to the comprehension of students, ensure that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not reflect unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not contradict the fundamental truth that all persons are equal before the law and have inalienable rights. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1003.42(3))
- Must be consistent with principles of individual freedom: including that:
 - (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex, and
 - (b) No race is inherently superior to another race.
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
 - Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1003.42(3))
- Must not contain pornography (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 1006.40(3)(d))
 - FDOE recently cited to the Merriam Webster dictionary definition of “pornography” to be “the depiction of erotic behavior “(as in pictures or writing) intended to cause sexual excitement”.

- Must not contain any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.
 - “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.
 - “Sexual conduct” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”
 - “Sexual excitement” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
 - “Sexual battery” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.
 - “Bestiality” is not defined but “Sexual bestiality” is in (18). It means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
 - “Sadomasochistic abuse” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.
 - “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:
 - (a) predominantly appeals to a prurient, shameful, or morbid interest;
 - (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
 - (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.”
 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 847.012/F.S. 1006.40(3)(d). See also the definitions contained in F.S. 847.001)
- Must not be a book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains: any matter defined in F.S. 847.001; explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.

- “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.
- “Sexual conduct” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”
- “Sexual excitement” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
- “Sexual battery” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.
- “Bestiality” is not defined but “Sexual bestiality” is in (18). It means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
- “Sadomasochistic abuse” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.
- “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:
 - (a) predominantly appeals to a prurient, shameful, or morbid interest;
 - (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
 - (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.”
 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 847.012/F.S. 1006.40(3)(d). See also the definitions contained in F.S. 847.001)

PRIVILEGED ATTORNEY-CLIENT MATERIALS
WORK PRODUCT

Non-Instructional Materials Used in Classrooms, Libraries, and Contained on Reading Lists:

1. The statutory criteria for challenges per FS 1006.28(2)(A)2.b. to non-instructional materials used in classrooms, libraries, and that are contained on reading lists along with recent FDOE guidance interpreting it includes that such materials:
 - Must not be pornographic (F.S. 1006.28(2)(a)2.b./F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/1006.34(2)(b))
 - FDOE recently cited to the Merriam Webster dictionary definition of “pornography” to be “the depiction of erotic behavior “(as in pictures or writing) intended to cause sexual excitement”.
 - Must not contain any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. (This is from FS 847.012)
 - “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.
 - “Sexual conduct” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”
 - “Sexual excitement” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
 - “Sexual battery” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.
 - “Bestiality” is not defined but “Sexual bestiality” is in (18). It means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
 - “Sadomasochistic abuse” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.
 - “Harmful to minors” means: “any reproduction, imitation, characterization, description,

exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

- (a) predominantly appeals to a prurient, shameful, or morbid interest;
- (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
- (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."
(F.S. 1006.28(2)(a)2.b./F.S. 847.012/ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/1006.34(2)(b). See also the definitions contained in F.S. 847.001)

- Must not be a book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains: any matter defined in F.S. 847.001; explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. (This is also from FS 847.012)

- "Nudity" means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother's breastfeeding of her baby does not under any circumstance constitute "nudity," irrespective of whether or not the nipple is covered during or incidental to feeding.
- "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."
- "Sexual excitement" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
- "Sexual battery" means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, "sexual battery" does not include an act done for a bona fide medical purpose.
- "Bestiality" is not defined but "Sexual bestiality" is in (18). It means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
- "Sadomasochistic abuse" means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.
- "Harmful to minors" means: "any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:
 - (a) predominantly appeals to a prurient, shameful, or morbid interest;
 - (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and

- (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.” (F.S. 1006.28(2)(a)2.b./F.S. 847.012/ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/1006.34(2)(b). See also the definitions contained in F.S. 847.001)
 - Must be appropriate for the age and grade of the students who normally could be expected to have access to the material (F.S. 1006.28(2)(a)2.b./ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d))
 - Per FDOE training re FAC 6A-7.0715, considerations should include:
 - Student ability to comprehend material
 - The degree to which the material will be explained/supplemented by classroom instruction
 - The educational purpose of the material
 - The accurate portrayal of the state’s broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination
 - Age and grade level of students
 - Maturity of students
 - Must be suited to the needs of the student and their ability to comprehend the material presented (F.S. 1006/28(2)(a)2.b./ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d))
2. The below factors are additional statutory requirements for FDOE school material selectors to use when evaluating for selection “instructional materials, library media, and other reading material used in the public school system” per FS 1006.34(2)(b). Note that there is some overlap with the above criteria outlined above so I have just included additional statutory criteria in this section of this memo not included in the above statute/description to avoid duplication. Given these are state-level criteria it would be lawful to also consider these factors in a book challenge when evaluating materials. Pursuant to FS 1006.34(2)(b), such materials:
- Must be consistent with the educational purpose to be served by the material (F.S. 1006.34(2)(b))
 - Must align with Next Generation Sunshine State Standards outlined in F.S. 1003.41 (F.S. 1006.34(2)(b))
 - 6A-1.09401 Student Performance Standards.
 - (1) Student Performance Standards in Florida are defined as the Next Generation Sunshine State Standards and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The Next Generation Sunshine State Standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12. The access points contained in the Next Generation Sunshine State Standards provide access to the general education curriculum for students with significant cognitive disabilities. These standards, benchmarks, and

access points are contained in the following publications which are hereby incorporated by reference and made a part of this rule.

- (a) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – English Language Arts, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13402>),
 - (b) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – Mathematics, 2020 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12104>),
 - (c) Next Generation Sunshine State Standards – Science, 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06754>),
 - (d) Next Generation Sunshine State Standards – Social Studies, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13403>),
 - (e) Next Generation Sunshine State Standards – World Languages, 2011,
 - (f) Next Generation Sunshine State Standards – The Arts, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03100>),
 - (g) Next Generation Sunshine State Standards – Health, Education, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13404>),
 - (h) Next Generation Sunshine State Standards – Physical Education, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03102>),
 - (i) Next Generation Sunshine State Standards – Gifted Education, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03103>),
 - (j) Next Generation Sunshine State Standards – Special Skills, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03104>),
 - (k) English Language Development/Proficiency Standards for English Language Learners, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04240>),
 - (l) Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14160>),
 - (m) Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14161>),
 - (n) Access Points to the Next Generation Sunshine State Standards for Science – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06469>), and,
 - (o) Access Points to the Next Generation Sunshine State Standards for Social Studies – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06755>).
- Must include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under F.S. 1004.92 (F.S. 1006.34(2)(b)) (This would apply to adult teaching).
 - Must reasonably reflect the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program (F.S. 1006.34(2)(b))

- Must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state (F.S. 1006.34(2)(b))

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EDUCATIONAL MEDIA MATERIALS EVALUATION, SELECTION AND OBJECTION TO USE **4.22*+**

Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view.

- I. **Legal Responsibility for Selection.** The School Board is legally responsible for all matters relating to the operation of the Sarasota County Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials.

- II. **Parental Rights.** Upon written request, a parent or resident of the county will be provided access to instructional materials specified in the written request that are maintained in a District library if such materials are available for review. The school principal shall arrange for a convenient time to provide such access. The parent has the right to request that it be noted in the student's library record that the student not be allowed to check out certain material.

- III. **Criteria for Selection of Media Materials**
 - A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.

 - B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, (*i.e.*, administrators, faculty, parents, and students) shall be given high priority.

 - C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.

 - D. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

1. Materials must be free of pornography and material prohibited under s. 847.012
 2. Materials must be suited to student needs and their ability to comprehend the material presented
 3. Must be appropriate for the grade level and age group for which the materials are used or made available
 4. Materials must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state and district
- E. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.
- IV. Procedures for Selection
- A. In selecting materials made available to students through the district library media center, the district media specialist shall adhere to the following:
1. Endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The district media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.
 2. Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the district media specialists will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The district media specialists will also assess student interest in the subject(s) presented and the ability of students to comprehend the materials presented. Books selected must be free of pornography and materials prohibited under F.S. 847.012.
 3. The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum,

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

and the academic needs of students and faculty.

4. After evaluation, the district media specialists will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.
 5. Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, no alignment to state standards, out of date content, or status following a parent's or community member's objection.
 6. The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.
- B. District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.
- V. Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, Sarasota County resident or employee of the district may request reconsideration of school library media materials; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:
- A. The principal or designee shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the principal or designee, the reconsideration process concludes.
 - B. If the explanation fails to resolve the objection, the principal or designee will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
 - C. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal or designee shall forward copies to the appropriate personnel on the School-level Review Committee (a

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

committee of three (3) teachers, a district media specialist and two (2) parents of the school).

- D. The challenged material shall remain available for circulation during the reconsideration process pending a final decision.
- E. The challenged materials shall be read and evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.
- F. The Complainant shall be informed in writing by the principal or designee concerning the school-level committee's decision within ten (10) working days.
- G. District Review Committee. If the Complainant disagrees with the decision rendered by the school-level committee, an Appeal may be filed with the Instructional Materials and Library Services Department.
- H. The Instructional Materials Supervisor shall appoint a District Review Committee with the following composition:
 - 1. The District Manager of Library Services (who shall serve as the Non-voting Committee's chair).
 - 2. One (1) District Regional Media Specialist
 - 3. One (1) District Curriculum Specialist from the appropriate level
 - 4. One (1) school administrator
 - 5. One (1) or two (2) parent(s) representing the associated level(s)
 - 6. Two (2) appropriate grade level and subject area teachers
- I. The Review Committee, in carrying out its assigned function, shall:
 - 1. Read, view, or listen to the material in its entirety.
 - 2. Check general acceptance of the material by reading reviews and consulting recommended lists.
 - 3. Determine the extent to which the material supports the curriculum.
 - 4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
 - 5. Forward, within fifteen (15) working days, a written recommendation to the Instructional Materials Manager.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- J. The District Instructional Materials Manager or designee will inform the complainant, the school's principal, and the Executive Director for the appropriate level of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
- K. If the complainant is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the Chief Academic Officer. Failure of the complainant to file a written appeal within 10 working days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.
- L. The Chief Academic Officer will advise the School Board of the School and District Review Committee's decision, including all appropriate documentation (i.e. meeting summaries, material reviews, etc.). The School Board will render a decision regarding the appropriateness of a particular Library Media material item and that decision will be considered final.
- M. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.

HISTORY: **ADOPTED:** _____
REVISION DATE(S): 10/18/22
FORMERLY:

PATRON'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: FICTION/ NON-FICTION

DIRECTIONS:

This form is to be completed by a parent/guardian of a student currently enrolled in Sarasota County Schools, or a current citizen of Sarasota County as determined by a residential address within Sarasota County. Completed forms are to be returned to the school principal.

Title Stamped: Racism, Anti Racism and You

Author Jason Reynolds and Ibrahm X Kendi

Publisher/Producer (if known) Little, Brown and Co

Location of Material (i.e., school name) Booker High, Laurel Nokomis, North Port High, Oak Park, Pine View, Riverview High, Sarasota High, Suncoast Polytech High, Venice High

Request initiated by [REDACTED] Date May 5, 2022

Address [REDACTED]

City [REDACTED]

Zip Code [REDACTED]

Phone [REDACTED]

Complainant is representing

Himself or Herself

Student _____

Organization _____

Other _____

If you selected Student, Organization, or Other please identify name _____

Please answer the following questions using as much detail as possible. Additional pages can be attached to this form.

1. Did you read the entire passage, book, etc., that is the subject of your objection? x Yes ___ No
2. What do you believe is the theme of this material? The book teaches and promotes all of the tenants and philosophies of Critical Race Theory. These include such "truths" that White people are inherently racist; the United States both historically and currently are inherently racist; the United States was founded to stand up systemic racism; by virtue of their race whites enjoy the benefits of "white privilege" and are active oppressors to blacks, minorities and people of color; by virtue of their race whites are unconsciously bias towards blacks, minorities and people of color; all people are lumped into three categories: segregationist (hater), assimilationist (coward) or anti racists (someone who truly loves) -- regardless of race or color those who are anything but "anti racist" are perpetual racists and actively engage in / promote / prescribe to oppression (i.e. Martin Luther King Jr. is a racist because he is classified by the authors as an assimilationist);
3. To what in the material do you object? Please be specific; cite pages or segments In general, the overall theme of the book as outlined in section 2 above is objectionable. Additionally, the book is objectionable given it's half baked historical references (this is not a history but it's a history book narrative by the author), purposefully misleading statistics and inferences of events and "motives", which all boil down to the message that White people / White society are inherently racist and wish to subject Black people to unfair and racist policies to preserve their elitist position in society. The authors also present intentionally flawed and context devoid "facts" to support their point. For instance, the author's forward states that the prison population and police killings should be proportional to the 13% Black population but because they are not, it's due to racial inequality rather than 1) personal accountability (which, of course, personal accountability is sited as racist tactics to assign blame) or 2) the subjective use of statistics. The use of subjective statistics leads young readers to a conclusion without the full picture to make an assessment using critical thinking. For instance, if the author where to provide the young reader with additional facts around incarceration data including that, for instance, 50% of all 2018 murder victims in America were Black with 90% of those murders committed by other Black people, mostly young Black men, wouldn't that shine a different light onto the conclusion and discussion of the incarceration narrative rather than pegging "systemic racism" and police targeting policies as the reason for a higher representation due to racial inequality? The authors use a sweeping comment about

40% of the prison population being Black to all a young mind to infer that since they only make up 13% of the population, then this disproportional incarceration level is due to racism not crime. This is a key example of flawed logic based on correlation versus causation. If the author was not so disingenuous about having real race discussions with youth, they would have provided additional facts to determine the root causes to determine the causation within this incarceration and victim population. The purposeful misrepresentation by the authors to teach hateful rhetoric as "truth" is intentionally poisonous to students and perpetuates hateful ideology. For other specific examples within the critical race theory rhetoric, please see additional sited examples. p.61 "For the assimilationists, the three-fifths rule allowed them to argue that someday slaves might be able to achieve five-fifths. Wholeness. Whiteness. One day. And for the segregationists, it proved that slaves were mathematically wretched. Segregationists and assimilationists may have had different intentions, but both of them agreed that Black people were inferior. And that agreement, that shared bond, allowed slavery and racist ideas to be permanently stamped into the founding document of America". p. 65 "Black people -- slaves-- started to get free. Runaways. And abolitionists urged the newly freed people to go to church regularly, learn to speak "proper" English, learn math, adopt trades, get married, stay away from vices (smoking and drinking) and basically live what they would consider to be a respectable lives. Basically, live like White people. If Black people behaved "admirably", they could prove all the stereotypes about them were wrong. This strategy was called uplift suasion. It was racist because what it said was that Black people couldn't be accepted as themselves, and that they had to fit into some kind of White mold to deserved their freedom....it's important to keep this in mind because it would be the cornerstone of assimilationist thought which was basically to make yourself small, make yourself unthreatening, make yourself the same, make yourself safe, make yourself quiet, to make White people comfortable with your existence." p245 - "How do you feel? ..I hope it's clear that the construct of race has always been used to gain and keep power, whether financially or politically. How it has always been used to keep us quiet. To keep the ball of White and rich privilege rolling. "

4. What do you feel might be the result of exposure to these materials? These slanted viewpoints within a schools setting allows hateful seeds to be planted into young minds with the only "logical" conclusion to be that White people want to perpetually own Blacks, America policies were and continue to be actively framed to oppress Blacks, and Blacks and Whites must life in a continued culture of distrust and conflict.
5. For what age group would you recommend this material? This type of Marxist, divisive rhetoric and "logic" is equivalent to encouraging Maoist struggle sessions or allowing books supporting KKK or Nazi ideology within our schools. I do not think justifying those ideologies are appropriate in schools at any age nor is it legal under new legislation in Florida. These distorted concepts subject readers to a perverted "version of the author's truth" about race, American history and the intent between racial relationships.
6. Are there any desirable or positive features within the materials? Yes No

a. If yes, please explain

7. Are you aware of the judgment of this material by recognized critics? Yes No

8. What would be your suggestion for future use of this material?

- a. Do not assign, lend, or expose it to my child
- b. Withdraw the material from all students, including my child
- c. Obtain parent permission or set grade level permissions prior to checkout by students

9. In its place, what materials of equal quality would you recommend that would convey as valuable a picture

and perspective of our civilization and the subject treated? Thomas Sowell, Discrimination and Disparities.
Thomas Sowell, Economic Facts and Fallacies.

[Redacted]

Name of Complainant(s) (Print)

[Redacted]

Signature of Complainant(s)

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

Directions: This form is to be completed by the School or District Media Advisory Committee to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Completed forms should be returned to the building principal and then forwarded to the manager of Instructional Materials.

Title Stamped: Racism, Anti-Racism + You
 Author Reynolds + Fend

A. PURPOSE

1. What is the overall theme of the material?
author's perspective/evaluation of racism in America's history
2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No
2. What is the reputation and significance of the author and publisher/producer in the field?
do not know fully, National Award winning book author, #1 NY Times best selling author of many books.
3. Is the material current? Yes No
4. Are information sources well documented? Yes No N/A
5. Are translation and retellings faithful to the original? Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objective of the curriculum of Sarasota County Schools? not part of curriculum requirement Yes No
2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content well presented by providing adequate scope, range, depth and continuity? Yes No
2. Does this material present information not otherwise available? Yes No
3. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS

1. Source of review(s) SSYRA book-21-22
2. Does this title appear in one or more reputable selection aids?
 if yes, please list the names of the selection aids Yes No

Additional Comments

well-written, written in editorial style from one perspective,
picks & chooses historical facts to fit his opinion, thought provoking
leading to great conversations

Recommendation by School/District Media Advisory Committee for treatment of challenged materials

committee recommendation is 8th grade check-out
for middle school.

Media Advisory Committee Members

Erin Rice
Michael Deritt
Susan Maas-Lyon
Em Hagan
Silvana Greddes
Kathryn Brandon
(Print) Lindsey Quisley

Date

5/24/22

Chick
Lizbeth
Susan Maas-Lyon
Em P. Hagan
Silvana Greddes
(Sign) Lindsey Quisley

Principal

Tomas Dinverado
(Print)

Tomas Dinverado
(Sign)

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped

Author Jason Reynolds & Ibram X Kendi

A. PURPOSE

1. What is the overall theme of the material?

See individual responses

2. Is the author's intent accomplished? 6 Yes 1 No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? 7 Yes 0 No

2. What is the reputation and significance of the author and publisher/producer in the field?

See individual responses

3. Is the material current 7 Yes 0 No

4. Are information sources well documented 6 Yes 1 No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? Yes No
See individual responses.

2. Are the illustrations appropriate to the subject and age levels? 2 Yes No 5 N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? 6 Yes 1 No

2. Could this material be considered pornographic or prohibited under s. 847.012? 0 Yes 7 No

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

3. Is the content suited to student needs and their ability to comprehend the material? 6 Yes 1 No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? 7 Yes 0 No
5. Does this material present information not otherwise available? 2 Yes 5 No
6. Does this material give a new dimension or direction to its subject? 7 Yes 0 No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in on or more reputable selection aides? Yes No
2. If so, please list at least one (1) See individual responses
3. Has the book been reviewed by at least one reputable book reviewer? Yes No
4. If so, please list the source of review(s) See individual responses

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. 0 Yes 7 No
2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

**THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION**

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?
See individual responses

What is the recommendation of the committee for treatment of the material(s) being reconsidered?
After in depth discussion the workgroup recommended that the materials remain available for students in grades 6-12 as a self-selected choice.
Some concerns were expressed regarding the depth of the content within the book and whether younger students could comprehend. Ultimately, it was decided that the self selected nature of the title would foster students returning the book if they didn't enjoy it or couldn't understand it.

Media Advisory Committee Members

Nick Kohler - Middle School Teacher

Tiffany Bailey - District Curriculum Specialist

Dana Moretta - Parent

Brie Ondercin - Parent

Stephanie Lee - Teacher

(Print)

Principal

(Print)

Date 11/14/22

Ray Wilson - School Principal

Donna Heath - Teacher/Media Specialist

(Sign)

(Sign)

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title _____ Stamped _____

Author _____ Jason Reynolds Ibram X. Kendi _____

A. PURPOSE

1. What is the overall theme of the material? ___ To point out America's racist past and present. The books goal is to show how racist ideas started and how they propagated throughout America's history and that those ideas are still being propagated.
2. Is the author's intent accomplished? ___ Yes ___ x ___ No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? ___ x ___ Yes ___ No
2. What is the reputation and significance of the author and publisher/producer in the field? ___ X ___ Yes ___ No
3. Is the material current ___ X ___ Yes ___ No
4. Are information sources well documented ___ X ___ Yes ___ No ___ N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? ___ Yes ___ x ___ No
2. Are the illustrations appropriate to the subject and age levels? ___ X ___ Yes ___ No ___ N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? ___ X ___ Yes ___ No
2. Could this material be considered pornographic or prohibited under s. 847.012? ___ Yes ___ X ___ No
3. Is the content suited to student needs and their ability to comprehend the material? ___ Yes ___ X ___ No
4. Is the content well presented by providing adequate scope, range, depth, and continuity? ___ X ___ Yes ___ No
5. Does this material present information not otherwise available? ___ Yes ___ x ___ No
6. Does this material give a new dimension or direction to its subject? ___ x ___ Yes ___ No

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) _____ Common Sense Media _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) __ Barbara Saunders Common Sense Media _____

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If “Yes”, please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

The book suffers from presentism. The idea that people who lived 150, 200 even 50 years ago should know better. That is a problem when looking at the journeys of people like Cotton Mather, Nat Turner, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, WEB DuBois and other notable figures from history. It discounts the reality that they faced and how society was structured and had been structured for thousands of years. It discounts their understanding of their time. It is easy for us to look back and judge people when we have never walked in their footsteps. However, I do think the book is a worthwhile read for individuals. I would not recommend this as a comprehensive lesson to explain the

N.K.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

disparities in the United States. The not a history book history book, is one-sided, and that is ok. I fear that banning books, even books I really do not agree with, is more dangerous than a book that looks at historical times, struggles, and tragedy using the lens and knowledge of today to judge people that had no such lenses. Conversely, it takes books like this for us to look at our past and see what problems we need to solve today that were created in the past. And then to have honest, direct and uncomfortable conversations to truly move America forward.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Nick Kohler _____

(Print)

Date 11/14/22

Nick Kohler _____

(Sign)

Principal

(Print)

(Sign)

T.B

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and you

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

Racism has existed in a variety of ways starting in the 1600s. There are 3 responses to Racism: Segregation, Assimilation, and AntiRacism. AntiRacism is focused on the idea that all people are equal and good for being who they are.

2. Is the author's intent accomplished?

Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? Both authors are highly competent and established writers. The majority of the content comes from Kendi who is a professor of humanities. Jason Reynolds has adapted the book for younger audiences.

3. Is the material current

Yes No

4. Are information sources well documented

Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools?
applicable

Yes No Not really

2. Are the illustrations appropriate to the subject and age levels?

Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available?

Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012?

Yes No

3. Is the content suited to student needs and their ability to comprehend the material?

Yes No

T.B.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS; NON-FICTION

- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No

E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) <https://www.common sense media.org/book-reviews/stamped-racism-antiracism-and-you>
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) <https://www.ohiohumanities.org/2021/02/17/stamped-racism-antiracism-and-you-by-jason-reynolds-review-by-diane-schroeder/>

F. **LEGISLATION/STATUTES**

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

T.B.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

While the material does present a great deal of information about racism and does describe historic people as racist, it does NOT paint all White people as racist and highlights the positive contributions of people of all races.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

This text should remain as self selected reading material for middle and high school students.

Media Advisory Committee Members

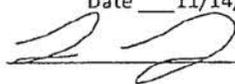
____ Tiffany Bailey _____

(Print)

Principal

(Print)

Date 11/14/22 _____

 _____

(Sign)

(Sign)

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism, and You
Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?
Racism vs Antiracism in America
2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No
2. What is the reputation and significance of the author and publisher/producer in the field?
The book is a NY Times bestseller. - won Odyssey Award for Excellence in Best selling Author (Kendi) of multiple books
Kendi studied African American studies and became a professor in that area at multiple colleges, including UF, Brown, SUNY Albany + Urenta
- founded antiracist research and policy center at American University
3. Is the material current? Yes No
4. Are information sources well documented? Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? This is not a book used for curriculum purpose Yes No (N/A)
2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No
2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
3. Is the content suited to student needs and their ability to comprehend the material? Yes No

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes ___ No
- 5. Does this material present information not otherwise available? *I'm sure there are many books related to the history of Vietnam but this book does speak in a language* ___ Yes No
- 6. Does this material give a new dimension or direction to its subject? *middle school students could understand.* Yes ___ No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes ___ No
- 2. If so, please list at least one *(1) Kirkus, Horn Book Guide, American Library Association*
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes ___ No
- 4. If so, please list the source of review(s) *Kirkus & Hornbook Guide*

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. ___ Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

I do not feel this violates current legislation since its intention is not for instructional purposes.

D.M.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

This book is controversial for sure, but authors have freedom to discuss or portray opinions about topics and students should have the freedom to choose books that interest them. This book was not intended for instruction it was one of many books that may "ride the bus" but is made available to students in a library setting. It provides an opportunity for students to question his topic and leads to greater conversations.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?
I would ~~reconsider~~ recommend this book stay within the Sarasota County School Library. I would like to add that it should be placed for middle school or high school students only. Since I see the challenger notes that this book is in PV I feel that it should be marked for elem. kids to not be able to take it out.

Media Advisory Committee Members

Date 11/14/22

Dana Moretta

Dana Moretta

(Print)

(Sign)

Principal

(Print)

(Sign)

B.O.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

The book provides the reader with insight and a better understanding of how racism came to be in America, including its origins and global history. The book contains historical information, time periods, and events that the authors then provide an interpretation of. The overall theme is racism in America, both throughout US history and present day, with a focus on three types of people – segregationists, assimilationists, and antiracists. The book covers the struggle and desire for equality for all humans.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

The authors have won numerous awards and nominations for book awards, not just for the first STAMPED book but this version as well. The co-authors also right for highly respected journalism publications, as well as teach at a secondary and post-secondary education level. From what I've learned about the authors, I would have to say that they are highly regarding in their field with an excellent reputation as well.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? Yes No N/A
Book is not used for curriculum or instruction.

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No

B.D.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
Due to this book being a self-checkout item and NOT used as curriculum or text for instruction, the question about "need" does not apply. However, a middle school student wishing to checkout this book from a middle school library or media center should be able to comprehend the material as it is written for such an audience.
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No
For me, yes. It was really helpful to have this perspective and insight into a subject that was only lightly scratched and touched upon while I was in grade school.

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) American Library Association and School Library Journal _____
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Common Sense Media, Kirkus Reviews, Good Reads, and New York Times Book Review _____

F. LEGISLATION/STATUTES

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

B.O.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I found this non-fiction publication to be truly eye-opening, well written, insightful, and informative. The authors did a great job of engaging the reader, writing to the appropriate reading and comprehension level, and sharing history without it being a history textbook which can sometimes be boring and rote for kids. The authors used an appealing style of writing that included sarcasm, wit, and humor, even for a subject of such great importance in our nation's history. This must have been difficult to do because of the need to capture the heart, soul and minds of the young readers without insulting or discrediting the subject and relevant history. One of my main takeaways from reading this book is the nation's history of passion, desire and focus on the need for equality of ALL humans. To me, this trumps and overcomes all hate, evil, greed and power.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

My recommendation would be to keep the book available for self-checkout in all Sarasota County School District middle and high school media centers and libraries.

Media Advisory Committee Members

Date _____

Brie W. Onderdonk 11/14/22
(Brie W. Onderdonk)

(Print)

(Sign)

Principal

(Print)

(Sign)

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped: Racism, Antiracism and You

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material?

The overall theme of the book is to encourage young people to be questioners or investigators of information which they are presented with.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field?

Both authors have won numerous awards and acclaim for their writing such as the John Newberry Medal, Carnegie Medal, Edgar Award for Best Young Adult, National Book Award for Nonfiction and Guggenheim Fellowship for Humanities.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *This is a self-select title and not part of instructional content* Yes No

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

1. Is the content appropriate for the age group for which it is currently available? Yes No

2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No
- 6. Does this material give a new dimension or direction to its subject? Yes No

E. **REVIEWS** – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

- 1. Does this title appear in on or more reputable selection aides? Yes No
- 2. If so, please list at least one (1) School Library Journal
- 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
- 4. If so, please list the source of review(s) Kirkus, Common Sense Media, School Library Journal

F. **LEGISLATION/STATUTES**

- 1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
- 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

S.L.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

I feel that students in grades 7-12 should have access to the book. My reason behind not including 6th grade is that we have students who are younger in terms of the chronological age for that grade level and may not be "socially" ready to read and fully understand the content. For 6th graders who are at the maturity level to read this book they should be allowed to do so. I did not find the book to be inappropriate or to have objectionable content for middle or high school students.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Students in grades 6-12 should have access to the novel and it should be "flagged" for students in the lower grades that may be interested in checking out this book.

Media Advisory Committee Members

Stephanie S. Lee

(Print)

Date 11/14/2022

Stephanie S. Lee

(Sign)

Principal

(Print)

(Sign)

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title: Stamped: Racism, Antiracism, and You

Author: Jason Reynolds and Ibram X. Kendi

A. PURPOSE

- 1. What is the overall theme of the material? The here and now about race from the authors' viewpoints
- 2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

- 1. Is the author competent and qualified in the field? Yes No
- 2. What is the reputation and significance of the author and publisher/producer in the field?

Jason Reynolds is an American author of novels and poetry for young adult and middle-grade audiences. He has degree in English and received numerous awards. He is a #1 NYT bestselling author of many books.

- 3. Is the material current Yes No
- 4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

- 1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? *Not part of required reading material* Yes No
- 2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

- 1. Is the content appropriate for the age group for which it is currently available? Yes No
- 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
- 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
- 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
- 5. Does this material present information not otherwise available? Yes No

Handwritten signature

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

6. Does this material give a new dimension or direction to its subject? Yes No

E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)

1. Does this title appear in one or more reputable selection aides? Yes No

2. If so, please list at least one (1) _____

3. Has the book been reviewed by at least one reputable book reviewer? Yes No

4. If so, please list the source of review(s)
Kirkus

F. LEGISLATION/STATUTES

1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area coursework. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No

2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material?

HB 7 specifically states that a person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex."

This is a self-selected text that is not a part of the required reading for core instruction.

In Part C, question 1... add an option for N/A.

What is the recommendation of the committee for treatment of the material(s) being reconsidered?

Media Advisory Committee Members

Date _____

[Handwritten signature]

R.W.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

[Handwritten Signature]

(Print)

Principal

(Print)

[Handwritten Signature]

(Sign)

(Sign)

D.H

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

Directions: This form is to be completed by the School or District Media Advisory Workgroup to demonstrate a complete and thorough review of any print non-fiction instructional material found in a school library/media center, that is not an adopted textbook. Some research may be necessary to thoroughly complete the form. Completed forms should be returned to the building principal and then forwarded to the Supervisor of Instructional Materials.

Title Stamped, Racism, Anti-racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning (Stamped)

Author Jason Reynolds and Ibram X. Kendi

A. PURPOSE

1. What is the overall theme of the material? An account of the origin and historical metamorphosis of racism, assimilationism, and anti-racism in the U.S. and the world.

2. Is the author's intent accomplished? Yes No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? Yes No

2. What is the reputation and significance of the author and publisher/producer in the field? The author of the book from which Stamped is adapted, Ibram X. Kendi, is an American author, professor, anti-racist activist, and historian of race and discriminatory policy in America. In July 2020, he assumed the position of director of the Center for Antiracist Research at Boston University. Jason Reynolds is a #1 New York Times Bestselling author and recipient of a Newbery Honor, a Printz Honor, an NAACP Image Award, and multiple Coretta Scott King honors, Reynolds is also the 2020-2022 National Ambassador for Young People's Literature.

3. Is the material current Yes No

4. Are information sources well documented Yes No N/A

C. APPROPRIATENESS

1. Does the material promote the education goals and objectives of the curriculum within Sarasota County Schools? I am not aware of this title being part of course curriculum, although it is in the digital library of our current McGraw/Hill ELA Textbook as a novel study in Grade 9.
 Yes No

2. Are the illustrations appropriate to the subject and age levels? Yes No N/A

D. CONTENT

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

1. Is the content appropriate for the age group for which it is currently available? Yes No
 2. Could this material be considered pornographic or prohibited under s. 847.012? Yes No
 3. Is the content suited to student needs and their ability to comprehend the material? Yes No
 4. Is the content well presented by providing adequate scope, range, depth, and continuity? Yes No
 5. Does this material present information not otherwise available? Yes No
 6. Does this material give a new dimension or direction to its subject? Yes No
- E. REVIEWS – Please provide information regarding any reviews of the material from reputable sources (e.g., Kirkus, Horn Book Guide, School Library Journal, etc.), as well as selection aides (American Library Association, School Library Journal, etc.)
1. Does this title appear in on or more reputable selection aides? Yes No
 2. If so, please list at least one (1) Florida Teens Read 2021, This is the history book that needs to be included in standard education: the true African American history. Key movements, ideas, and figures from America's conception through the #BlackLivesMatter movement are framed in the competing ideas of "haters" (segregationists) and "cowards" (assimilationists) in the hopes that learning this information will create antiracists of us all.
School Library Journal: Reynolds and Kendi eloquently challenge the common narrative attached to U.S. history. This adaptation, like the 2016 adult title, will undoubtedly leave a lasting impact. Highly recommended for libraries serving middle and high school students.

 3. Has the book been reviewed by at least one reputable book reviewer? Yes No
 4. If so, please list the source of review(s) School Library Journal and Florida Teens Read Horn Book Review, Kirkus Book Reviews. _____
- F. LEGISLATION/STATUTES
1. Does the material in question appear to violate any current legislation regarding content made available to students via a school library/media center or content area course work. The following pieces of legislation should be considered: HB 7, HB 1557, and HB 1467. Yes No
 2. If "Yes", please provide a brief explanation on how or why you believe this work may violate current legislation.

D.H.

THE SCHOOL BOARD OF SARASOTA COUNTY
INSTRUCTIONAL MATERIALS & LIBRARY SERVICES
CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS: NON-FICTION

ADDITIONAL COMMENTS - Does the committee wish to provide additional comments they feel would be helpful in the review of this material? I believe Stamped provides a historical account of the origin of racism, along with insightful observations of the metamorphosis of opinions toward racism, anti-racism and assimilationism, from the 1400's to the present. It does not convey guilt upon the young people who may read the book. On the contrary, Reynolds leaves the reader on a positive note encouraging them to be an agent of change and responsibility toward their fellow human being. This selection could be thought provoking for the reader without being inappropriate or violating Florida statutes.

What is the recommendation of the committee for treatment of the material(s) being reconsidered? I would recommend Stamped remain in middle and high school libraries in Sarasota County as a self-selected book.

Media Advisory Committee Members

Donna Heath

Date November 14, 2022

Donna Heath

Challenged Material Process

Stamped: Racism, Anti-Racism and You

Introduction

As listed in both FS 1006.28 (1) (2) and FS 1006.29(2), Instructional Materials are defined “as items having intellectual content, that by design serve as a major tool for assisting in the instruction of a subject or course.”

The book in question, “Stamped: Racism, Anti-Racism and You”, is available only as a self-selected library book, is not designed as a major tool, and is not being used for instruction, therefore does not meet the definition of instructional materials.

As indicated below, the district level workgroup was tasked with evaluating the material using HB 7, HB 1557, and HB 1467 as a guideline to determine the appropriateness of the material in terms of use in our schools.

Additionally, the material was evaluated against the selection criteria indicated in FS 1006.40(3)(d)(1.)(2.)(3.)

Overview

- On or about May 5, 2022, a formal challenge to the book, “Stamped: Racism, Antiracism, and You” by Jason Reynolds and Ibram X. Kendi, was initiated from a parent, [REDACTED] of a student at Venice Middle School.
 - The book was available as a self-selected read in the school library and not used for purposes of instruction
- There are (3) three versions of this book
 - “Stamped from the Beginning” – designed for an adult audience
 - “Stamped: Racism, Antiracism, and You” – designed for middle school and up
 - “Stamped (For Kids) – Designed for elementary aged children and up
- At the time of the challenge, the district had yet to update school board instructional materials policies, so the previous policy (4.30) was used throughout the process.

School Level Challenge

- Per SB 4.30 [REDACTED] had a conversation with the Venice Middle School administration regarding limiting the availability of the book to her student. She was not amenable to that solution and wished to proceed with the next phase of the process.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
- The committee reconvened on May 24th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title, though limited to 8th Grade only.
- On May 26th, I communicated with [REDACTED] via email, the findings of the school-based committee and informed her of the options moving forward.
 - Accept the findings as they are written.
 - Appeal the findings and move to the District Level part of the process.
- [REDACTED] informed me that she wished to appeal.

District Level Challenge

- I reached out and requested that the District process be postponed until the start of the 2022-23 school year due to limited staff availability. She agreed.
- Due to the hurricane, the process was further postponed with the workgroup meeting for the first time on Thursday, November 3.
- Per SB 4.30 a school-based committee was formed and comprised of staff and parents as outlined by board policy.
- Over the course of 10 days the committee read the book in its entirety and individually evaluated the material using the Checklist for Reconsideration of Instructional Materials: Non – Fiction form.
 - Due to new legislation being enacted, the committee was asked to evaluate the book against Florida HB 7, HB 1557, and HB 1467, to determine if the book could be found in violation.
 - The group determined that there was nothing found within the work that violated any of the pieces of legislation mentioned above.

Challenged Material Process

Stamped: Racism, Anti-Racism and You

- HB 7 – specifically references students being exposed to direct instruction surrounding topics of race, color, sex, or national origin. As the title is self-selected, there is no direct instruction taking place
- HB 1557 – This work presents no information related to this piece of legislation.
- HB 1467 - Although the FLDOE has yet to release the guidelines for vetting library books, the workgroup evaluated the title using current legislation and best practice for selecting library materials: goals and objectives of the school, student interest, age, and subject area appropriateness. As indicated by the workgroup’s evaluations, this material was free from pornography.
 - The group also reviewed both [REDACTED] original objection as well as the results of the school-based committee.
 - There was discussion around the complexity of the content within the book and whether it should be limited to grade 8 and up.
 - The workgroup concluded that because the book was not being used for direct instruction and remained a self-selected title available in school media centers, there was no reason to place such a limitation.
- The committee reconvened on November 14th, 2022, to share their individual findings and make a group recommendation for the future use of the material.
- As a result of their work, the final recommendation was that the book would remain in use as a self-selected title in grades 6-12.
- On Tuesday, November 29th, 2002, I emailed [REDACTED] with the final recommendation of the workgroup and included the individual and group evaluations for her review.
- On Wednesday, December 14th, I received an email from [REDACTED] appealing the district workgroup’s recommendation.
- On Wednesday, December 14th, Senior Leadership was advised of the appeal to the School Board
- On Thursday, December 15th, the school board attorney was contacted regarding next steps

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

[Title XLVI](#)
CRIMES

[Chapter 847](#)
OBSCENITY

[View Entire Chapter](#)

847.001 Definitions.—As used in this chapter, the term:

(1) “Adult” means a person 18 years of age or older.

(2) “Adult entertainment establishment” means the following terms as defined:

(a) “Adult bookstore” means any corporation, partnership, or business of any kind which restricts or purports to restrict admission only to adults, which has as part of its stock books, magazines, other periodicals, videos, discs, or other graphic media and which offers, sells, provides, or rents for a fee any sexually oriented material.

(b) “Adult theater” means an enclosed building or an enclosed space within a building used for presenting either films, live plays, dances, or other performances that are distinguished or characterized by an emphasis on matter depicting, describing, or relating to specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults, or any business that features a person who engages in specific sexual activities for observation by a patron, and which restricts or purports to restrict admission to only adults.

(c) “Special Cabaret” means any business that features persons who engage in specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults.

(d) “Unlicensed massage establishment” means any business or enterprise that offers, sells, or provides, or that holds itself out as offering, selling, or providing, massages that include bathing, physical massage, rubbing, kneading, anointing, stroking, manipulating, or other tactile stimulation of the human body by either male or female employees or attendants, by hand or by any electrical or mechanical device, on or off the premises. The term “unlicensed massage establishment” does not include an establishment licensed under s. [480.043](#) which routinely provides medical services by state-licensed health care practitioners and massage therapists licensed under s. [480.041](#).

(3) “Child pornography” means:

(a) Any image depicting a minor engaged in sexual conduct; or

(b) Any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.

(4) “Computer” means an electronic, magnetic, optical, electrochemical, or other high-speed data processing device performing logical, arithmetic, or storage functions and includes any data storage facility or communications facility directly related to or operating in conjunction with such device. The term also includes: any online service, Internet service, or local bulletin board; any electronic storage device, including a floppy disk or other magnetic storage device; or any compact disc that has read-only memory and the capacity to store audio, video, or written materials.

(5) “Deviate sexual intercourse” means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.

(6) “Female genitals” includes the labia minora, labia majora, clitoris, vulva, hymen, and vagina.

(7) “Harmful to minors” means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

(a) Predominantly appeals to a prurient, shameful, or morbid interest;

- (b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
- (c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."

- (8) "Identifiable minor" means a person:
 - (a) Who was a minor at the time the image was created, altered, adapted, or modified, or whose image as a minor was used in the creating, altering, adapting, or modifying of the image; and
 - (b) Who is recognizable as an actual person by the person's face, likeness, or other distinguishing characteristic, such as a unique birthmark, or other recognizable feature.

The term may not be construed to require proof of the actual identity of the identifiable minor.

(9) "Masochism" means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.

(10) "Minor" or "child" means any person, whose identity is known or unknown, younger than 18 years of age.

(11) "Nudity" means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother's breastfeeding of her baby does not under any circumstance constitute "nudity," irrespective of whether or not the nipple is covered during or incidental to feeding.

(12) "Obscene" means the status of material which:

- (a) The average person, applying contemporary community standards, would find, taken as a whole, appeals to the prurient interest;
- (b) Depicts or describes, in a patently offensive way, sexual conduct as specifically defined herein; and
- (c) Taken as a whole, lacks serious literary, artistic, political, or scientific value.

A mother's breastfeeding of her baby is not under any circumstance "obscene."

(13) "Person" includes individuals, children, firms, associations, joint ventures, partnerships, estates, trusts, business trusts, syndicates, fiduciaries, corporations, and all other groups or combinations.

(14) "Promote" means to procure, manufacture, issue, sell, give, provide, lend, mail, deliver, transfer, transmit, transmute, publish, distribute, circulate, disseminate, present, exhibit, send, post, share, or advertise or to offer or agree to do the same.

(15) "Sadism" means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.

(16) "Sadomasochistic abuse" means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

(17) "Sexual battery" means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, "sexual battery" does not include an act done for a bona fide medical purpose.

(18) "Sexual bestiality" means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.

(19) "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

(20) "Sexual excitement" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.

(21) "Sexually oriented material" means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.

(22) "Simulated" means the explicit depiction of conduct described in ¹subsection (19) which creates the appearance of such conduct and which exhibits any uncovered portion of the breasts, genitals, or buttocks.

(23) "Specific sexual activities" includes the following sexual activities and the exhibition of the following anatomical areas:

- (a) Human genitals in the state of sexual stimulation or arousal.
- (b) Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.
- (c) The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.
- (d) Less than completely and opaquely covered:
 1. Human genitals or the pubic region.
 2. Buttocks.
 3. Female breasts below the top of the areola.
 4. Human male genitals in a discernibly turgid state, even if completely and opaquely covered.

History.—s. 1, ch. 86-238; s. 4, ch. 88-283; s. 6, ch. 93-4; s. 70, ch. 96-388; s. 2, ch. 2001-54; s. 1, ch. 2001-177; s. 154, ch. 2007-5; s. 1, ch. 2008-120; s. 11, ch. 2019-152; s. 10, ch. 2022-165; s. 7, ch. 2022-212.

¹Note.—The cross-reference was revised by the editors, incident to compiling the 2022 *Florida Statutes*, as a result of meshing amendments by s. 10, ch. 2022-165, and s. 7, ch. 2022-212.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

[Title XLVI](#)
CRIMES

[Chapter 847](#)
OBSCENITY

[View Entire Chapter](#)

847.012 Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty.—

(1) As used in this section, “knowingly” means having the general knowledge of, reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:

(a) The character and content of any material described in this section which is reasonably susceptible of examination by the defendant; and

(b) The age of the minor.

(2) A person’s ignorance of a minor’s age, a minor’s misrepresentation of his or her age, a bona fide belief of a minor’s age, or a minor’s consent may not be raised as a defense in a prosecution for a violation of this section.

(3) A person may not knowingly sell, rent, or loan for monetary consideration to a minor:

(a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors; or

(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains any matter defined in s. [847.001](#), explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.

(4) A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or is actually distributed to minors.

(5) An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection, the term “school property” means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or nonpublic. This subsection does not apply to the distribution or posting of school-approved instructional materials that by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. [1012.01](#).

(6) Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. [775.082](#), s. [775.083](#), or s. [775.084](#).

(7) Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.

(8)(a) The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.

(b) After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor has been given to the party restrained of the time when and place where the application for the restraining order is to be made.

(c) The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.

(d) If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.

(e) In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.

(f) Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is chargeable with knowledge of the contents and character thereof.

(9) The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.

(10) This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. [847.013](#).

History.—ss. 1, 2, 3, 4, 5, 6, 7, ch. 67-153; ss. 1, 2, ch. 69-41; s. 1054, ch. 71-136; s. 171, ch. 71-355; s. 34, ch. 73-334; s. 1, ch. 83-77; s. 2, ch. 86-38; s. 3, ch. 86-238; s. 5, ch. 88-283; s. 1349, ch. 97-102; s. 3, ch. 2008-120; s. 1, ch. 2013-75.

Note.—Section 7, ch. 2008-120, provides that “[t]he amendments to ss. 847.012, 847.011, 847.013, and 847.0133, Florida Statutes, by this act do not apply to providers of communications services as defined in s. 202.11, Florida Statutes, or to providers of information services, including, but not limited to, Internet access service providers and hosting service providers, when they only provide the transmission, storage, or caching of electronic communications or messages of others or provide other related communications or information services used by others in violation of such amended provisions. This exemption shall not apply to providers of communications services as defined in s. 202.11, Florida Statutes, or providers of information services that knowingly for commercial advantage or private financial gain facilitate the specific violation of such amended provisions by others.”

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

[Title XLVIII](#)
EARLY LEARNING-20 EDUCATION CODE

[Chapter 1003](#)
PUBLIC K-12 EDUCATION

[View Entire Chapter](#)

1003.41 State academic standards.—

(1) The state academic standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.

(2) The state academic standards must meet the following requirements:

(a) English Language Arts standards must establish specific curricular content for, at a minimum, reading, writing, speaking and listening, and language.

(b) Science standards must establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science.

(c) Mathematics standards must establish specific curricular content for, at a minimum, algebra, geometry, statistics and probability, number and quantity, functions, and modeling.

(d) Social Studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, economics, and financial literacy. Effective for students entering grade 9 in the 2023-2024 school year and thereafter, financial literacy standards must establish specific curricular content for, at a minimum, personal financial literacy and money management and include instruction in the areas specified in s. [1003.4282\(3\)\(h\)](#).

(e) Visual and performing arts, physical education, health, and foreign language standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

(3) The Commissioner of Education, as needed, shall develop and submit proposed revisions to the standards for review and comment by Florida educators, school administrators, representatives of the Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education and careers, business and industry leaders, and the public. The commissioner, after considering reviews and comments, shall submit the proposed revisions to the State Board of Education for adoption.

(4) The State Board of Education shall adopt rules to administer this section.

History.—s. 130, ch. 2002-387; s. 1, ch. 2008-235; s. 2, ch. 2010-48; s. 32, ch. 2011-5; s. 11, ch. 2013-27; s. 36, ch. 2014-39; s. 12, ch. 2019-119; s. 8, ch. 2022-16; s. 2, ch. 2022-17.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1003
PUBLIC K-12 EDUCATION

[View Entire Chapter](#)

1003.42 Required instruction.—

(1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.

(b) All instructional materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The

department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

a. Injury prevention and safety.

b. Internet safety.

c. Nutrition.

d. Personal health.

e. Prevention and control of disease.

f. Substance use and abuse.

g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

(b) No race is inherently superior to another race.

(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.

(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial

discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

History.—s. 131, ch. 2002-387; s. 22, ch. 2006-74; s. 13, ch. 2010-154; s. 1, ch. 2010-217; s. 14, ch. 2011-220; s. 3, ch. 2014-184; s. 1, ch. 2016-141; s. 53, ch. 2017-3; s. 51, ch. 2018-7; s. 5, ch. 2020-88; s. 2, ch. 2021-69; s. 1, ch. 2021-83; s. 3, ch. 2021-157; s. 20, ch. 2021-164; s. 3, ch. 2022-72.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII

EARLY LEARNING-20 EDUCATION CODE

Chapter 1006

SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.—

(1) DEFINITIONS.—

(a) As used in this section, the term:

1. “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

2. “Instructional materials” has the same meaning as in s. [1006.29\(2\)](#).

(b) As used in this section and s. [1006.283](#), the term “resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. [222.17](#).

(c) As used in this section and ss. [1006.283](#), [1006.32](#), [1006.35](#), [1006.37](#), [1006.38](#), [1006.40](#), and [1006.42](#), the term “purchase” includes purchase, lease, license, and acquire.

(2) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.*—Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. [1006.283](#), or otherwise purchased or made available.

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. [1006.31\(2\)](#) or s. [1006.40\(3\)\(d\)](#) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. [1006.283\(2\)\(b\)8., 9., and 11.](#)

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. [847.012](#), is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*—Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

- a. Require that book selections meet the criteria in s. 1006.40(3)(d).
- b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
- c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
- d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.*—Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school

board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and ¹provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:
 - a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.
 - b. Each material that was removed or discontinued as a result of an objection.
 - c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) DISTRICT SCHOOL SUPERINTENDENT.—

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(4) SCHOOL PRINCIPAL.—The school principal has the following duties for the management and care of materials at the school:

(a) *Proper use of instructional materials.*—The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*—The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board

fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) *Selection of library media center materials.*—School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

History.—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39; s. 2, ch. 2017-177; s. 14, ch. 2021-9; s. 2, ch. 2022-21.

¹Note.—The word “must” was deleted by the editors to conform to context.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII

EARLY LEARNING-20 EDUCATION CODE

Chapter 1006

SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.283 District school board instructional materials review process.—

(1) A district school board or consortium of school districts may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional materials. The district school superintendent shall certify to the department by March 31 of each year that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.

(2)(a) If a district school board chooses to implement its own instructional materials program, the school board shall adopt rules implementing the district's instructional materials program which must include its processes, criteria, and requirements for the following:

1. Selection of reviewers, one or more of whom must be parents with children in public schools.
2. Review of instructional materials.
3. Selection of instructional materials, including a thorough review of curriculum content.
4. Reviewer recommendations.
5. District school board adoption.
6. Purchase of instructional materials.

(b) District school board rules must also:

1. Identify, by subject area, a review cycle for instructional materials.
2. Specify the qualifications for an instructional materials reviewer and the process for selecting reviewers; list a reviewer's duties and responsibilities, including compliance with the requirements of s. [1006.31](#); and provide that all instructional materials recommended by a reviewer be accompanied by the reviewer's statement that the materials align with the state standards pursuant to s. [1003.41](#) and the requirements of s. [1006.31](#).
3. State the requirements for an affidavit to be made by each district instructional materials reviewer which substantially meet the requirements of s. [1006.30](#).
4. Comply with s. [1006.32](#), relating to prohibited acts.
5. Establish a process that certifies the accuracy of instructional materials.
6. Incorporate applicable requirements of s. [1006.31](#), which relates to the duties of instructional materials reviewers.
7. Incorporate applicable requirements of s. [1006.38](#), relating to the duties, responsibilities, and requirements of publishers of instructional materials.
8. Establish the process by which instructional materials are adopted by the district school board, which must include:
 - a. A process to allow student editions of recommended instructional materials to be accessed and viewed online by the public at least 20 calendar days before the school board hearing and public meeting as specified in this subparagraph. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - b. An open, noticed school board hearing to receive public comment on the recommended instructional materials.

c. An open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the district school board instructional materials review process pursuant to this section. This public meeting must be held on a different date than the school board hearing.

d. Notice requirements for the school board hearing and the public meeting that must specifically state which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review. The hearing must allow the parent of a public school student or a resident of the county to proffer evidence that a recommended instructional material does not meet the criteria provided in s. [1006.31\(2\)](#), taking into consideration course expectations based on the district's comprehensive plan for student progression under s. [1008.25\(2\)](#) and course descriptions in the course code directory.

9. Establish the process by which the district school board shall receive public comment on, and review, the recommended instructional materials.

10. Establish the process by which instructional materials will be purchased, including advertising, bidding, and purchasing requirements.

11. Establish the process by which the school district will notify parents of their ability to access their children's instructional materials through the district's local instructional improvement system and by which the school district will encourage parents to access the system. This notification must be displayed prominently on the school district's website and provided annually in written format to all parents of enrolled students.

(3)(a) The school board may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the school district's website and reported to the department. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.

(b) The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school district's instructional staff is absent from his or her assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with s. [112.061](#) for actual service in meetings.

(4) Instructional materials that have been reviewed by the district instructional materials reviewers and approved must have been determined to align with all applicable state standards pursuant to s. [1003.41](#) and the requirements in s. [1006.31](#). The district school superintendent shall annually certify to the department that all instructional materials for core courses used by the district are aligned with all applicable state standards and have been reviewed, selected, and adopted by the district school board in accordance with the school board hearing and public meeting requirements of this section.

(5) A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States.

(6) A publisher shall reduce automatically the price of the instructional materials to the district school board to the extent that reductions in price are made elsewhere in the United States.

(7) The school district shall make available, upon request for public inspection, sample copies of all instructional materials that have been purchased by the district school board.

History.—s. 2, ch. 2013-237; s. 2, ch. 2014-15; s. 3, ch. 2017-177.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1006
SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.29 State instructional materials reviewers.—

(1)(a) The commissioner shall determine annually the areas in which instructional materials shall be submitted for adoption, taking into consideration the desires of the district school boards. The commissioner shall also determine the number of titles to be adopted in each area.

(b) By April 15 of each school year, the commissioner shall appoint three state or national experts in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards. These reviewers shall be designated as state instructional materials reviewers and shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewers. The initial review of the materials shall be made by only two of the three reviewers. If the two reviewers reach different results, the third reviewer shall break the tie. The reviewers shall independently make recommendations to the commissioner regarding materials that should be placed on the list of adopted materials through an electronic feedback review system.

(c) The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. School districts shall ensure that these district reviewers are provided with the support and time necessary to accomplish a thorough review of the instructional materials. District reviewers shall independently rate the recommended submissions on the instructional usability of the resources.

(d) The department may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the department's website. The fees may not exceed the actual cost of the review process and may not exceed \$1,000 per submission by a publisher. Fees collected for this process shall be deposited into the department's Operating Trust Fund so that each instructional materials reviewer under paragraph (b) may be paid a stipend.

(2) For purposes of this part, the term "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. A publisher or manufacturer providing instructional materials as a single bundle shall also make the instructional materials available as separate and unbundled items, each priced individually. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers.

(3) Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format. For purposes of this section, the term:

(a) "Electronic format" means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

(b) "Digital format" means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning;

that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at any time and anywhere.

The terms do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

(4) By October 1, 2013, the department shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and guidelines on the number of students per device necessary to ensure that students can access all electronic and digital instructional materials.

(5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. [1006.31\(2\)](#). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

History.—s. 304, ch. 2002-387; s. 1950, ch. 2003-261; s. 19, ch. 2010-154; s. 21, ch. 2011-55; s. 11, ch. 2013-45; s. 3, ch. 2014-15; s. 3, ch. 2022-21.

Select Year: 2022 ▼

The 2022 Florida Statutes (including Special Session A)

[Title XLVIII](#)
EARLY LEARNING-20 EDUCATION CODE

[Chapter 1006](#)
SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.31 Duties of the Department of Education and school district instructional materials reviewer.—The duties of the instructional materials reviewer are:

(1) **PROCEDURES.**—To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval processes.

(2) **EVALUATION OF INSTRUCTIONAL MATERIALS.**—To use the selection criteria listed in s. [1006.34\(2\)\(b\)](#) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. [1003.41](#). Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. [847.012](#), and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. [1003.42\(3\)](#).

(3) **REPORT OF REVIEWERS.**—After a thorough study of all data submitted on each instructional material, to submit an electronic report to the department. The report shall be made public and must include responses to each section of the report format prescribed by the department.

History.—s. 306, ch. 2002-387; s. 103, ch. 2004-357; s. 23, ch. 2011-55; s. 3, ch. 2013-237; s. 4, ch. 2014-15; s. 61, ch. 2014-39; s. 4, ch. 2017-177; s. 4, ch. 2022-72.

Copyright © 1995-2023 The Florida Legislature • [Privacy Statement](#) • [Contact Us](#)

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

[Title XLVIII](#)
EARLY LEARNING-20 EDUCATION CODE

[Chapter 1006](#)
SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials.—

(1) **PROCEDURES FOR EVALUATING INSTRUCTIONAL MATERIALS.—**The State Board of Education shall adopt rules prescribing the procedures by which the department shall evaluate instructional materials submitted by publishers and manufacturers in each adoption. Included in these procedures shall be provisions affording each publisher or manufacturer or his or her representative an opportunity to provide a virtual presentation to state instructional materials reviewers on the merits of each instructional material submitted in each adoption.

(2) **SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS.—**

(a) The department shall notify all publishers and manufacturers of instructional materials who have submitted bids that within 3 weeks after the deadline for receiving bids, at a designated time and place, it will open the bids submitted and deposited with it. At the time and place designated, the bids shall be opened, read, and tabulated in the presence of the bidders or their representatives. No one may revise his or her bid after the bids have been filed. When all bids have been carefully considered, the commissioner shall, from the list of suitable, usable, and desirable instructional materials reported by the state instructional materials reviewers, select and adopt instructional materials for each grade and subject field in the curriculum of public elementary, middle, and high schools in which adoptions are made and in the subject areas designated in the advertisement. The adoption shall continue for the period specified in the advertisement, beginning on the ensuing April 1. The adoption shall not prevent the extension of a contract as provided in subsection (3). The commissioner shall always reserve the right to reject any and all bids. The commissioner may ask for new sealed bids from publishers or manufacturers whose instructional materials were recommended by the state instructional materials reviewers as suitable, usable, and desirable; specify the dates for filing such bids and the date on which they shall be opened; and proceed in all matters regarding the opening of bids and the awarding of contracts as required by this part. In all cases, bids shall be accompanied by a cash deposit or certified check of from \$500 to \$2,500, as the department may direct. The department, in adopting instructional materials, shall give due consideration both to the prices bid for furnishing instructional materials and to the report and recommendations of the state instructional materials reviewers. When the commissioner has finished with the report of the state instructional materials reviewers, the report shall be filed and preserved with the department and shall be available at all times for public inspection.

(b) In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. [1003.41](#) and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. [1004.92](#).
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

(3) **CONTRACT WITH PUBLISHERS OR MANUFACTURERS; BOND.**—As soon as practicable after the commissioner has adopted any instructional materials and all bidders that have secured the adoption of any instructional materials have been notified thereof by registered letter, the department shall prepare a contract in proper form with every bidder awarded the adoption of any instructional materials. Each contract shall be executed by the commissioner, one copy to be kept by the contractor and one copy to be filed with the department. After giving due consideration to comments by the district school boards, the commissioner, with the agreement of the publisher, may extend or shorten a contract period for a period not to exceed 2 years; and the terms of any such contract shall remain the same as in the original contract. Any publisher or manufacturer to whom any contract is let under this part must give bond in such amount as the department requires, payable to the state, conditioned for the faithful, honest, and exact performance of the contract. The bond must provide for the payment of reasonable attorney's fees in case of recovery in any suit thereon. The surety on the bond must be a guaranty or surety company lawfully authorized to do business in the state; however, the bond shall not be exhausted by a single recovery but may be sued upon from time to time until the full amount thereof is recovered, and the department may at any time, after giving 30 days' notice, require additional security or additional bond. The form of any bond or bonds or contract or contracts under this part shall be prepared and approved by the department. At the discretion of the department, a publisher or manufacturer to whom any contract is let under this part may be allowed a cash deposit in lieu of a bond, conditioned for the faithful, honest, and exact performance of the contract. The cash deposit, payable to the department, shall be placed in the Textbook Bid Trust Fund. The department may recover damages on the cash deposit given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(4) **REGULATIONS GOVERNING THE CONTRACT.**—The department may, from time to time, take any necessary actions, consistent with this part, to secure the prompt and faithful performance of all instructional materials contracts; and if any contractor fails or refuses to furnish instructional materials as provided in this part or otherwise breaks his or her contract, the department may sue on the required bond in the name of the state, in the courts of the state having jurisdiction, and recover damages on the bond given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(5) **RETURN OF DEPOSITS.**—

(a) The successful bidder shall be notified by registered mail of the award of contract and shall, within 30 days after receipt of the contract, execute the proper contract and post the required bond. When the bond and contract have been executed, the department shall notify the Chief Financial Officer and request that a warrant be issued against the Textbook Bid Trust Fund payable to the successful bidder in the amount deposited pursuant to this part. The Chief Financial Officer shall issue and forward the warrant to the department for distribution to the bidder.

(b) At the same time or prior thereto, the department shall inform the Chief Financial Officer of the names of the unsuccessful bidders. Upon receipt of such notice, the Chief Financial Officer shall issue warrants against the Textbook Bid Trust Fund payable to the unsuccessful bidders in the amounts deposited pursuant to this part and shall forward the warrants to the department for distribution to the unsuccessful bidders.

(c) One copy of each contract and an original of each bid, whether accepted or rejected, shall be preserved with the department for at least 3 years after the termination of the contract.

(6) **DEPOSITS FORFEITED.**—If any successful bidder fails or refuses to execute contract and bond within 30 days after receipt of the contract, the cash deposit shall be forfeited to the state and placed by the Chief Financial Officer in the General Revenue Fund.

(7) **FORFEITURE OF CONTRACT AND BOND.**—If any publisher or manufacturer of instructional materials fails or refuses to furnish instructional materials as provided in the contract, the publisher's or manufacturer's bond is forfeited and the commissioner must make another contract.

History.—s. 309, ch. 2002-387; s. 1952, ch. 2003-261; s. 26, ch. 2011-55; s. 62, ch. 2014-39.

Select Year: 2022

The 2022 Florida Statutes (including Special Session A)

Title XLVIII

EARLY LEARNING-20 EDUCATION CODE

Chapter 1006

SUPPORT FOR LEARNING

[View Entire Chapter](#)

1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.—

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. [1011.67](#) for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. [1006.283](#).

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. [1006.283](#), each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.
2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. [847.012](#).
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used or made available.

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

- (a) Maximize student use of the district-approved instructional materials.
- (b) Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by s. [1003.42](#), which satisfies the requirements of s. [1006.283\(2\)\(b\)8., 9., and 11.](#)

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

History.—s. 315, ch. 2002-387; s. 10, ch. 2009-3; s. 19, ch. 2009-59; s. 21, ch. 2010-154; s. 31, ch. 2011-55; s. 14, ch. 2012-133; s. 6, ch. 2013-237; s. 5, ch. 2014-15; s. 63, ch. 2014-39; s. 62, ch. 2017-116; s. 5, ch. 2017-177; s. 3, ch. 2021-69; s. 4, ch. 2022-21; s. 7, ch. 2022-72.

6A-1.09401 Student Performance Standards.

(1) Student Performance Standards in Florida are defined as the Next Generation Sunshine State Standards and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The Next Generation Sunshine State Standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12. The access points contained in the Next Generation Sunshine State Standards provide access to the general education curriculum for students with significant cognitive disabilities. These standards, benchmarks, and access points are contained in the following publications which are hereby incorporated by reference and made a part of this rule.

(a) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – English Language Arts, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13402>),

(b) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – Mathematics, 2020 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12104>),

(c) Next Generation Sunshine State Standards – Science, 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06754>),

(d) Next Generation Sunshine State Standards – Social Studies, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13403>),

(e) Next Generation Sunshine State Standards – World Languages, 2011,

(f) Next Generation Sunshine State Standards – The Arts, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03100>),

(g) Next Generation Sunshine State Standards – Health, Education, 2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-13404>),

(h) Next Generation Sunshine State Standards – Physical Education, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03102>),

(i) Next Generation Sunshine State Standards – Gifted Education, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03103>),

(j) Next Generation Sunshine State Standards – Special Skills, 2014, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-03104>),

(k) English Language Development/Proficiency Standards for English Language Learners, 2014 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04240>).

(l) Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14160>),

(m) Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics 2022 Access Points-Alternate Academic Achievement Standards Grade K-12 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14161>),

(n) Access Points to the Next Generation Sunshine State Standards for Science – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06469>), and,

(o) Access Points to the Next Generation Sunshine State Standards for Social Studies – 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06755>).

Copies of these publications may be obtained from the Division of Public Schools, Department of Education, 325 West Gaines St., Tallahassee, Florida 32399-0400.

(2) The Commissioner shall periodically review, accept public comment on and revise Florida standards. The process shall begin with convening an expert group to review the standards and make recommendations to the Commissioner for their review and revision. The Commissioner shall determine whether revisions are necessary based on the recommendations of the expert group, and shall propose such revisions to the State Board of Education for adoption.

(3) Each district school board shall incorporate the Next Generation Sunshine State Standards as appropriate for subject areas contained herein into the district Student Progression Plan.

(4) The Next Generation Sunshine State Standards shall serve as the basis for statewide assessments.

Rulemaking Authority 1001.02, 1003.41(4) FS. Law Implemented 1001.03, 1003.41 FS. History—New 6-18-96, Amended 9-28-99, 3-1-07, 7-25-07, 11-25-07, 4-14-08, 9-22-08, 2-1-09, 1-6-10, 9-5-10, 2-8-11, 3-25-14, 7-22-14, 3-23-16, 6-23-16, 3-26-20, 8-27-20, 8-26-21, 5-3-22.

6A-1.094124 Required Instruction Planning and Reporting.

(1) In order to provide information about the manner in which the prescribed courses of study set forth in Section 1003.42(2), F.S., are provided by school districts, by July 1 of each year, each school district must submit a report to the Commissioner of Education that describes how instruction was provided for topics in Sections 1003.42(2)(a)-(n) and (p)-(t), F.S., during the previous school year. This report shall be submitted through the Required Instruction Reporting Portal located at www.flrequiredinstruction.org. The department may provide technical assistance on required instruction specific to each topic.

(2) This report shall contain:

(a) The specific courses in which instruction has been delivered for each grade level;

(b) A description of the materials and resources utilized to deliver instruction; and

(c) For subsections (4)-(6) of this rule, the professional qualifications of the person delivering instruction.

(3) As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

(a) Efficient and faithful teaching of the required topics must be consistent with the state academic standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

(c) Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the state academic standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(4) Resiliency Education: Civic and Character Education and Life Skills Education.

(a) Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The purpose of aligning these two components of statutorily required instruction is to initiate a first in the nation approach to connecting the concepts of students' readiness, resiliency and, when necessary, response and recovery.

(b) School districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend, or family member through adversity;
6. Prevention of suicide;

7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

(5) Substance Use and Abuse Health Education.

(a) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

(b) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

(6) Child Trafficking Prevention Education.

(a) It is the intent of the State Board of Education that every school in Florida be a "Child Trafficking Free Zone."

(b) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

(c) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.

(d) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

1. Recognition of signs of human trafficking;
2. Awareness of resources, including national, state and local resources;
3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
5. Information on how social media and mobile device applications are used for human trafficking.

(e) In order to assist with instruction, the department will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.html>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

(7) By December 1 of each year, each school district must submit an implementation plan to the commissioner through the Required Instruction Reporting Portal for subsections (4)-(6) of this rule, and post the plan on the school district website. The implementation plan must include:

1. The methods in which instruction will be delivered for each grade level;
2. The professional qualifications of the person delivering instruction; and
3. A description of the materials and resources utilized to deliver instruction.

(8) When a school district's plan for instruction as set forth in subsection (7), or a school district's reported instruction as set forth in subsections (1) and (2) of this rule, do not meet the requirements of this rule or Section 1003.42, F.S., school districts must be provided no less than forty-five (45) days in order to submit revisions to the department.

(9) Failure to comply with the requirements of this rule may result in the imposition of sanctions described in Section 1008.32, F.S.

Rulemaking Authority 1001.02(2)(n), 1003.42(2) FS. Law Implemented 1003.42 FS. History--New 10-24-19, Amended 12-22-20, 7-26-21, 11-23-22.

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media

PURPOSE AND EFFECT: To set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 regarding certification of training of persons who select library materials. It is also designed to incorporate existing forms, certifications, and plans required for the release of the instructional materials allocation to school districts. This rule clarifies that library materials, including classroom libraries, must be approved and selected by a media specialist.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the instructional materials and library media certifications and plans that must be filed by school district superintendents with the Florida Department of Education.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d), 1006.29(6), F.S.

LAW IMPLEMENTED: 1006.28, 1006.283, 1006.29, 1011.67, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: January 18, 2023, 9:00 a.m.

PLACE: Nassau County School Board Office, 1201 Atlantic Avenue, Fernandina Beach, FL 32034.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, Florida Department of Education; (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media.

(1) Purpose. The purpose of this rule is to set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

(2) Definitions. In this rule, the following definitions apply:

(a) "Core courses" means core-curricula courses as defined in section (s.) 1003.01(14), Florida Statutes (F.S.), and any course covering a subject area for which instructional materials have been adopted by the Department;

(b) "Department" means the Department of Education;

(c) "Instructional materials" means the definition set forth in s. 1006.29(2), F.S.;

(d) "Librarians" means school district employees who meet the definition set forth in s. 1012.01(2)(c), F.S.;

(e) "Library Media Center" means any collection of books, ebooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;

(f) "Media specialist" means school district employee who meets the definition set forth in s. 1012.01(2)(c),

F.S.;

(g) "State academic standards" means the standards set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.;

(h) "Superintendent" means the president of the Florida Virtual School under s. 1002.37, F.S., the president of the Florida School for the Deaf and the Blind under s. 1002.36, F.S., the directors of developmental research (laboratory) schools under s. 1002.32, F.S., and school district superintendents under s. 1001.46, F.S.;

(3) School District Annual Requisition Plan for Instructional Materials under s. 1006.28(3)(b), F.S.

(a) Each superintendent must provide notice of the instructional materials the school district intends to requisition for use in the following school year. This notice must include the following:

1. Core courses offered by the school district in kindergarten through grade 12;

2. The instructional materials the school district intends to requisition by International Standard Book Number, publisher, and course; and

3. A school district plan for the use of instructional materials.

(b) This information must be submitted electronically to <https://districts.flimadoption.org>.

(c) The notice is due annually by April 1.

(4) Certification Requirements for School District Instructional Materials Programs under s. 1006.283(1) and (4), F.S.

(a) Where a school district implements its own instructional materials program under the provisions of s. 1006.283, F.S., a superintendent must certify annually on the form entitled "Certification of Alignment and Adoption of Instructional Materials" (Form IM-A), the following:

1. Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.; and

2. The school district's process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by March 31.

(5) Certification Requirements for Release of Funds for Instructional Materials under s. 1011.67(2), F.S.

(a) Each superintendent must certify on the form entitled "Certification of Implementation of Instructional and Library Media Materials" (Form IM-B), the following:

1. The school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials and includes a process for verifying completion of the training;

2. Instructional materials are being implemented as designed;

3. All instructional materials for core courses used in the school district are aligned to applicable state academic standards;

4. Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and

5. Any material objected to by a parent or resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, F.A.C.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by July 1.

(6) Selection, Training and Certification Requirements Regarding School District Library Materials under ss. 1006.28(2)(d) and 1006.29(6), F.S.

(a) Media Specialist. Materials maintained in a school district library media center that are accessible to students or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds an Educational Media Specialist Certificate, as described in Rule 6A-4.0251, F.A.C.

(b) Training Requirements. School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials. This training must be completed annually and can be accessed at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(c) Certification of Training. In accordance with s. 1006.29(6), F.S., each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the

selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

1. This certification must be made on the form entitled "Certification of Library Media Training" (Form IM-C) and include the number of those who completed the training by job code.

2. This certification must be submitted electronically to <https://districts.flimadoption.org>.

3. The certification is due annually by July 1.

(7) Documents Incorporated by Reference. The following documents are incorporated by reference and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) Certification of Alignment and Adoption of Instructional Materials, Form IM-A, (DOS Link) effective February 2023, due annually on or before March 31.

(b) Certification of Implementation of Instructional and Library Media Materials, Form IM-B, (DOS Link) effective February 2023, due annually on or before July 1.

(c) Certification of Library Media Training, Form IM-C, (DOS Link) effective February 2023, due annually on or before July 1.

(d) Library Media Training, (DOS Link) effective February 2023.

Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28(3), (6), 1006.283(1), (4), 1006.29(6), 1011.67(2) FS. History-New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

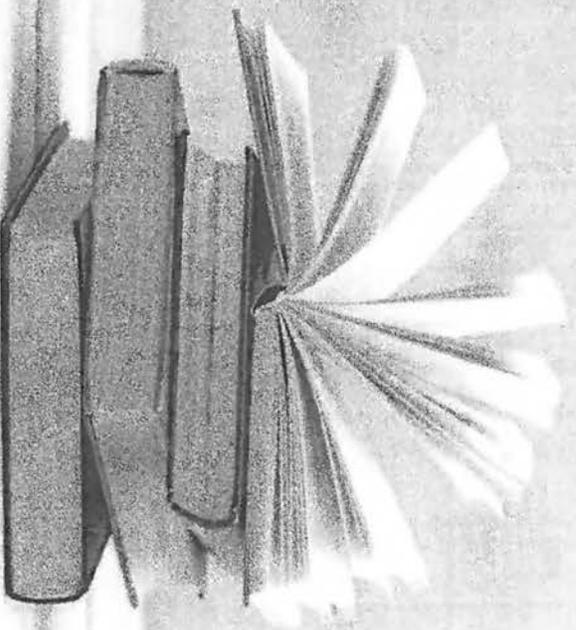
DATE PROPOSED RULE APPROVED BY AGENCY HEAD: December 15, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: November 1, 2022



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Library Media and Instructional Materials Training



Rule 6A-7.0715, F.A.C. Effective February 2023

www.fldoe.org



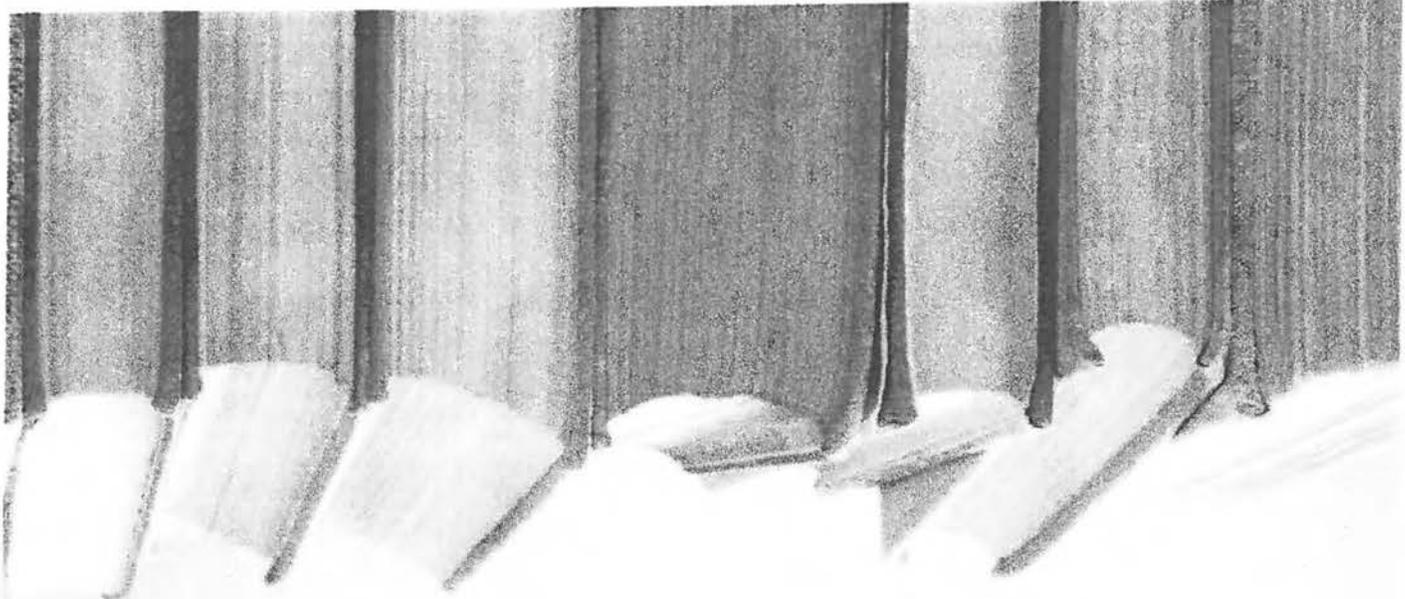
Main Purpose

Part 1: Criteria for Selection of Library Materials and Reading Lists

Part 2: Collection Development Policies for Library Media Specialists

Part 3: Selection and Maintenance of Library Media Materials for Library
Media Specialists

Part 4: Training to Assist Reviewers of Instructional Materials



Criteria for Selection and Maintenance of Library Materials and Reading Lists

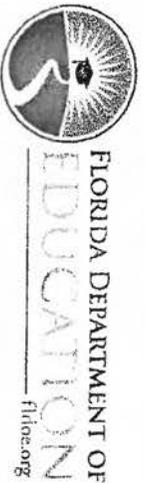


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

The Primary Objective of the Library Media Center:



To implement, enrich, and support the educational program of the school. The library media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and with the representation of different points of view.



House Bill 1467

Section (s.) 1006.29(6), Florida Statutes

The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

Criteria for Selection of Library Materials

Section 1006.40(3)(d), F.S.

All materials in a school library or included on a reading list must be:

1. Free of Pornography and material prohibited under s. 847.012, F.S.
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used and made available.

Pornography

While there is no statutory definition of pornography in the Florida Statutes, the Merriam-Webster dictionary defines it as “the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.”



Materials Prohibited by Section 847.012, F.S.

An adult may not knowingly distribute to a minor on school property:

- *Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.*
- *Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.*



Materials Prohibited by Section 847.012, F.S. (cont.)

- The phrase “harmful to minors” requires that any description or representation of nudity, sexual conduct or sexual excitement meet three requirements in order to be found “harmful to minors.”
- The description or representation must:
 - Predominantly appeal to a prurient, shameful, or morbid interest;
 - Be patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; **and**
 - Taken as a whole the material is without serious literary, artistic, political, or scientific value for minors.



Penalty for Violating Section 847.012, F.S.

- (6) *Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.*

To protect librarians and media specialists, it must be clear that a book depicting nudity, sexual conduct, or sexual excitement does not meet the tenets of “Harmful to minors” (s. 847.001, F.S.), which are:

- (a) *Predominantly appeals to a prurient, shameful, or morbid interest;*
- (b) *Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and*
- (c) *Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.*



Suited to Student Needs and Appropriate for Age and Grade Level

Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution



Additional Requirements

Section 1006.34(2)(b), F.S.

1. *The age of the students who normally could be expected to have access to the material.*
 2. *The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in*
 3. *s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.*
 4. *The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.*
 4. *The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.*
- Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.*



Additional Requirements (cont.)

Section 1006.28(2)(d)2., F.S.

- a. *Require that book selections meet the criteria in s. 1006.40(3)(d).*
- b. *Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.*
- c. *Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.*
- d. *Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.*



Parental Rights

- The Parents' Bill of Rights (s. 1014.04(1)(a), F.S.) states that a parent has the right to direct the education and care of his or her minor child.
- Upon written request, school districts are required to provide parents access to any material or book in a school library specified in the request (s. 1006.28(2)(d), F.S.)
- Per Rule 6A-7.0713, F.A.C. each elementary school is required to publish on its website a list of all materials maintained in the school library media center including classroom libraries.
- Parents must be informed of the district policies that are in place to provide transparency to families.
- The department's parental rights page may be found at <https://www.fldoe.org/ParentalRights/>

District Objection (Challenged Materials) Policy

- Follow your district policy.
- Each district is responsible for having a policy on challenged materials.
- Objections can be brought forth by any person residing within the district or a parent of a district student.

Section 1006.28(2)(a)2., F.S.:

Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution.



Collection Development Policies

Collection Development

Library collection development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular district or school.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Goals of Collection Development

Provides guidelines for selecting material for the collection of the library that are balanced.

Determines the retention, preservation and archiving of materials.

Describes the process for removal of inappropriate materials.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

School Districts Must Establish and Maintain School Libraries

Districts must establish procedures that:

- Require library books meet the statutory selection criteria of being suited to student needs, are age and developmentally appropriate, and are free from pornography and materials harmful to minors under s. 847.012, F.S.
- Requires input of stakeholders, including parents.
- Requires the consultation of reputable, professionally recognized reviewing periodicals.



www.fldoe.org



Collection Development Process

Goals

- Mission and vision of the school or district
- Special program considerations
- Current collection analysis
- Responsibilities of the media specialist

Audience

- School demographics
- School community
- Population needs
- Transparency to the community

Acquisition

- Budget
- District policies and procedures
- School expectations
- Stakeholder reviews
- Peer reviews

Maintenance

- Inventory policies
- Know your district procedures for removal of materials

Preservation

- Ongoing development of the collection to mirror district policies or procedures

Removal or Discontinuance of Materials

The removal or discontinuance of library materials and resources is determined by a continuous review of the existing collection, both print and digital. In the removal process, many factors are taken into consideration including, but not limited to, space constraints, age or relevancy of material, physical condition of the material, and circulation data.

Follow district policies for regular removal or discontinuation of materials.



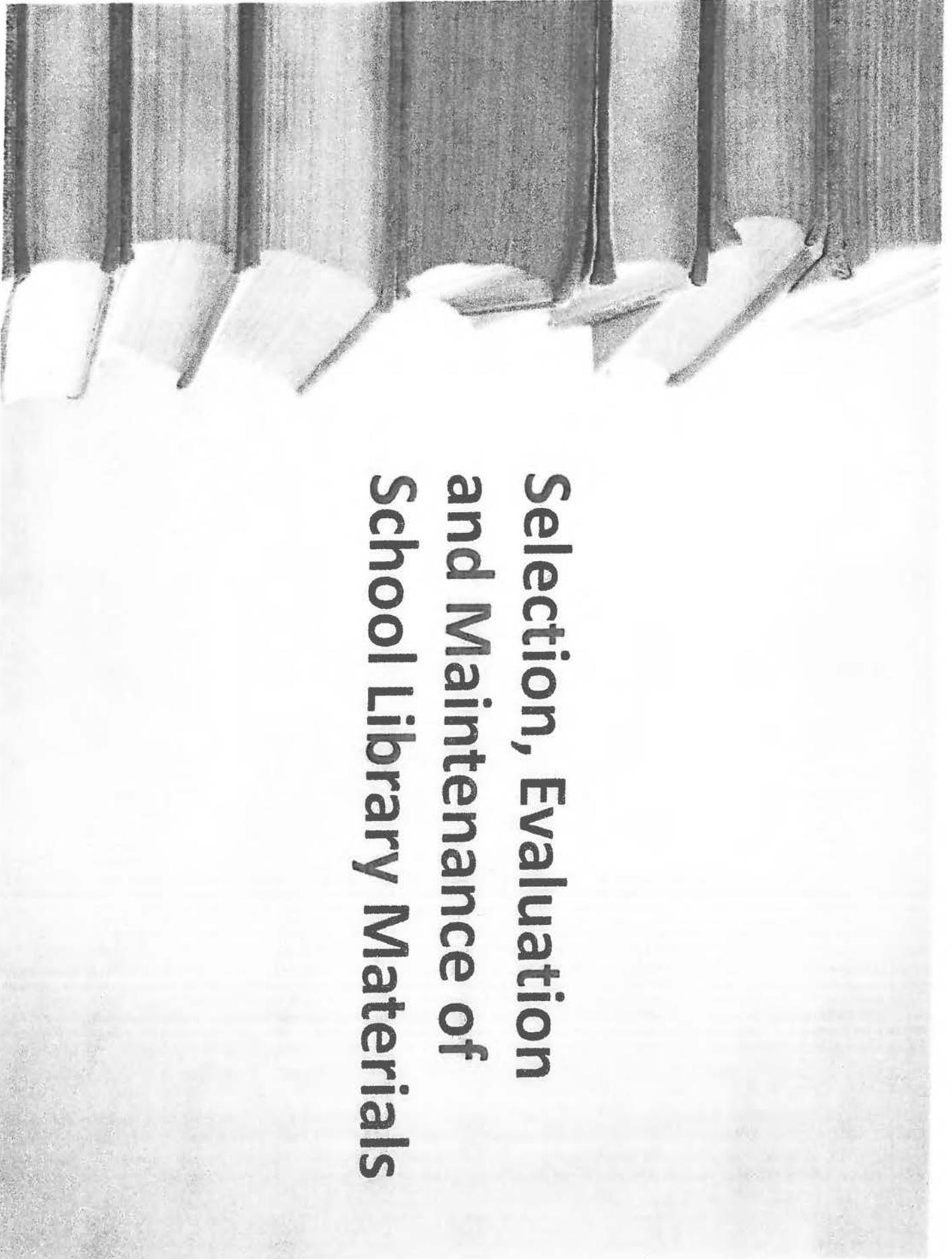
Library Media Specialists

Only persons who are certified as an Educational Media Specialist under Rule 6A-4.0251, Florida Administrative Code (F.A.C.), are authorized to make selections of:

- * Materials available to students in a school library; and
- * Books included on a recommended or assigned school, grade-level, or classroom reading list.

School principals are responsible for compliance with school district procedures for the selection of school library materials.

Elementary classroom libraries are a type of school library. Materials in all school libraries must be selected by a certified media specialist. (Rule 6A-7.0714, F.A.C.; s. 1006.28 (2)(d)1., F.S.)



Selection, Evaluation and Maintenance of School Library Materials



Criteria For Selection of Library Materials

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.



Appropriate for the Grade Level and Age Group

- Choose materials that are relevant for the ages of your students.
- Choose materials that address the reading levels, special curricular needs and programs of your school/district.
- Look at professional peer-reviewed journals for age or grade level recommendations.
 - Section 1006.28(2)(d)2., F.S., provides that school districts must adopt policies that:
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.*
 - While the law requires consultation of peer reviews, districts should consider the consultation of crowd-sourced reviews.



Suggestions for Selecting New Materials

- Curriculum needs - high priority
- Survey stakeholders - teachers, students, parents, administration
- Balance fiction vs. nonfiction
- Diversity and age of collection
- High interest needs of readers
- Use reputable book vendors that offer quality bindings
- Look at professional and reputable award lists and state compiled book lists appropriate for your school age level
- Follow district protocol for selection of new books
- Check any books that have been removed or restricted due to a challenge in other districts. Those books should be carefully considered before purchasing.



Academic Standards and Academic Needs of Students and Faculty

- Consider titles from state standards booklists such as the ELA B.E.S.T. Sample texts and the Civic Literacy Reading List
- Evaluate school academic organizational needs to include, but not be limited to:
 - School mission and vision;
 - School performance or improvement plan;
 - Specialized curriculum needs such as those for career or technical courses;
 - School population needs such as exceptional student education (ESE), gifted and English language learners (ELL); and
 - Material to supplement state-approved, district-adopted core curriculum.
- Age of student population should be considered when selecting materials based on student interest.



School Community Stakeholders

Examples:

- Parents
- Students
- School Advisory Council
- Parent Teacher Association
- School Faculty and Subject departments
- Administrators
- Media Advisory Committee
- Community Members

Ideas for Input:

- Present/Publish lists to be ordered to SAC/PTA/Media Advisory before ordering.
- Host a preview night for stakeholders before placing books on shelf.
- Provide materials suggestion box or Google/Microsoft form for suggestions.
- Conduct interest inventories with learners.

Suggestions for gaining stakeholder contributions:

Online surveys, QR codes, suggestion box, virtual meetings, emails, newsletters, etc.

Maintenance

- Organization
 - Decide how materials are organized
 - Make sure signage is clear and up-to-date.
- Availability
 - Inventory everything in collection at regular intervals
- Know:
 - Cataloging profile - classifications and prefixes, location of barcode, spine label, and any other additional needed labels.
 - MARC (Machine-Readable Cataloging) Records
- Damaged books



Instructional Materials Reviewers



Common Selection Criteria for Instructional Materials, Library Materials and Reading Lists

Factors to consider for any material include:

- Avoiding unsolicited theories that may lead to student indoctrination.
- Meetings for the purpose of selecting instructional materials must be open to the public, including parents (s. 1006.28(2)(a)4, F.S.) and consultation with school community stakeholders, including parents is required in the purchasing of new library media materials (s. 1006.28(2)(d), F.S.)
- Age of the students who normally could be expected to have access to the material
- Educational purpose to be served by the material
- The degree to which the material will be supplemented and explained by classroom instruction
- The broad racial, ethnic, socioeconomic and cultural diversity of the students of this state
- Materials must be free of pornography and prohibited by s. 847.012, F.S.



Additional Selection Criteria for Instructional Materials

Instructional Materials must be:

- Accurate, objective, balanced, noninflammatory and current
- Aligned with state academic standards
- Suited to student needs, including academically talented students
- Suited to students' ability to comprehend material and maturity levels
- Readable, contain appropriate pacing, and easy to use

Instructional Materials should:

- Not contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, religion, disability, socioeconomic status or occupation.
- Accurately portray the ethnic, socioeconomic, cultural, religious, physical and racial diversity of our society.



Instructional Materials and the Principles of Individual Freedom (s. 1003.42(3), F.S.)

Instructional Materials may not contradict the principles enumerated under s.1003.42(3) These six principles are set forth below:

- (a) *No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.*
- (b) *No race is inherently superior to another race.*
- (c) *No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.*
- (d) *Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*
- (e) *A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*
- (f) *A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*

Other Criteria for Instructional Materials

s. 1006.31(2), F.S.

Whenever appropriate, include instructional materials that portray

- The necessity to protect the environment and conserve natural resources
- The effects of the use of tobacco, alcohol, controlled substances and other dangerous substances.
- Humane treatment of people and animals
- Fire prevention
- Thrift – using money and other resources wisely and not carelessly.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Other Criteria for Instructional Materials (cont.)

s. 1006.31(2), F.S.

Whenever appropriate for social science, history, or civics courses, the materials submitted must contain:

- The Declaration of Independence
- The Constitution of the United States



Core Questions Rubric for IM Reviewers

The full rubric may found at:

<https://www.fldoe.org/academics/standards/instructional-materials/>

| Core Questions Rubric | |
|--|--|
| <i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i> | |
| Content | |
| 1. A. Alignment with curriculum: The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes. | |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course. | |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | |
| 5. B. Level of Treatment: The content matches the standards. | |
| 6. B. Level of Treatment: The content matches the student abilities and grade level. | |
| 7. B. Level of Treatment: The content matches the time period allowed for teaching. | |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.) | |

www.FLDOE.org



Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:

<https://www.fldoe.org/academics/standards/instructional-materials/>

| Florida Statutes and State Board of Education Rule | |
|--|---|
| 1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials? | |
| 2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT? | |
| 3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT? | |
| 4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | |
| 5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: | <p>(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</p> <p>(b) No race is inherently superior to another race.</p> <p>(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</p> <p>(d) Meritocracy or trains such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.</p> <p>(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.</p> <p>(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.</p> |
| 6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in Grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity? | |

www.fldoe.org

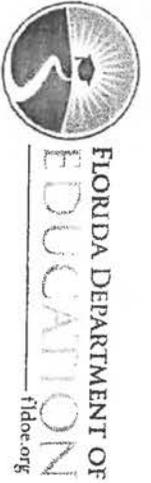
Instructional Materials – District Responsibilities

- The responsibility of the content of instructional materials lies with those that choose the materials. Parental feedback is important and parents should be included in all aspects of choosing materials.
- The district school board oversees the final process of instructional materials after a vetting process that involves all stakeholders, including teachers, students, district staff, and community members.
- Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(d).

Copyright and Fair Use

When using instructional materials, know the guidelines and permissions for use.

- Please discuss copyright and fair use guidelines with publishers before purchase.
- Follow district policies.
- Potential violations may include:
 - Reproducing pages in textbooks without publisher permission or watching videos without having a license.
 - Use of streaming services may violate individual contracts with service.



Thank you!

www.fldoe.org

Subject: Updated Guidance 01262023
Date: 1/27/2023 7:56 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Maniglia Craig" <Craig.Maniglia@sarasotacountyschools.net>, "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Craig and Patrick,

Chris wanted me to send you the most updated version of the HB 1467 staff guidance document for your review of content and language. We're working to keep it to one page as was the once distributed in the fall. Please advise as I know there is a desire to get this out sooner than later. Thank you!



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

HB 1467

Updated Guidance

Overview

Below are updates to the original document that was provided in the fall. District staff continues to work with School Board counsel to support best practice and provide guidance to ensure we are adhering to current legislation. Our goal remains the same: provide transparency, deepen understanding and ensure accountability and compliance across the district to compliment the high quality, standards aligned instruction offered by our outstanding instructional staff.

Classroom Libraries

What HB 1467 says:

- Media Center/Classroom Library Publication - All books contained within a school media center must be made available on the district website in a searchable format.
 - Through the DOE rulemaking process the definition of a “library media center” was expanded to include K-5 Classroom Libraries
 - As of 1/24/23 – a **proposed** revision expands the definition to include “any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms.” This would impact all K-12 classroom libraries.

What we are doing:

- A plan is underway to comply with the publishing of all K-5 classroom libraries on the district web
 - The program for scanning/publishing libraries has been identified
 - We will not be barcoding classroom titles; however all books will be scanned using their ISBN
- A pilot is being conducted at Tuttle Elementary to:
 - determine estimated timeline
 - create guidance and instructions on the process
 - maximize efficiency and ensure accountability
- Teachers will be asked to “weed” their classroom libraries prior to titles being scanned
 - Using basic weeding parameters (age, condition, circulation)
 - Using guidance from DOE training (age & grade level appropriateness, free from prohibited content, etc.)

Purchases/Vetting/Staffing

What HB 1467 says:

- Requires that all books purchased, donated, or otherwise made available to a school media center, classroom library or included on a school or grade level reading list, regardless of how they were obtained, must be selected by an employee with a valid education media specialist certificate. This includes school and staff purchases.

What we are doing:

- All book purchases remain frozen currently
 - In limited cases, community partners, sponsoring programs around books and donations to students and families home use, have been approved.
 - Library Program Manager has been hired to support all facets of library programs and the implementation of new legislation
- (3) District Media Specialist have been hired
 - All are current school-based employees
 - Start date: August 2023 so as not to disrupt schools and cause additional vacancies
- Potential for vetting some titles exists between now and the end of the school year
- Processes and Procedures being created with guidance from district counsel

None of this would be possible without the tireless effort, passion and drive exemplified every day in classrooms across the district, by our amazing staff. The district team remains committed to providing guidance and support through this process as we work to ensure full compliance with the legislation and help our students strive, thrive, and succeed.

Jan-23

Subject: RE: Packet of materials for upcoming book challenge scheduled for Feb 7 2023
(CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION)
Date: 1/27/2023 10:51 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
"Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Robbins Tracey"
<Tracey.Robbins@sarasotacountyschools.net>

CAUTION: External Email

Patrick

Can we set up a brief meeting prior to the 7th so I can gain a better understanding of the expectations for my role in this process? Thank you!



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Thursday, January 26, 2023 10:40 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: FW: Packet of materials for upcoming book challenge scheduled for Feb 7 2023 (CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION)

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Rob,

Attached is what I sent to the Board ahead of the upcoming book challenge. It contains different and unredacted documents than what will likely end up being publicly available, including my thoughts on what the issues are and how the Board should navigate them, a cheat sheet regarding each possible criteria that needs to be applied as part of the evaluating the library book, copies of all of the possible relevant statutes and rules, and the recent FDOE training on this matter.

Wanted you to have this stuff as I assume you likely will be the presenter for district at the 2/7 hearing and the Board will likely have questions for you. If this will be someone else, please advise so I can get them everything.

Happy to discuss. Feel free to call to do so.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Duggan, Patrick J.

Sent: Thursday, January 26, 2023 10:12 AM

To: 'Ziegler Bridget' <Bridget.Ziegler@sarasotacountyschools.net>; 'Edwards Thomas' <Thomas.Edwards@sarasotacountyschools.net>; 'karen.rose@sarasotacountyschools.net' <karen.rose@sarasotacountyschools.net>; 'Enos Timothy' <Timothy.Enos@sarasotacountyschools.net>; 'robyn.marinelli@sarasotacountyschools.net' <robyn.marinelli@sarasotacountyschools.net>

Cc: McKinley, Michael R. <mmckinley@shumaker.com>; Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; 'Tomkins Kathy' <Kathy.Tomkins@sarasotacountyschools.net>

Subject: Packet of materials for upcoming book challenge scheduled for Feb 7 2023 (CONTAINS PRIVILEGED AND CONFIDENTIAL INFORMATION)

All:

Attached are documents I have put together regarding the upcoming challenge to a library book scheduled for the 2/7 prior to our Board meeting. I wanted you to have them in advance of our upcoming one-on-one meetings in case you wished to review them in advance of our meeting.

Please note these documents contain my legal impressions and thus are privileged. They also contain unredacted information about the challenger – which if released would identify the student. As such, please do not distribute the attached. Attached to the public agenda and distributed to the challenger will be redacted documents, will contain less overall documents than you have, and will not contain my legal impressions.

You also will receive a bound hard copy of the attached so that you have it at the book challenge hearing itself. We are in the process of binding them today and delivering those to you.

Let me know of any concerns and as always, please not do "reply all".

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Updated Guidance 01262023.docx

Date: 1/29/2023 3:56 PM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

Gentlemen,

I have reviewed the HB 1467 "one-pager". I think we need to include the criteria if we are going to ask teachers to review their own materials. I have taken the liberty of created a "one-pager" with your content and the state criteria. My thoughts are having them know the criteria will reduce the confusion and anxiety. Attached is my modified version. Happy to discuss.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

HB 1467 Update Guidance

Below is an update to guidance provided earlier this school year regarding HB 1467. Our goal remains to support our teachers and staff by providing clarity regarding these new state-mandates, our corresponding obligation to comply with them, and to ensure district-wide compliance with them. It is our hope that this guidance will help reduce confusion, uncertainty, and the corresponding anxiety about the district's related actions.

Classroom Libraries:

- All books contained within a school "library media center" must be made available on the district website in a searchable format.
- Through the DOE rulemaking process the definition of a "library media center" was expanded to include K-5 classroom libraries
 - As of 1/24/23 – a proposed revision expands the definition to include "any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms." This would impact all K-12 classroom libraries.

What we are doing in response:

- Library media center materials to ensure compliance with state-mandated standards. Such materials:
 - not be pornographic.
 - FDOE recently cited to the Merriam Webster dictionary definition of "pornography" to be "the depiction of erotic behavior [as in pictures or writing] intended to cause sexual excitement".
 - Must not contain: (1) any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts, or (2) be a book, pamphlet, magazine, printed matter, however reproduced, or sound recording that contains nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.
 - Must be appropriate for the age and grade of the students who normally could be expected to have access to the material.
 - Per FDOE, such considerations should include:
 - (1) The student ability to comprehend material, (2) the degree to which the material will be explained/supplemented by classroom instruction, (3) the educational purpose of the material, (4) the accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity without bias or indoctrination, (5) the age and grade level of students, and (6) the maturity of students.
 - Must be suited to the needs of the students and their ability to comprehend the material presented.
 - Must be consistent with the educational purpose to be served by the material.
 - Must align with Next Generation Sunshine State Standards.
 - Must reasonably reflect the material would be supplemented and explained by mature classroom instruction as part of a normal classroom.
 - Must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.
- A plan is underway to comply with the publishing of all K-5 classroom libraries on the district web
 - The program for scanning/publishing libraries has been identified;
 - We will not be barcoding classroom titles; however all books will be scanned using their ISBN
 - A pilot is being conducted at Tuttle Elementary.
 - Determine estimated timeline
 - Create guidance and instructions on the process
 - Maximize efficiency and ensure accountability
- Teachers will be asked to "weed" their classroom libraries prior to titles being scanned
 - Using basic weeding parameters (age, condition, circulation)
 - Using the above guidance.

Purchases/Vetting/Staffing:

HB 1467 requires that all books purchased, donated, or otherwise made available to a school media center, classroom library or included on a school or grade level reading list, regardless of how they were obtained, must be selected by an employee with a valid education media specialist certificate. This includes school and staff purchases.

What we are doing:

- All book purchases remain frozen currently
 - In limited cases, community partners, sponsoring programs around books and donations have been approved.
 - Library Program Manager has been hired to support all facets of library programs and the implementation of new legislation
- (3) District Media Specialist have been hired
 - All are current school-based employees
 - Start date: August 2023 so as not to disrupt schools and cause additional vacancies
 - Potential for vetting some titles exists between now and the end of the school year
 - Processes and Procedures being created with guidance from district counsel

None of this would be possible without the tireless effort, passion and drive exemplified every day in classrooms across the district, by our amazing staff. The district team remains committed to providing guidance and support through this process as we work to ensure full compliance with the legislation and help our students strive, thrive, and succeed.

Jan-23

Formatted: Centered

Formatted: Justified, Indent: First line: 0", Space After: 0 pt, Line spacing: single

Formatted: Font: Not Bold, No underline

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0", Hanging: 0.25", No bullets or numbering

Formatted: Font: 9 pt, Bold, Underline

Formatted: List Paragraph, Justified, Indent: First line: 0"

Formatted: Justified, Indent: First line: 0", Space After: 0 pt, Line spacing: single

Formatted: Font: 9 pt

Formatted: Indent: Left: 0.25", Bulleted + Level: 1 + Aligned at: 0.75" + Indent at: 1"

Formatted: Indent: Left: 0.5"

Formatted: Indent: Left: 0.25", No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Font Alignment: Auto, Pattern: Clear

Formatted: Font: 9 pt

Formatted: Indent: Left: 0.25", Tab stops: 0.75", Left + 1.5", Left

Formatted: Indent: Left: 0.5", Hanging: 0.5", Tab stops: 0.75", Left

Formatted: Indent: Left: 0.75", Space After: 0 pt, Line spacing: single

Formatted: Font: 9 pt

Formatted: Font: 9 pt

Formatted: Font: 9 pt

Formatted: Font: 9 pt

Formatted: Underline

Formatted: Underline

Formatted: Font: 9 pt

Formatted: Normal, Justified, No bullets or

Formatted: Justified, Indent: Left: 0", First line: 0", Space After: 0 pt, Line spacing: single

Formatted: Justified, Space After: 0 pt, Line spacing: single

Subject: STAMPED -
Date: 1/30/2023 4:16 PM
From: "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

CAUTION: External Email

Patrick,

Here are the standards that could be aligned to STAMPED. However, please note: our intent is NOT to instruct from this self-selected read.

Middle School

SS.8.A.5.1

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.2

Analyze the role of slavery in the development of sectional conflict.

SS.8.A.4.2

Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.C.1.6

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

High School

SS.912.W.4.14

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.A.7.6

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.5.7

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.10

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.7.5

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.2.1

Review causes and consequences of the Civil War.

SS.912.A.7.8

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

- This standard includes Plessy v Ferguson & Brown v Board.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: CLASSROOM LIBRARIES

Date: 2/2/2023 11:55 AM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

Cc: "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>

All:

Thanks. I generally like the approach. However, FS 1006.28(2) adds additional requirements we may want to consider adding, especially given the proposed expanded definition of "library media center" that includes K-12 classrooms:

(2) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Just trying to help. Curious on your thoughts....

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Wednesday, February 01, 2023 12:13 PM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Subject: FW: CLASSROOM LIBRARIES

CAUTION: External Email

FYI Only. Wanted to keep you updated.



Christopher T. Renouf, Ed. S.

Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

“If you can DREAM it, You can do it!”
~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

 [@SarasotaSchools](#)

 [@SarasotaSchools](#)

 [@SarasotaSchools](#)

 [@SarasotaCountySchoolsEducationChannel](#)

From: Rex Ingerick <ingerickrex@comcast.net>

Sent: Wednesday, February 1, 2023 11:04 AM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: CLASSROOM LIBRARIES

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

THIS EMAIL IS BEING SENT TO ALL INSTRUCTIONAL MEMBERS

There has been a great deal of attention brought to instructional materials in our schools; specifically; the reading materials in your classrooms. We want to give you the latest guidelines from our district and the advice from our legal counsel. These documents are attached.

Once you have read the guidance, we trust you to use your professional judgement. The decision regarding your personal materials in your classroom is yours to make. We have been working with district staff to ensure our common understanding of this law. At this time, there will not be any negative consequences from your employer (the district) if you choose to exercise caution with your personal materials.

This is a very contentious issue. Remember, this is a law where you may be held accountable for materials banned by the legislature. Please reach out to your principal with any questions regarding reading materials, content, and/or concerns.

Thank you for all you do to support our students!

[Unsubscribe](#)



This email is powered by Direct Mail for Mac. [Learn More](#) • [Report Spam](#)



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Script for Book Challenge
Date: 2/2/2023 5:25 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "linda.termine@sarasotacountysschools.net" <linda.termine@sarasotacountysschools.net>
Cc: "Ziegler Bridget" <Bridget.Ziegler@sarasotacountysschools.net>, "Renouf Chris" <Chris.Renouf@sarasotacountysschools.net>

Linda,

Per your request here is my stab at a script for the book challenge hearing. CCing Bridget in case she stylistically prefers to modify the language.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.



School Board Book Challenge Hearing
February 7, 2023

I. CALL TO ORDER – Chair

Good morning – I would like to call to order the book challenge hearing regarding the book “Stamped: Racism, Anti-Racism, and You” by Jason Reynolds and Ibram X. Kendi.

CHAIR – The procedure for this hearing will be: (READ)

1. The challenger will be entitled to up to 10 minutes to assert why the challenged material is objectionable and why. Board members may ask the challenger questions.
2. A representative from the school district will then be entitled to up to 10 minutes to outline the challenge procedures that have occurred to date, assert how the challenged material complies or does not comply with applicable criteria, and recommend an outcome regarding the material. Board members may ask the district representative questions. The district representative is Rob Manoogian.
3. Permit the challenger up to 2 minutes to rebut contentions raised by the district representative. The Board may ask the challenger questions.
4. The Board will then permit public comment.
5. Following public comment, the Board will make a determination regarding the challenged material. If the Board deems that the challenged material does not meet applicable criteria, it can discontinue the use of it for any grade level or age group for which use is inappropriate.

II. HEARING

CHAIR – At this time I will open the floor to the challenger. You have up to 10 minutes. (if challenger is not present, proceed to Mr. Manoogian)

CHAIR – Do any Board members have any questions for the challenger?

CHAIR – We now call on Mr. Manoogian to present the school district’s perspective. You also have up to 10 minutes.

CHAIR – Do any Board members have any questions for Mr. Manoogian?

CHAIR – I will now invite the challenger to offer any rebuttal. You will have up to 2 minutes to do so.

CHAIR – I will open this hearing up for public comment. Normal Board meeting public comment rules shall apply. Speakers who have filled out speaker cards will be called up one by one. Each speaker shall have up to 3 minutes to address the Board.

III. MOTIONS –

DO I HAVE A MOTION FROM THE BOARD REGARDING THE CHALLENGED MATERIAL?

Motion by:

DO I HAVE A SECOND?

Second by

ANY DISCUSSION

PLEASE VOTE

For Voice vote” All in favor, please say “AYE” ...All opposed, please say “NAY” Motion passes/fails

Motion passes/fails

ADJOURNMENT

Subject: Re: Request for Review and Removal of Explicit Books in a Sarasota County School Library
Date: 2/16/2023 9:36 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Foster Allison" <Allison.Foster@sarasotacountyschools.net>

Allison,

I had a zoom call with Rob, Chris, and Tracy Robbins yesterday. I then looked at the statute in more depth last night.

The issue is whether the student is a "resident" for purposes of a book challenge as that term is defined in the statute. This will decide whether a student can bring a challenge.

When you have a moment let's discuss.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Feb 16, 2023, at 9:23 AM, Foster Allison
<Allison.Foster@sarasotacountyschools.net> wrote:

CAUTION: External Email

I'm sharing Rob's response regarding a review request for two books in our district.

<image007.jpg>

Dr. Allison S. Foster, SHRM-SCP
Interim Superintendent
Sarasota County Schools

Office: (941) 927-9000 ext. 31151

Email: allison.foster@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image008.png>

<image009.png>

<image010.png>

<image011.png>

<image012.png>

"Too often we give children answers to remember rather than problems to solve." – Roger Lewin

Please be aware that all email sent to an from Sarasota County Schools is subject to the public records laws of Florida.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Wednesday, February 15, 2023 12:23 PM

To: Cullen 'CJ' Morgan <president@srqyr.org>

Cc: Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Foster Allison

<Allison.Foster@sarasotacountyschools.net>; Renouf Chris

<Chris.Renouf@sarasotacountyschools.net>

Subject: RE: Request for Review and Removal of Explicit Books in a Sarasota County School Library

Mr. Morgan,

Thank you for bringing this to our attention. We continue to navigate these issues as they arise, and we ask that you allow us the opportunity to evaluate your concerns and consult with our district legal team to determine next steps and ensure that we are full compliance with the law. Once we have additional information, I will reach out to you with next steps. In the meantime, should you have any questions, please let me know.

<image013.jpg>

Rob Manoogian

Supervisor,

Instructional Materials & Library Services

925 North Brink Avenue

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

<image014.png>

<image015.png>

<image016.png>

<image017.png>

<image018.png>

From: Cullen 'CJ' Morgan <president@srqyr.org>
Sent: Wednesday, February 15, 2023 11:00 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Cc: Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Foster Allison <Allison.Foster@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>
Subject: Re: Request for Review and Removal of Explicit Books in a Sarasota County School Library

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Thank you all for your attention to this matter!
It's greatly appreciated!

Best,
Cullen "CJ" Morgan, President
Sarasota County Young Republicans
Phone: 941.549.7263 | E-Mail: president@srqyr.org | www.srqyr.org

On Wed, Feb 15, 2023 at 7:01 AM Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

Thank you for sharing this information and to your concerns with us. Our team will be following up on this today.

Chris Renouf

Sent from C. Renouf's iPhone

On Feb 15, 2023, at 6:47 AM, Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net> wrote:

CJ,

Thank you for reaching out to us. I have cc'd the proper member's of staff to follow up with you regarding this matter.

Many Thanks,

Bridget Ziegler
School Board Member
Sarasota County Schools
941-544-2675

From: Cullen 'CJ' Morgan <president@srqyr.org>
Sent: Tuesday, February 14, 2023 3:00:35 PM
To: Marinelli Robyn <Robyn.Marinelli@sarasotacountyschools.net>; Rose Karen <Karen.Rose@sarasotacountyschools.net>; Enos Timothy <Timothy.Enos@sarasotacountyschools.net>; Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net>
Subject: Request for Review and Removal of Explicit Books in a Sarasota County School Library

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Good Morning Ms. Marinelli, Ms. Ziegler, Mr. Enos and Ms. Rose,
 I am reaching out on behalf of the Sarasota County Young Republicans regarding some Books available to students at Riverview High School, and possibly other schools in the district, which we believe are in Violation of Section 847.012 of the Florida Statutes due to containing Sexually Explicit content.

The first piece of literature I would like to address with the board is regarding a book titled "The Lawn Boy", written by author Johnathan Evison, as this specific novel contains graphic descriptions of oral sex, between two minors, beginning on Page 44 of the novel, which reads:

" "What if I told you I touched another guy's dick?" I said. ... "What if I told you I sucked it?" ... "I was ten years old, but it's true. I put Doug Goble's dick in my mouth." "

Additionally, We'd like to take a moment to draw your attention to a second Novel, titled "Looking for Alaska" by John Green. Within this novel, on pages 126-128, the following excerpt showcases a very explicit scene between two of the novel's main characters:

" "I've just never given one," she answered, her little voice dripping with seductiveness. It was so brazen. I thought I would explode. I never thought. I mean, from Alaska, hearing that stuff was one thing. But to hear her sweet little Romanian voice go so sexy all of the sudden...

"No," I said. "I never have."
 "Think it would be fun?"
 DO !?!?!?!?!?! "Um, Yeah. I mean, you don't have to."
 "I think I want to," she said, and we kissed a little, and then. And then with me sitting watching The Brady Bunch, watching Marcia Marcia Marcia up to her Brady antics, Lara unbuttoned my pants and pulled my boxers down a little and pulled out my penis.
 "Wow," she said.
 "What?"
 She looked up at me, but didn't move, her face nanometers away from my penis. "It's weird."
 "Just big, I guess."
 I could live with that kind of weird. And then she wrapped her hand around it and put it into her mouth. And waited.
 We were both very still. She did not move a muscle in her body, and I did not move a muscle in mine. I knew that at this point something else was supposed to happen, but I wasn't quite sure what.
 She stayed still. I could feel her nervous breath. For minutes...she lay there, stock-still with my penis in her mouth, and I sat there, waiting. And then she took it out of her mouth and looked up at me quizzically.
 "Should I do something?"

"Um. I don't know," I said. Everything I'd learned from watching porn with Alaska suddenly exited my brain. I thought maybe she should move her head up and down, but wouldn't that choke her? So I just stayed quiet.

"Should I, like, bite?"

"Don't bite! I mean, I don't think. I think—I mean, that felt good. That was nice. I don't know if there's something else."

"I mean, you didn't—"

"Um. Maybe we should ask Alaska." So we went to her room and asked Alaska. She laughed and laughed. Sitting on her bed, she laughed until she cried. She walked into the bathroom, returned with a tube of toothpaste, and showed us. In detail. Never have I so wanted to be Crest Complete.

Lara and I went back to her room, where she did exactly what Alaska told her to do, and I did exactly what Alaska said I would do, which was die a hundred little ecstatic deaths, my fists clenched, my body shaking. It was my first orgasm with a girl, and afterward, I was embarrassed and nervous, and so, clearly, was Lara, who finally broke the silence by asking, "So, want to do some homework?" "

We became aware of the existence of these novels within the Riverview High School Library from one of our members, who is a student at the school. We, as an organization, find it very disturbing that these novels are available to Teenagers within an Educational setting, and respectfully request that a review be completed to assure that the books are removed from the library as soon as possible. I think we should all be in agreement that these types of descriptive, sexually-explicit scenes are not appropriate for consumption in the Educational environment, and in the case of the first novel, possibly border on the line of child pornography rather than simply able to be dismissed as 'smut'.

I've included the attached photos from the Riverview Student who brought these to our attention, which include the Barcode from the Library.

Thank you for your assistance, and we look forward to a positive outcome.

Respectfully,

Cullen "CJ" Morgan, *President*

Sarasota County Young Republicans

Phone: 941.549.7263 | E-Mail: president@srqyr.org | www.srqyr.org

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

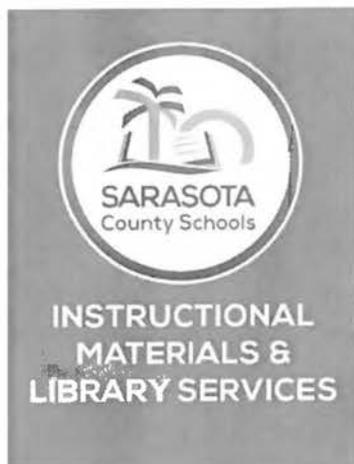
Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Question
Date: 2/16/2023 10:39 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Patrick

It appears that the person who filed the complaint via email, regarding the two titles at RHS, is the President of the Sarasota Young Republicans and not a student at RHS. He is at least 18 years old as defined by the membership parameters of the SYR. I'm am going to talk to the RHS principal just to confirm and then advise her on next steps.



Rob Manoogian

Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

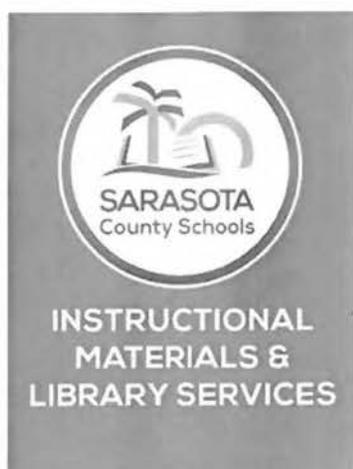


Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: Question
Date: 2/16/2023 11:37 AM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

CAUTION: External Email

Got it. I reviewed our current SB policy, as well as the proposed revised policies and they both state that challenges can be submitted by parents or residents of the county.



Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Thursday, February 16, 2023 10:46 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: Re: Question

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Ok thanks. Happy to discuss again if needed after looking at the statute again last night in more depth. Even if he is a student he is arguably still a resident as he has likely "maintained residency" for the necessary time period.

Assuming he is 18 he likely fits criteria. Even if not, we could seek parental consent if he is a student.

I'm not looking to open the floodgates to students being able to challenge school books but I don't love the optics of denying a challenge on legal jargon/technicalities when a reasonable interpretation exists that he meets the definition of "resident of the county".

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Feb 16, 2023, at 10:39 AM, Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net> wrote:

CAUTION: External Email

Patrick

It appears that the person who filed the complaint via email, regarding the two titles at RHS, is the President of the Sarasota Young Republicans and not a student at RHS. He is at least 18 years old as defined by the membership parameters of the SYR. I'm am going to talk to the RHS principal just to confirm and then advise her on next steps.

<image001.png>

Rob Manoogian

Supervisor,

Instructional Materials & Library Services

925 North Brink Avenue

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

<image002.png>

<image003.png>

<image004.png>

<image005.png>

<image006.png>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Re: Book banning
Date: 2/28/2023 6:18 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Foster Allison" <Allison.Foster@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Renouf Chris" <chris.renouf@sarasotacountyschools.net>, "Ellington Kelly" <Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine" <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon" <Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen" <Stephen.Cantees@sarasotacountyschools.net>

My general approach with legislation is to monitor and prep to take action but to wait until the ink is dry on the governor's signature as it can change last minute.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Feb 28, 2023, at 4:33 AM, Foster Allison <Allison.Foster@sarasotacountyschools.net> wrote:

CAUTION: External Email

Thank you Rob!

[<image003.jpg>](#)

Dr. Allison S. Foster, SHRM-SCP
Interim Superintendent
Sarasota County Schools

Office: (941) 927-9000 ext. 31151
Email: allison.foster@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

<image004.png>

<image005.png>

<image006.png>

<image029.png>

<image030.png>

"Too often we give children answers to remember rather than problems to solve." – Roger Lewin

Please be aware that all email sent to an from Sarasota County Schools is subject to the public records laws of Florida.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Monday, February 27, 2023 11:46 AM

To: Foster Allison <Allison.Foster@sarasotacountyschools.net>; Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: RE: Book banning

Because of the way the law is written, with the onus on districts to include the voice of local school community stakeholders, I don't believe we'll ever see such a list. Although it would certainly make things easier.

As we did just recently, we will receive a list of books that have been removed from districts. If/when HB 1069 passes, that list will also include the titles of any books that have been challenged, and the results of that challenge if the titles were not removed.

<image031.jpg>

Rob Manoogian
Supervisor,
Instructional Materials & Library
Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

<image032.png>

<image033.png>

<image034.png>
<image035.png>
<image036.png>

From: Foster Allison <Allison.Foster@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 11:38 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Book banning

Thank you Rob!

Is it possible that the state will produce lists of titles that we can use?

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 9:32 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Foster Allison <Allison.Foster@sarasotacountyschools.net>
Subject: RE: Book banning

TY Rob! Welcoming the thoughts and perspectives of others especially as it relates to supporting efforts to ensure compliance of any new and/or pending legislation.

Chris

<image037.png>

Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

<image038.png>
[@SarasotaSchools](#)

<image039.png>
[@SarasotaSchools](#)

<image040.png>
[@SarasotaSchools](#)

<image041.png>
[@SarasotaCountySchoolsEducationChannel](#)

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Monday, February 27, 2023 8:51 AM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: RE: Book banning

Chris

Just to clarify, proposed HB 1069, which will most certainly pass, states, "each district school board shall adopt and publish on its website the process for a parent to limit the books and media materials his or her student can access in the school's library."

The opt-out goes a long way toward meeting that goal in advance of the legislation being passed. We will have to develop a system by which parents can request that certain titles be flagged in Destiny. While this is probably easy to implement from a process point standpoint, it may prove very time consuming on the back end as the flagging of titles is something that has to be done on an individual basis.

<image042.jpg>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

<image043.png>
<image044.png>
<image045.png>
<image046.png>
<image047.png>

From: Manoogian Rob
Sent: Monday, February 27, 2023 8:36 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Book banning

Chris

In light of this request, compliance with HB 1467 and language contained in proposed HB 1069, it may be beneficial for the district to consider offering an opt out of access to school libraries. This would, in my opinion, address several issues related to these pieces of legislation, including, but not limited to:

- Parental rights from both sides
- Community concerns from both sides
- Reduction in concerns about student access to “personally objectionable” materials – not just materials some consider “inappropriate”
- More parental control over instructional materials, as parents would be responsible for selecting required reading materials for their student should they choose to opt out.
- May minimize school-based issues that require time, effort, and energy of school staff to support (challenges)

<image048.jpg>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image049.png>
<image050.png>
<image051.png>
<image052.png>
<image053.png>

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 8:12 AM
To: Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: FW: Book banning

Good morning Team ~

Wanted to share to get you input as it relates to the implementation and compliance of HB 1467. A parent below has submitted the following request to Dr. Foster...

a formal request to have a form created that is an "all opt-in" form which will allow my child to have access to any and all reading materials whether in the classroom or in the libraries.

Chris

<image054.png>

Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

<image038.png>
[@SarasotaSchools](#)

<image039.png>
[@SarasotaSchools](#)

<image040.png>
[@SarasotaSchools](#)

<image041.png>

@SarasotaCountySchoolsEducationChannel

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

Date: 4/26/2023 4:42 PM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

"Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Manoogian Rob"
To: <Rob.Manoogian@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>

All:

Attached are my markups. Please review including the margin comments. A couple things...

1. Do we have an instructional materials policy? If not, we need one. This policy seems to address only non-instructional materials except for one reference.
2. My suggestion is to put right in the policy the criteria for a challenge in detail. This puts everyone on the same level regarding what criteria must be applied (objector, media specialist, principal, committee, board member, media, etc.)
3. Are there any pending bills that address these topics. I did not find any in my limited search but that is something to monitor.

Happy to discuss.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EDUCATIONAL MEDIA MATERIALS EVALUATION, SELECTION

AND OBJECTION TO USE

4.22*+

Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, ~~that and the representation of different points of view~~ and comply with state standards.

I. Legal Responsibility for Selection. The School Board is legally responsible for all ~~matters relating to the operation of the Sarasota County Schools~~ materials used in classrooms, made available in school libraries, or included on school mailing lists, regardless of how they were purchased or otherwise made available. The responsibility for the selection of educational materials and books, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials. All school librarians, media specialists, and other personnel involved in the selection of school library materials must complete mandated training before reviewing and selecting age-appropriate materials and library resources.

Commented [1]: See FS 1006.28(2)(a)1.

Commented [2]: See FS 1006.28(2)(d)

II. Parental Rights. Upon written request, a parent or resident of the county will be provided access to instructional materials specified in the written request that are maintained in a ~~District~~ school library if such materials are available for review. ~~The school principal shall arrange for a convenient time to provide such access. The parent has the right to request that it be noted in the student's library record that the student not be allowed to check out certain material.~~

Commented [3]: See FS 1006.28(2)(d)

Commented [4]: Does this policy apply to instructional materials? If so, we need to put a variety of other things in it. If not, why is this provision here?

III. Parents/Guardians have the right to request that their student(s) be prevented from checking out certain materials from a school or classroom library. Parents also have the right to opt their students out of access to school or classroom libraries

III. Criteria for Selection of Media-Library Media Materials

A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes, relevant Florida administrative rules, and other FDOE guidance.

B. First consideration shall be given to (2) whether materials are consistent with state academic standards and relevant to curriculum; (2) reader

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

~~interests and (3) the academic needs of the individual school students, and faculty—~~ based on knowledge of the curriculum, ~~knowledge~~ of the existing collection, and of the needs of children and youth. Requests from ~~other~~ users of the collection, (i.e., administrators, faculty, parents, and students) shall ~~also be considered given high priority.~~

Commented [5]: See FS 1006.28(2)(d)2.

- C. ~~Materials shall be considered on the basis of~~ based on accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price. ~~Selection of materials shall include consultation with reputable, professionally recognized reviewing periodicals and school community stakeholders.~~

Commented [6]:

Commented [7]: See FS 1006.28(2)(d)

- D. ~~In selecting materials determining the suitability and value of the material included in the collection,~~ consideration of the following elements ~~must also be given to:~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

1. Materials must be free of pornography and material prohibited under s. 847.012
2. Materials must be suited to student needs and their ability to comprehend the material presented
3. Must be appropriate for the grade level and age group for which the materials are used or made available
- ~~4. Materials must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state and district~~

~~E. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.~~

~~E.F. Materials shall be removed or discontinued based on evaluation of their (1) physical condition, (2) rate of recent circulation, (3) alignment to state academic standards and relevancy to curriculum, (4) out-of-date content, and whether they are subject to removal following objection as outlined in Section V., below~~

~~IV. Procedures for Selection~~

Commented [8]: Duplicative of above

~~A. In selecting materials made available to students through the district library media center, the district media specialist shall adhere to the following:~~

- ~~1. Endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The district media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.~~
- ~~2. Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the district media specialists will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The district media specialists will also assess student interest in the subject(s) presented and the ability of students to comprehend the materials presented. Books selected must be free of pornography and materials prohibited under F.S. 847.012.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~3. The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~3. _____ and the academic needs of students and faculty.~~
- ~~4. _____ After evaluation, the district media specialists will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.~~
- ~~5. _____~~
- ~~6. _____ Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, no alignment to state standards, out of date content or status following a parent's or community member's objection.~~
- ~~7. _____~~
- ~~8. _____ The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.~~

~~B.G. _____ District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.~~

~~V-IV _____ Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent of a district student, or Sarasota County Sarasota County resident or employee of the district may resident may request reconsideration of school library media materials; however, the challenged material shall not be removed from circulation during the reconsideration process. The term "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state. When a complaint is made, the following procedure shall be followed:~~

Commented [9]: See FS 1006.28(1)(a)2.

~~A. _____ For parents of students attending traditional Sarasota County schools, the principal or designee shall discuss the matter informally with the complainant explaining the selection procedures for library media materials along with their concerns. If the complainant accepts the explanation given by the principal or designee, the reconsideration process concludes matter will be considered resolved.~~

~~A-B. _____ If the explanation discussion fails to resolve the objection, the principal or designee will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

~~Upon receipt of the completed form~~ The school principal will inform the complainant that any completed "Request for Reconsideration of Library Media" forms be submitted to the Supervisor of Instructional Materials and Library Services or designee.

~~B~~ The challenged material shall remain available for circulation during the reconsideration process ~~pending a final decision.~~

~~C~~ The challenged materials shall be read and evaluated by the committee, ~~considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.~~

~~D~~ The Complainant shall be informed in writing by the principal or designee concerning the school-level committee's decision ~~within ten (10) working days.~~

~~S~~ District Review Committee. ~~If the Complainant disagrees with the decision rendered by the~~

~~E~~ ~~school-level committee, an Appeal may be filed with the Instructional Materials.~~

~~F-D.~~ In forming the District Instructional Materials Review Committee the District Instructional Materials Supervisor shall appoint a District Review Committee with the following composition:

1. The District Manager of Library Services (who shall serve as the Non-voting Committee's chair).
2. One (1) District Regional Medial Specialist
3. One (1) District Curriculum Specialist from the appropriate level
4. One (1) school administrator
5. One (1) or two (2) parent(s) representing the associated level(s)
6. Two (2) appropriate grade level and subject area teachers

~~G-E~~ The Review Committee, in carrying out its assigned function, shall:

- 1 Individually rReview the filed objection in its entirety.
- ~~2. Individually rRead, view, or listen to the material in its entirety while considering the criteria contained in Section V., below.~~
- ~~2~~ Check ~~general acceptance of the material by reading reviews and consulting recommended lists.~~
- 3 Meet as a committee at a publicly noticed meeting that is held in conformance with Florida's open meeting requirements that includes the ability for the public to attend and comment.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~4. Determine the extent to which the material supports the curriculum.~~
- 3.5. At said meeting, ~~e~~**Evaluate** the material against ~~current~~ state statutes for determining the appropriateness of library materials, which are contained in Section V, below.
- 4.6. At the conclusion of ~~said~~ meeting, ~~c~~**Complete** the "Checklist for **Reconsideration of Library Media,**" judging the material as a committee for its strength and value as a whole and not in part based on the criteria contained in Section V, below; and
- 5.7. Forward, within fifteen (15) working days, ~~the committee's~~ written recommendation to the District Instructional Materials Manager~~Supervisor~~.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- H. ~~The District Instructional Materials Manager or designee will inform the complainant, the school's principal, and the Executive Director for the appropriate level of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.~~
- F. Upon receipt of the District Review Committee's recommendation, the District Instructional Materials Manager or designee will inform the complainant, the Executive Director for the appropriate level and the Chief Academic Officer, of the committee's decision to retain or withdraw the challenged materials as recommended.
- +G. If the complainant is dissatisfied with the District Review Committee's decision, a formal written appeal may be filed with the Chief Academic Officer. Failure of the complainant to file a written appeal within 10 working days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.
- H. Upon receipt of a formal appeal in writing, the Chief Academic Officer will advise the School Board of the School and the District Review Committee's decision, including all appropriate documentation (i.e. meeting summaries, material reviews, etc.). The School Board will meet at a public-noticed meeting and render a decision regarding the appropriateness of a particular Library Media material item based on its own evaluation of the criteria contained in Section V, below and that decision will be considered final.
- Residents of Sarasota County without school age children are not subject to item V (A)(C). Residents will be required to file a formal written objection by completing a "Request for Reconsideration of Library Media" form and submitting the form to the District Instructional Materials Supervisor or designee. The process for residents of Sarasota will continue using V.(D) through V.(L).
- J. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.
- V. Criteria regarding objections to non-instructional school materials. The following criteria shall be considered as part of the evaluation of a challenge brought by a parent of a district student or resident of the county to non-instructional school materials:
- A. Whether the material is free of pornography. "Pornography" means the depiction of erotic behavior intended to cause sexual excitement.

Commented [10]: My suggestion is to put the criteria directly into the policy so there is no confusion for anyone (requestor, media specialist, committee member, board member) what the criteria is.

Commented [11]: See FDOE training/PowerPoint materials re FAC 6A-7.0715

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

B Whether the material prohibited under Florida Statute 847.012. Material is prohibited pursuant to 847.012 if it:

1 Contains any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse **and** which is harmful to minors; or

2 Contains any matter defined below: explicit and detailed verbal descriptions or narrative accounts of sexual excitement or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse **and** which is harmful to minors.

a "Nudity" means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother's breastfeeding of her baby does not under any circumstance constitute "nudity," irrespective of whether or not the nipple is covered during or incidental to feeding.

b "Child pornography" means any image depicting a minor engaged in sexual conduct; or any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.

c "Deviate sexual intercourse" means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.

d "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

- e. "Sexual excitement" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
- f. "Sexual battery" means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, "sexual battery" does not include an act done for a bona fide medical purpose.
- g. "Sexually oriented material" means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.
- h. "Specific sexual activities" includes the following sexual activities and the exhibition of the following anatomical areas:
 - i. Human genitals in the state of sexual stimulation or arousal.
 - ii. Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.
 - iii. The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.
 - iv. Less than completely and opaquely covered:
 - 1. Human genitals or the pubic region.
 - 2. Buttocks.
 - 3. Female breasts below the top of the areola.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

4. Human male genitals in a discernibly turgid state, even if completely and opaquely covered.

i. "Bestiality" means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.

j. "Masochism" means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.

k. "Sadism" means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.

l. "Sadomasochistic abuse" means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

m. "Harmful to minors" means: "any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

_____ predominantly appeals to a prurient, shameful, or morbid interest,

ii. _____ is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and

iii. _____ taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."

C. Whether the material is suited to student needs and their ability to comprehend the material presented.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

Whether the material is appropriate for the grade level and age group for which the materials are used or made available.

Factors regarding whether materials are grade and age appropriate include:

- a A student who has access to the material's ability to comprehend the material.
- b The degree to which the material will be explained/supplemented by classroom instruction.
- c The educational purpose of the material.
- d The material's accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- e The age and grade level of the students who have access to the materials; and
- f The maturity of the students who have access to the material.

Commented [12]: See same PowerPoint training

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 847.001, 847.012, 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.; FAC 6A-7.0715

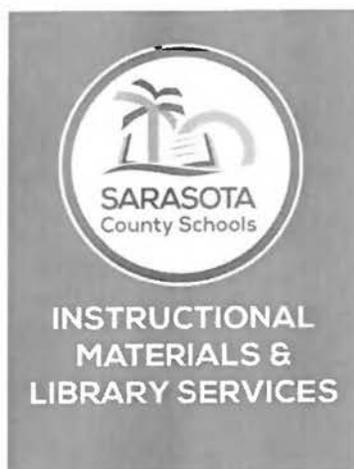
HISTORY:

ADOPTED: _____
REVISION DATE(S): 10/18/22
FORMERLY:

Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX
Date: 5/1/2023 3:31 PM
From: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>, "Duggan, Patrick J." <pduggan@shumaker.com>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>

CAUTION: External Email

Sue and I agree and will notify Kathy.



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, May 1, 2023 1:16 PM
To: Duggan, Patrick J. <pduggan@shumaker.com>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

10-4. THANK YOU Patrick. Based upon this information and your recommendation we will HOLD on bringing any revisions to this policy until a decision is made by the legislature.

Rob and Sue if in agreement, can you please let Kathy know to remove this from the 5-16 SB WS?

Chris

Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools



"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

-  [@SarasotaSchools](#)
-  [@SarasotaSchools](#)
-  [@SarasotaSchools](#)
-  [@SarasotaCountySchoolsEducationChannel](#)

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Monday, May 1, 2023 10:12 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: Re: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

All,

Here is a link to SB 1320 - which is proposed legislation regarding book challenges. It has not yet become law but if passed would go into effect 7/1/23. It would require book challenge committee meetings to occur in public and changes one of the factors to be considered in a challenge to library materials. As this will likely get resolved/finalized this week and its possible the language could change still at the last minute, I think we should pause the changes to the policy until this bill is finalized. I think most of what I proposed last week should ultimately remain in the policy but think letting the dust settle is best so we can avoid having to make minor tweaks down the road...



[html](#)
[PDF Document](#) 225 KB

See Section 6 of the bill beginning on page 9 of 16.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Apr 26, 2023, at 4:42 PM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

All:

Attached are my markups. Please review including the margin comments. A couple things...

1. Do we have an instructional materials policy? If not, we need one. This policy seems to address only non-instructional materials except for one reference.
2. My suggestion is to put right in the policy the criteria for a challenge in detail. This puts everyone on the same level regarding what criteria must be applied (objector, media specialist, principal, committee, board member, media, etc.)
3. Are there any pending bills that address these topics. I did not find any in my limited search but that is something to monitor.

Happy to discuss.

<18625058v1 - Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: A tale of caution...

Date: 5/3/2023 10:00 AM

From: "Paulina Testerman" <paulinateterman@gmail.com>

"bridget.ziegler@sarasotacountysschools.net" <bridget.ziegler@sarasotacountysschools.net>,
"Enos Timothy" <Timothy.Enos@sarasotacountysschools.net>,
"karen.rose@sarasotacountysschools.net" <karen.rose@sarasotacountysschools.net>,
To: "Edwards Thomas" <thomas.edwards@sarasotacountysschools.net>,
"robyn.marinelli@sarasotacountysschools.net"
<robyn.marinelli@sarasotacountysschools.net>

Cc: "pduggan@shumaker.com" <pduggan@shumaker.com>

CAUTION: External Email

Dear Board Members,

I rarely ever email the board as a whole, but I think that what I expressed yesterday, in my school board speech, warrants the entire board's attention.

I want to make three points. My first point is directed at Mrs. Ziegler, who didn't even respond to my accusations of lying to the public. We all know why. It's hard to defend ourselves when we are in the wrong. I brought receipts yesterday. It's irrefutable.

My second point is directed to Mr. Enos, Mrs. Rose and Mrs. Marinelli. I sincerely hope that you all consider my speech as a tale of caution. Please recognize that Mrs. Ziegler's incompetence reflects on the rest of the board, especially when none of you advocate for transparency. While Mr. Edwards tirelessly continued to warn the board that the documentation was not in fact attached, NOBODY thought to ask whether he might be right? None of you? You all sit in front of computers on the dais and nobody thought to pull up the agenda and check?

It's because you're all engaged in group-think and you're all blindly trusting the chair. (The chair is the woman that's currently embroiled in a lawsuit by Disney, who's using taxpayer dollars to defend herself.) This mob mentality has to stop. Stop being followers and start being leaders. Start thinking for yourself. Listen to one another. Ask the important questions. Don't take anything for granted. Stop assuming that Mrs. Ziegler knows what she's doing, she obviously doesn't. Yes, she could have gotten a pass for forgetting to attach the brief, but Mr. Edwards reminded her COUNTLESS times and she refused to acknowledge him. It wasn't until I pulled a PRR that the truth came out. She's either incompetent or malicious. Either way, her malfeasance reflects on you as board members and our district as a whole. How will we ever attract a competent superintendent when our board eagerly falls in line behind ineptitude?

There continues to be a clear and consistent pattern of sunshine law violations.

1. The newly elected school board members, who had never even had a chance to engage in a work session, decide, independent of one another, to fire the superintendent. What a coincidence?!
2. Mrs. Ziegler removes documentation that is legally required to notify the public and lies about it 6 times.
3. Marinelli and Rose come to the exact same conclusion on the exact same day regarding “every child every day” with no prior discussion about the idea. What are the chances? Maybe they use telepathy? Or maybe not.

Look, I don't mean to get condescending, but this is really getting out of hand. Many of us worry that if the board continues to refuse to work in the sunshine, we will have no other option than to pursue legal strategies to ensure transparency. Nobody wants to do that. It wastes our money and our taxpayer money. Please encourage your attorney to speak up when you're in legal jeopardy. Knowing that Mr. Duggan is being paid to advise the board and then watching him ignore the countless objections that Mr. Edwards brought forth, is an absolute waste of our school board dollars. If the board truly wants to “stay away from the fire”, I'd start by working within the sunshine.

Mrs. Ziegler, as for the book bans, this may be shocking to learn, but the majority of the community agrees that we want age-appropriate content on our school library shelves. What you may consider to be age-appropriate may not be appropriate for my child. We have a system in place, policies and procedures in fact, that dictate how a book challenge should be implemented. This isn't the wild, wild west. You can't just do as you please. This isn't a dictatorship. You're supposed to follow our policies. If you don't like the policies, change them and notify the public of the changes. But it's incredibly unprofessional to put Mr. Manoogian in the middle of this. Even he stated that the formal challenge process should be followed. Meanwhile you announce, “Forget policy and procedures... this is the wild, wild west and I'll do as I please.” Then, in true Ziegler fashion, you gaslight the public and state that following policy and procedures will only “undermine the faith in our district staff and leadership.” Good Lord. Want to know what makes the public feel like they have lost faith in our district staff and leadership? Lying and refusing to follow school board policies. Oh, and gaslighting. Please stop bullying the staff to do your dirty work. If you want to do things that go against policy & procedure then do it yourself & stop asking district staff to be on the hook for your malfeasance.

Lastly, Mr. Edwards... Where do I even begin? I cannot fathom what it felt like to be on the right side of the law and to stand alone. Thank you for continually working in the sunshine so that the public can start to build trust with the board. You patiently repeated yourself a hundred times and you had nobody to believe you. Please know that our community thanks you for your relentless pursuit of transparency. We are forever grateful.

Sincerely,

Paulina Testerman

Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX
Date: 5/4/2023 11:54 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Renouf Chris"
To: <Chris.Renouf@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>

All,

As you likely know, the legislature passed HB 1069 yesterday (Thursday 5/3). This bill has not yet but is likely to be signed by Governor DeSantis and becomes effective 7/1/23. It makes changes to FS 1006.28. The attached draft of 4.22 incorporates the legislation and generally revises the policy. Take a look and let's discuss next steps.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Monday, May 1, 2023 3:31 PM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>

Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

CAUTION: External Email

Sue and I agree and will notify Kathy.

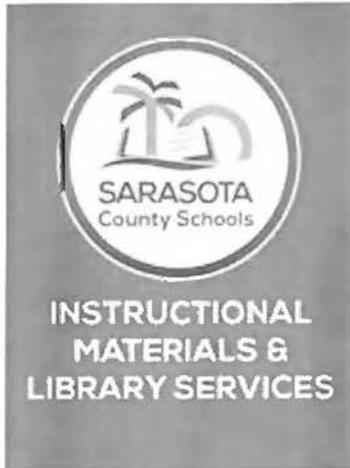
Rob Manoogian

Supervisor

Instructional Materials & Library Services

Sarasota County Schools

925 North Brink Ave



Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Fax: 941.373.7656

Email: rob.manoogian@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Monday, May 1, 2023 1:16 PM

To: Duggan, Patrick J. <pduggan@shumaker.com>; Manoogian Rob

<Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>

Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

10-4. THANK YOU Patrick. Based upon this information and your recommendation we will HOLD on bringing any revisions to this policy until a decision is made by the legislature.

Rob and Sue if in agreement, can you please let Kathy know to remove this from the 5-16 SB WS?

Chris



Christopher T. Renouf, Ed. S.

Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

[@SarasotaSchools](#)

[@SarasotaSchools](#)

[@SarasotaSchools](#)

[@SarasotaCountySchoolsEducationChannel](#)

From: Duggan, Patrick J. <pduggan@shumaker.com>

Sent: Monday, May 1, 2023 10:12 AM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob

<Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: Re: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

All,

Here is a link to SB 1320 - which is proposed legislation regarding book challenges. It has not yet become law but if passed would go into effect 7/1/23. It would require book challenge committee meetings to occur in public and changes one of the factors to be considered in a challenge to library materials. As this will likely get resolved/finalized this week and its possible the language could change still at the last minute, I think we should pause the changes to the policy until this bill is finalized. I think most of what I proposed last week should ultimately remain in the policy but think letting the dust settle is best so we can avoid having to make minor tweaks down the road...



[html](#)
[PDF Document, 225 KB](#)

See Section 6 of the bill beginning on page 9 of 16.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Apr 26, 2023, at 4:42 PM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

All:

Attached are my markups. Please review including the margin comments. A couple things...

1. Do we have an instructional materials policy? If not, we need one. This policy seems to address only non-instructional materials except for one reference.
2. My suggestion is to put right in the policy the criteria for a challenge in detail. This puts everyone on the same level regarding what criteria must be applied (objector, media specialist, principal, committee, board member, media, etc.)
3. Are there any pending bills that address these topics. I did not find any in my limited search but that is something to monitor.

Happy to discuss.

<18625058v1 - Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EDUCATIONAL MEDIA MATERIALS EVALUATION, SELECTION

AND OBJECTION TO USE

4.22*+

Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of ~~each the individual school and the district as a whole. Each school's~~ The center shall provide a wide range of age and grade appropriate materials on all levels of difficulty, with diversity of appeal, ~~that and the representation~~ of different points of view, and that comply with state standards.

I. Legal Responsibility for Selection. The School Board is legally responsible for ~~all matters relating to the operation of the Sarasota County Schools~~ materials used in classrooms, made available in school libraries, or included on school mailing lists, regardless of how they were purchased or otherwise made available. The responsibility for the selection and routine removal of educational materials and books, regardless of whether the material or book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures ~~regarding the selection of school library media center materials.~~ All school library media specialists, and other personnel involved in the selection or routine removal of school library materials must complete mandated training before reviewing and selecting age-appropriate materials and library resources.

Commented [1]: See FS 1006.28(2)(a)1.

Commented [2]: See FS 1006.28(2)(d)

Commented [3]: See FS 1006.28(2)(d)

II. Parental Rights. Upon written request, a parent or resident of the county will be provided access to instructional materials specified in the written request that are maintained in a District school library if such materials are available for review. ~~The school principal shall arrange for a convenient time to provide such access. The parent has the right to request that it be noted in the student's library record that the student not be allowed to check out certain material.~~

Commented [4]: Does this policy apply to instructional materials? If so, we need to put a variety of other things in it. If not, why is this provision here?

II. Parents/Guardians have the right to request that their student(s) be prevented or limited from checking out certain materials from a school or classroom library. Parents also have the right to opt their students out of access to school or classroom libraries. The School Board is responsible for publishing procedures for parents to limit access to or opt their students out of materials.

Commented [5]: See the recently approved HB 1069

III. Criteria for Selection of Media-Library Media Materials

A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes, relevant Florida State Board of Educational administrative rules, and other FDQE guidance.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- B. ~~C~~First consideration shall be given to ~~(2) whether materials are consistent with state academic standards and relevant to curriculum; (2) reader interests and (3) the academic needs of the individual school, students, and faculty~~ based on knowledge of the curriculum, ~~knowledge of the existing collection, and of the needs of children and youth. Requests from other users of the collection, (i.e., administrators, faculty, parents, and students) shall also be considered given high priority.~~
- C. Materials shall be considered ~~on the basis of~~ based on accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price. ~~Selection of materials shall include consultation with reputable professionally recognized reviewing periodicals and school community stakeholders.~~
- D. In ~~selecting materials determining the suitability and value of the material included in the collection, consideration of the following elements must also be given to~~ the following criteria:

Commented [6]: See FS 1006.28(2)(d)2.

Commented [7]:

Commented [8R7]: See FS 1006.28(2)(d)

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

1. ~~Materials must be free of pornography and material prohibited under s. 847.012, Florida Statutes.~~

2. ~~Materials must not depict or describe sexual conduct as defined in s. 847.001(19), Florida Statutes (unless such material is a required course based on state statute or State Board of Education rule).~~

Commented [9]: See recently passed HB 1069

4.3. ~~Materials must be suited to student needs and their ability to comprehend the material presented.~~

2.4. ~~Materials must be appropriate for the grade level and age group for which the materials are used or made available.~~

3. ~~Materials must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state and district.~~

E. ~~Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.~~

E-F. ~~Materials shall be removed or discontinued based on evaluation by or at the direction of the library media specialist— of their (1) physical condition, (2) rate of recent circulation, (3) alignment to state academic standards and relevancy to curriculum, (4) out-of-date content, and whether they are subject to removal following objection as outlined in Section V, below. The criteria contained in this paragraph shall apply to routine removal or discontinuation of materials that are not subject to a formal objection sought through the submission of an objection on the School Board's objection form at the time of removal or discontinuation.~~

IV. ~~Procedures for Selection~~

Commented [10]: Duplicative of above

A. ~~In selecting materials made available to students through the district library media center, the district media specialist shall adhere to the following:~~

1. ~~End-avor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The district media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.~~

2. ~~Potential new books for the school library media center will be~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the district media specialists will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The district media specialists will also assess student interest in the subject(s) presented and the ability of students to comprehend the materials presented. Books selected must be free of pornography and materials prohibited under F.S. 847.012.

3. The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~and the academic needs of students and faculty.~~
- 4 ~~After evaluation, the district media specialists will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.~~
- 5
- 6 ~~Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, no alignment to state standards, out of date content, or status following a parent's or community member's objection.~~
- 7
- 8 ~~The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.~~

B.G. District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.

IV. Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value.

The School Board shall post a form for objections that is consistent with State Board of Education rules and that is easy to read and understand on its website in a manner that is easy to access by the public. The form must identify the school district point of contact and the contact information for the submission of an objection.

Commented [11]: See recently passed HB 1069

Any concerned parent of a district student, or Sarasota County Sarasota County resident or employee of the district may resident may object to request reconsideration of school library media materials; however, the challenged material shall not be removed from circulation during the reconsideration process. The term "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state.

Commented [12]: See FS 1006.28(1)(a)2.

When a complaint is made, the following procedure shall be followed:

A. Materials that are subject to an objection on the basis that they either are (1) pornographic; (2) prohibited by s. 847.012, Florida Statutes, or (3) they depict or describe sexual conduct as defined in s. 847.001(19), Florida Statutes (unless such sexual conduct material is for a required course based on state statute or State

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

Board of Education rule) must be removed within 5 school days of receipt of the objection and remain unavailable to students of that school until the objection is resolved. All materials that are subject to objections for all other reasons besides those enumerated in this paragraph above, shall remain in circulation and available to students during the pendency of the objection process. Parents shall have the right to read passages from any material that is subject to an objection. If the School Board denies such a parent the right to read passages that are pornographic or prohibited by s. 847.012, Florida Statutes, the school district shall discontinue the use of the material.

Commented [13]: See recently passed HB 1069.

- ~~B~~ For concerns raised by parents of students attending ~~traditional~~ Sarasota County schools, ~~the principal or designee shall discuss the concerns informally with the complainant explaining the selection procedures for library media materials along with their concerns.~~ The principal or designee shall discuss the concerns informally with the complainant explaining the selection procedures for library media materials along with their concerns. If the complainant accepts the explanation given by the principal or designee, ~~the reconsideration process concludes~~ matter will be considered resolved.
- ~~C~~ If the explanation ~~discussion~~ fails to resolve the ~~concern~~ objection, the principal or designee ~~will inform~~ will inform the complainant ~~initiating the challenge to file, within two weeks, of complainant's right to file, a formal written objection by completing the School Board's objection form—a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to promptly do so will result in the conclusion of the objection reconsideration process. The complainant shall fully complete the objection form.~~
- ~~Upon receipt of the completed form—~~ The school principal shall will inform the complainant that any completed objection "Request for Reconsideration of Library Media" formss must be submitted to the Supervisor of Instructional Materials and Library Services or designee.
- ~~D~~ The challenged material shall remain available for circulation during the reconsideration process ~~pending a final decision.~~
- ~~E~~ The challenged materials shall be read and evaluated by the committee, considering the specific objections raised. ~~The committee shall report its decision within fifteen (15) working days.~~
- ~~F~~ The Complainant shall be informed in writing by the principal or designee concerning the school-level committee's decision ~~withing ten (10) working days.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

~~District Review Committee. If the Complainant disagrees with the decision rendered by the~~

~~G. school level committee, an Appeal may be filed with the Instructional Materials~~

Formatted: Indent: Left: 1.08", No bullets or numbering

~~H.D. In forming the District Instructional Materials Review Committee, the District Instructional Materials Supervisor shall appoint a District Review Committee with the following composition:~~

- ~~1. The District Manager of Library Services (who shall serve as the Non-voting Committee's chair).~~
- ~~2. One (1) District Regional Media Specialist~~
- ~~3. One (1) District Curriculum Specialist from the appropriate level~~
- ~~4. One (1) school administrator~~
- ~~5. One (1) or two (2) parent(s) of students who will have access to the materials representing the associated level(s)~~
- ~~6. Two (2) appropriate grade level and subject area teachers~~

~~H.E. The District Review Committee, in carrying out its assigned function, shall:~~

- ~~1. Individually review the filed objection form in its entirety.~~
- ~~1-2. Individually read, view, or listen to the material in its entirety while considering the criteria contained in Section V., below.~~
- ~~2. Check general acceptance of the material by reading reviews and consulting recommended lists.~~
- ~~3. Meet as a committee at a publicly noticed meeting that is held in conformance with Florida's open meeting requirements that and includes the ability for the public to attend and comment. Minutes from said meeting shall be generated and kept.~~
- ~~4. Determine the extent to which the material supports the curriculum.~~
- ~~3-5. At said meeting, evaluate the material against current state statutes for determining the appropriateness of library materials, which are contained in Section V., below.~~
- ~~4-6. At the conclusion of said meeting, complete the "Checklist for Reconsideration of Library Media," judging the material as a committee for its strength and value as a whole and not in part based on the criteria contained in Section V., below; and~~
- ~~5-7. Forward, within fifteen (15) working days, the committee's written recommendation to the District Instructional Materials Manager/Supervisor.~~

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- ~~J~~ The District Instructional Materials Manager or designee will inform the complainant, the school's principal, and the Executive Director for the appropriate level of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
- ~~F~~ Upon receipt of the District Review Committees recommendation, the District Instructional Materials Manager or designee will inform the complainant, the Executive Director for the appropriate level, and the Chief Academic Officer, of the committee's decision to retain or withdraw the challenged materials as recommended.
- ~~K-G~~ If the complainant is dissatisfied with the District Review Committee's decision, a formal written appeal may be filed with the school district's Chief Academic Officer. Failure of the complainant to file a written appeal within 10 working days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.
- ~~H~~ Upon receipt of a formal appeal in writing, the Chief Academic Officer will advise the School Board of ~~the School and the~~ District Review Committee's decision, including all appropriate documentation (i.e. meeting summaries, material reviews, etc.). The School Board will meet at a public-noticed meeting and render a decision regarding the appropriateness of a particular Library Media material item based on its own independent evaluation of material compared to the criteria contained in Section V, below and that decision will be considered final.
- ~~I~~ The following procedures shall apply to objections heard by the School Board:
- ~~1~~ The hearing regarding the objection shall be a noticed meeting conducted in conformance with Florida Statute 286.011 and is open to public. The hearing shall be recorded and broadcast when feasible. Minutes shall be generated and kept.
 - ~~2~~ The complainant shall be permitted up to 10 minutes to make objection, including what type of material it is, what criteria applies, and why it is objectionable based on statutory and State Board of Education criteria.
 - ~~3~~ A designated school district employee shall be permitted up to 10 minutes to respond, including outlining process to date at school and administration levels, explain the type of material and the corresponding legal criteria to be applied and make a recommendation to the Board regarding how to rule on challenger's objection.

Commented [14]:

Commented [15R14]: These are the basic procedures followed during our recent book challenge. They are not statutorily required per se but satisfy open meeting and due process considerations. They also are transparent and seemed to work well last time.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

4. The complainant shall be permitted the opportunity for 5 minutes to rebut school district's contentions.
5. Public comment shall be permitted prior to any decisions regarding the merits of the objection in conformance with the School Board's standard public comment protocols.
6. The School Board shall render a decision regarding the challenged materials based on applicable criteria through a motion.

J. If the School Board determines that the objected to material contains pornography or is prohibited by s. 847.012, Florida Statutes (as described in Section V, below), the School Board shall discontinue the material. If the School Board determines that the objected to material violates any other criteria outlined in Section V, below, the School Board shall discontinue the use of such material for any grade level or age group for which such use is inappropriate or unsuitable.

Commented [16]: See recently approved HB 1069.

K. A parent that disagrees with the determination made by the School Board may request that the Commissioner of Education appoint a statutorily-qualified magistrate who shall determine facts related to the School Board's decision, consider information provided by the parent and school district, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request from the parent. The State Board of Education shall thereafter approve or reject the magistrate's recommended decision. The School Board shall be responsible for the costs of the proceedings described in this paragraph.

Commented [17]: See the recently approved HB 1069

L. Residents of Sarasota County without school age children are not subject to and cannot avail themselves of Sections item IV.(A) through IV.(C). Residents will be required to file a formal written objection by completing the School Board's objection a ~~Request for Reconsideration of Library Media~~ form and submitting the form to the District Instructional Materials Supervisor or designee. The process for residents of Sarasota will continue using Sections IV.(D) through IV.(KL).

M. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.

V. Criteria regarding objections to non-instructional school materials. The following criteria shall be considered as part of the evaluation of a challenge brought by a parent of a district student or resident of the county to non-instructional school materials.

Commented [18]: My suggestion is to put the criteria directly into the policy so there is no confusion for anyone (requestor, media specialist, committee member, board member) what the criteria is.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

A Whether the material is free of pornography. "Pornography" means the depiction of erotic behavior intended to cause sexual excitement.

Commented [19]: See FDOE training/PowerPoint materials re FAC 6A-7.0715

B Whether the material prohibited under Florida Statute 847.012. Material is prohibited pursuant to 847.012 if it:

1 Contains any picture, photograph, drawing, sculpture, motion picture, film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors; or

2 Contains any matter defined below: explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.

a "Nudity" means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother's breastfeeding of her baby does not under any circumstance constitute "nudity," irrespective of whether or not the nipple is covered during or incidental to feeding.

b "Child pornography" means any image depicting a minor engaged in sexual conduct, or any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.

c "Deviate sexual intercourse" means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.

d "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

e. "Sexual excitement" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.

f. "Sexual battery" means oral, anal, or female genital penetration by or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, "sexual battery" does not include an act done for a bona fide medical purpose.

g. "Sexually oriented material" means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.

h. "Specific sexual activities" includes the following sexual activities and the exhibition of the following anatomical areas:

i. Human genitals in the state of sexual stimulation or arousal.

ii. Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.

iii. The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.

iv. Less than completely and opaquely covered:

1. Human genitals or the pubic region.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

2 Buttocks.

3 Female breasts below the top of the areola.

4 Human male genitals in a discernibly turgid state, even if completely and opaquely covered.

l "Bestiality" means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.

l "Masochism" means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.

k "Sadism" means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.

l "Sodomasochistic abuse" means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

m "Harmful to minors" means: "any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

i. _____ predominantly appeals to a prurient, shameful, or morbid interest.

ii. _____ is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and

iii. _____ taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

C. Whether the material depicts or describes "sexual conduct" as defined in s. 847.001(19), unless such material is for a course required by state statute or State Board of Education rule.

1. "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals, actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

D. Whether the material is suited to student needs and their ability to comprehend the material presented.

E. Whether the material is appropriate for the grade level and age group for which the materials are used or made available.

1. Factors regarding whether materials are grade and age appropriate include:

- a. A student who has access to the material's ability to comprehend the material;
- b. The degree to which the material will be explained/supplemented by classroom instruction;
- c. The educational purpose of the material;
- d. The material's accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination;
- e. The age and grade level of the students who have access to the materials, and
- f. The maturity of the students who have access to the material.

Commented [20]: See same PowerPoint training

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 847.001, 847.012, 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.; FAC 6A-7.0715

©NEFEC
Revised: 06/27/22

Page 13 of

Sarasota 4.22*+

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

HISTORY:

ADOPTED: _____
REVISION DATE(S): 10/18/22
FORMERLY:

Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX
Date: 5/10/2023 7:51 AM
From: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Duggan, Patrick J." <pduggan@shumaker.com>, "Manoogian Rob"
To: <Rob.Manoogian@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>

CAUTION: External Email

Patrick,

THANK YOU for your review and recommendations. Given that the team will be presenting at the 5-16 and 6-6 SB Workshops, would it be possible for us to meet after June 6th to review and discuss this and any other SB Policies related to Instructional/Library Materials with the intent to review & revise to ensure that all of them are in full compliance and alignment with updated legislation, and to bring forward to the Superintendent and SB for discussion, consideration and approval? If this is amenable to everyone, please review calendars and let's set aside some time to engage in this most purposeful and worthwhile work.

Once again, we truly appreciate your thorough review, recommendations and guidance throughout this process!!!

Chris



Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

[@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaCountySchoolsEducationChannel](#)

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Thursday, May 4, 2023 11:54 PM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

All,

As you likely know, the legislature passed HB 1069 yesterday (Thursday 5/3). This bill has not yet but is likely to be signed by Governor DeSantis and becomes effective 7/1/23. It makes changes to FS 1006.28. The attached draft of 4.22 incorporates the legislation and generally revises the policy. Take a look and let's discuss next steps.

Patrick J. Duggan
Attorney at Law
SHUMAKER

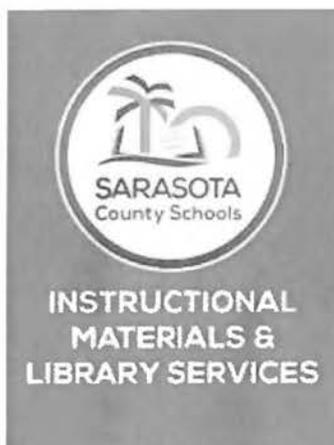
240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Sent: Monday, May 1, 2023 3:31 PM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

CAUTION: External Email

Sue and I agree and will notify Kathy.



Rob Manoogian
Supervisor
Instructional Materials & Library Services
Sarasota County Schools
925 North Brink Ave
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Fax: 941.373.7656
Email: rob.manoogian@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, May 1, 2023 1:16 PM
To: Duggan, Patrick J. <pduggan@shumaker.com>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: RE: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

10-4. THANK YOU Patrick. Based upon this information and your recommendation we will HOLD on bringing any revisions to this policy until a decision is made by the legislature.

Rob and Sue if in agreement, can you please let Kathy know to remove this from the 5-16 SB WS?

Chris



Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

 [@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaCountySchoolsEducationChannel](#)

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Monday, May 1, 2023 10:12 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>
Subject: Re: Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

All,

Here is a link to SB 1320 - which is proposed legislation regarding book challenges. It has not yet become law but if passed would go into effect 7/1/23. It would require book challenge committee meetings to occur in public and changes one of the factors to be considered in a challenge to library materials. As this will likely get resolved/finalized this week and its possible the language could change still at the last minute, I think we should pause the changes to the policy until this bill is finalized. I think most of what I proposed last week should ultimately remain in the policy but think letting the dust settle is best so we can avoid having to make minor tweaks down the road...



[html](#)
[PDF Document: 225 KB](#)

See Section 6 of the bill beginning on page 9 of 16.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Apr 26, 2023, at 4:42 PM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

All:

Attached are my markups. Please review including the margin comments. A couple things...

1. Do we have an instructional materials policy? If not, we need one. This policy seems to address only non-instructional materials except for one reference.
2. My suggestion is to put right in the policy the criteria for a challenge in detail. This puts everyone on the same level regarding what criteria must be applied (objector, media specialist, principal, committee, board member, media, etc.)

3. Are there any pending bills that address these topics. I did not find any in my limited search but that is something to monitor.

Happy to discuss.

<18625058v1 - Policy_4.22 Library Selection and Challenge DRAFT Duggan 4 25 revisions.DOCX>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Fwd: National Coalition Against Censorship – Sarasota County Schools Letter

Date: 5/12/2023 7:29 PM

From: "Ziegler Bridget" <Bridget.Ziegler@sarasotacountyschools.net>

To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

[Get Outlook for iOS](#)

From: Gianmarco Antosca <gianmarco@ncac.org>

Sent: Friday, May 12, 2023 2:47:28 PM

To: Ziegler Bridget <Bridget.Ziegler@sarasotacountyschools.net>; Rose Karen <Karen.Rose@sarasotacountyschools.net>; Edwards Thomas <Thomas.Edwards@sarasotacountyschools.net>; Enos Timothy <Timothy.Enos@sarasotacountyschools.net>; Marinelli Robyn <Robyn.Marinelli@sarasotacountyschools.net>; Tomkins Kathy <Kathy.Tomkins@sarasotacountyschools.net>

Cc: Foster Allison <Allison.Foster@sarasotacountyschools.net>

Subject: National Coalition Against Censorship – Sarasota County Schools Letter

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

Dear Members of the School Board,

Please see the attached letter on behalf of the National Coalition Against Censorship concerning the removal of Chuck Palahniuk's *Choke* from school libraries.

Please do not hesitate to contact me if you have any questions.

Sincerely,
Gianmarco Antosca

--

NATIONAL 
COALITION
AGAINST 
CENSORSHIP 

Gianmarco Antosca
Youth Free Expression Program Coordinator
National Coalition Against Censorship
Gianmarco@ncac.org
(he/him)
301.606.9465

19 Fulton Street, #407, New York, NY 10038
ncac.org



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

**NATIONAL
COALITION
AGAINST
CENSORSHIP**

**KIDS'
RIGHT
TO READ**

May 12, 2023

School Board
Sarasota County Schools
1960 Landings Blvd.
Sarasota, FL 34231

Dear Members of the School Board,

The National Coalition Against Censorship is an alliance of national nonprofit groups dedicated to protecting freedom of expression, including the rights of K-12 students, teachers and staff. We are writing to protest the district's decision to remove Chuck Palahniuk's *Choke* from school libraries in violation of district policy.

According to news reports, the supervisor of Instructional Materials and Library Services, Rob Manoogian, unilaterally made the decision to remove *Choke* from two high school libraries because it, "clearly would not be approved for purchase if it were recommended as a new title."

Mr. Manoogian's action was improper because board policy does not permit books to be removed on that ground. The board policy states that, "Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of [the challenge materials] policy." Under that policy, challenged books must be assessed by a committee who makes a final decision which can only be overturned by the school board. Other than serving on a committee, no district administrator plays a role in the challenge process. Therefore the book removal blatantly violated board policy.

Mr. Manoogian's decision was also contrary to the best interests of the district and its students. Using a reevaluation committee ensures that book challenge decisions are made based on objective criteria which prioritize the needs of students. In addition, it ensures that all stakeholders' needs are heard and considered.

Following the district's procedures is also sound policy. Permitting administrators to unilaterally remove books may encourage others to file challenges in the hopes that the administrator may remove books that would otherwise be retained by a committee.

Finally, government agencies, such as schools, must follow the law. Therefore, we urge you to return the book immediately to the school libraries and keep it there until a challenge procedure is completed.

Please let us know if you have any questions or need any further support in this matter.

Thank you for your time and attention to this important issue.

Sincerely yours,



Christopher Finan
Executive Director
National Coalition Against Censorship

CC: Superintendent Dr. Allison Foster

Co-signed by: American Booksellers for Free Expression
The Authors Guild
Children's and Young Adult Books Committee, PEN America

A project of the National
Coalition Against Censorship

CO-SPONSORED BY

American Booksellers for
Free Expression
National Council of
Teachers of English

19 Fulton Street, Suite 407 New York, NY 10038 | (212) 807-6222 | ncac@ncac.org

NCAC.ORG

Subject: [fsbaa] FW: Superintendent Questions Re: HB 1467
Date: 4/26/2022 2:38 PM
From: "Brian Moore" <bmoore@fadss.org>
To: "FSBAA" <fsbaa@googlegroups.com>

CAUTION: External Email

Questions submitted to DOE about 1467 and library/school/classroom collections.

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

From: Brian Moore
Sent: Tuesday, April 26, 2022 2:37 PM
To: Oliva, Jacob <Jacob.Oliva@fldoe.org>
Cc: Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Katrina Figgett <kfiggett@fadss.org>; Angie Freeland <afreeland@fadss.org>
Subject: RE: Superintendent Questions Re: HB 1467

We received a few more questions after I sent my email to you.

1. Are all materials on the DOE approved adoption list automatically in compliance with the new law? Are all books on the BEST Book List in compliance?
2. Overall, when "instructional materials" and "library media materials" are referenced, they are often used interchangeably. A definition of "instructional materials" is given in lines 253-255. What is the difference in the law between the two? Library Media resources do not go through an adoption process nor have the same purpose as an instructional material as defined.
3. Is the intent of 1467 to restrict the use of non-adopted materials in the classroom? Should teachers avoid using outside supplemental resources that support their content? For example, the use of supplemental articles found on a digital platform (Gale Databases, NewsELA, Newsbank). Is a teacher expected to have those materials reviewed by their certified media specialist before using it with a class?
4. And a related question, how do districts approve digital resources such as myOn and NewsELA? Since there are thousands of books and articles that are not possible to review, should districts not use these resources?
5. Do classroom libraries have to be reviewed? These are typically optional reading for students whereby they choose a book of interest.
6. Lines 244-247 refer to the principal's responsibility in overseeing compliance. What compliance measures are other districts considering? For example, in conjunction with certified Library Media specialist, could principals approve their school library Collection Development plan that will show the selection goals/policies/procedures aligned with state statute?

7. With thousands of books to review, how much time do certified library media specialists have to review all materials? Are there additional funds to have them work after hours and in the summer to review materials?

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

From: Brian Moore
Sent: Tuesday, April 26, 2022 12:39 PM
To: Oliva, Jacob <Jacob.Oliva@fldoe.org>
Cc: Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Katrina Figgett <kfiggett@fadss.org>; Angie Freeland <afreeland@fadss.org>
Subject: Superintendent Questions Re: HB 1467

Jacob,

I wanted to thank you for all the time you spent with us in Orlando a couple weeks ago and for inviting us to submit questions about HB 1467, media center collections, and reading lists. Based on discussions we had as a group in Orlando and additional questions submitted, I am attaching several questions below that the Superintendents would like to have answered. If you have questions about any of them or need additional clarification, please let me know.

Brian

1. The DOE is required to have training available for media specialists by January 1, 2023, but the law goes into effect July 1, 2022. What advice does DOE have for school personnel subject to this law until they can receive the training?
2. Can the DOE give us an idea of its vision (step-by-step) of what it takes to buy a copy of Book A for the media center? For example, does each book purchased for the media center have to be approved by the Board as an individual action item vote? Does each desired purchase have to go before a review committee, or is it enough that the stakeholder committee has established standards to apply when the media specialist makes decisions?
3. Similarly, what must a teacher, grade-level team, or school do from start to finish before suggesting a book to students?
4. Does the board have to vote to approve a donated book as an action item?
5. How does a school make a book available for public review if it doesn't own it yet?
6. The law refers to school and grade-level reading lists. Does this mean an individual teacher's classroom reading list is not subject to these requirements? What about classroom collections the teacher may have?
7. How will this law affect AP, IB, AICE, and other courses where the curriculum and reading material is set by an outside entity? For example, can the AP English teacher recommend that students read books that have been known to be on the AP exam?
8. Can a school re-order books it already owns without going through the entire process?
9. Does the current media center or school collection need to go through this process, or is it only for the purchase or receipt of new material?

10. What are the DOE's thoughts about establishing check-out procedures like Flagler has implemented (parent decides between open check-out, up to 5 specifically banned books, or no check-outs without parental permission)?
11. What will the DOE requirements for online, searchable indices of library materials (elementary) and instructional materials (all schools) look like?
12. Are there any concerns about schools hosting book fairs where parents and students buy books with a portion of the proceeds going to the school? Do all of the books available for sale need to go through this process first? What about books purchased by parents for donation to their child's teacher's classroom?

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24504EACB088A26B4A51BD06D5FB9%040BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: [fsbaa] FW: FADSS Legislative Summary (Final Draft 5/25/2022)
Date: 5/25/2022 1:40 PM
From: "Brian Moore" <bmoore@fadss.org>
To: "Brian Moore" <bmoore@fadss.org>

CAUTION: External Email

Good afternoon, everyone. I just sent out my legislative summary to superintendents, so now I am sharing with you. It will remain a draft until all the bills have made it through the process.

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

From: Brian Moore
Sent: Wednesday, May 25, 2022 1:25 PM
To: Superintendents <superintendents@fadss.org>
Cc: Secretaries <secretaries@fadss.org>; Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Katrina Figgett <kfiggett@fadss.org>; Diana Oropallo <doropallo@fadss.org>; Renae Wallace <rwallace@fadss.org>; Angie Freeland <afreeland@fadss.org>; Merrill Wimberley <mwimberley@fadss.org>; Ron LaFace <ron@cccfla.com>; Megan Fay <megan@cccfla.com>
Subject: FADSS Legislative Summary (Final Draft 5/25/2022)

Good afternoon, Superintendents. I have attached the FADSS Legislative Summary for the 2022 session. It remains a draft for now, because several bills, including all the budget bills, have not yet been sent to the Governor for approval. If you have any questions about any part of it, please do not hesitate to reach out to me.

There was a request at our spring meeting to try to host some regional meetings where superintendents and staff could come take part in a legislative review / Q&A session. Due to different summer schedules and other scheduling issues, I think I will try to set up a webinar to do this, which we can record and make available to others who cannot attend at that time. Alternatively, I could schedule 2 or 3 of these over a couple week period to keep the numbers manageable and provide more opportunities for people to participate live. My goal would be to do this in June, some time after the FSBA/FADSS Conference in Tampa. This should allow enough time for most, if not all, bills to get final approval. I will try to make final arrangements as soon as possible and let you know.

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24505C74379A125FFBC4CEE0D5D69%40BN8PR18MB2450.namprd18.prod.outlook.com>.

LEADERSHIP ADVOCACY SERVICE

FADSS

FLORIDA ASSOCIATION OF DISTRICT SCHOOL SUPERINTENDENTS



2022 Legislative Summary

Prepared by: Brian Moore, General Counsel, FADSS

Draft: May 25, 2022

Foreword

I want to thank Michael Manias, our FADSS legislative intern for the 2021-22 session, for helping me keep track of all the legislation from the Fall committee meetings until the end of the session. I would also like to thank David Sikes and Katrina Figgett for lending their eyes and editor's lenses to this report.

This legislative summary remains in draft form as of May 25, 2022. There are several bills, including the budget bills, that have not yet been sent to the Governor for approval.

Table of Contents

Assessments and Accountability

| | |
|--|---|
| SB 1048 (Ch. 22-16) – Student Assessments | 1 |
| SB 2524 (Ch. ____) – Education (Conforming Bill)..... | 4 |

Curriculum and Career Education

| | |
|--|----|
| HB 7 (Ch. 22-72) – Individual Freedom..... | 6 |
| HB 395 (Ch. 22-98) – Victims of Communism Day..... | 11 |
| SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools | 12 |
| SB 2524 (Ch. ____) – Education (Conforming Bill)..... | 14 |

Instructional Materials

| | |
|---|----|
| HB 1467 (Ch. 22-21) – K-12 Education..... | 16 |
|---|----|

District and Government Operations

| | |
|---|----|
| SB 706 (Ch. 22-122) – School Concurrency..... | 20 |
| HB 777 (Ch. 22-__) – Local Tax Referenda Requirements..... | 21 |
| HB 921 (Ch. 22-__) – Campaign Financing..... | 22 |
| HB 7049 (Ch. 22-103) – Legal Notices..... | 23 |
| HB 7057 (Ch. 22-__) – Public Records and Meetings/Cybersecurity..... | 25 |
| SB 2524 (Ch. 22-__) – Education (Conforming Bill) | 27 |

Exceptional Student Education (ESE)

| | |
|--|----|
| HB 173 (Ch. 22-19) – Care of Students with Epilepsy or Seizure Disorders | 31 |
| HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools..... | 32 |
| SB 236 (Ch. 22-24) – Children with Developmental Delays..... | 34 |
| HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services | 35 |

School Choice

| | |
|--|----|
| HB 3 (Ch. 22-23) – Law Enforcement..... | 37 |
| HB 225 (Ch. 22-__) – Charter School Charters..... | 38 |
| SB 758 (Ch. 22-__) – Education..... | 39 |
| SB 2524 (Ch. 22-__) – Education (Conforming Bill) | 43 |

School Safety, Health, and Mental Health

SB 544 (Ch. 22-28) – Drug-related Overdose Protection..... 48
HB 899 (Ch. 22-126) – Mental Health of Students 49
HB 1421 (Ch. 22-___) – School Safety..... 51
HB 1557 (Ch. 22-22) – Parental Rights in Education..... 54
SB 2524 (Ch. 22-___) – Education (Conforming Bill) 58

Teacher Certification

SB 896 (Ch. 22-___) – Educator Certification Pathways for Veterans 60
SB 2524 (Ch. 22-___) – Education (Conforming Bill) 61

Other Legislation

HJR 1 – Additional Homestead Property Tax for Specified Critical Public Service Workforce 63
HB 1563 (Ch. 22-___) – Homestead Property Tax Exemptions 63
HB 45 (Ch. 22-___) – Educational Opportunities for Disabled Veterans..... 64
HB 461 (Ch. 22-___) – Bright Futures Scholarship Program Student Service Requirements..... 65
HB 497 (Ch. 22-___) – Lee County School District, Lee County..... 66
SB 722 (Ch. 22-___) – Education for Student Inmates 67
HB 1571 (Ch. 22-118) – Residential Picketing..... 68

Budget and Finance

HB 5001 (Ch. 22-___) – General Appropriations Act (GAA) 69
HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA..... 75
HB 5007 (Ch. 22-___) – State-administered Retirement Systems..... 77
SB 2524 (Ch. 22-___) – Education (Conforming Bill) 79
HB 7071 (Ch. 22-97) – Taxation 81

Rulemaking and Reporting Summary 83

APPENDICES

APPENDIX I – 2022-23 FEFP Conference Report

APPENDIX II – 2021-22 FEFP 4th Calc. – First page

Assessments and Accountability

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

What Does the Bill Do? Building off last year’s legislation that required a system of progress monitoring for grades pre-K through 8, this bill transitions Florida away from the Florida Standards Assessment (FSA) to a system of progress monitoring for all grade levels, including 9th and 10th, beginning with the 2022-23 school year. This new progress monitoring system will have three periods of assessment and feedback. The first round of monitoring will occur in the fall followed by a second round in the winter. The third and final round of progress monitoring will look almost identical to the current FSA system. The same high-stakes accountability measures will remain in place and apply to the third and final round of progress monitoring. End of course examinations, the grade levels taking required assessments, and graduation requirements remain unchanged as well.

The first administration of the coordinated and progress monitoring system for VPK-2nd grade must be within the first 30 instructional days after a student enrolls or the start of the school year. The second assessment must occur “midyear,” and the final assessment must occur within the last 30 days of the program or school year. Then, for grades VPK-3, the coordinated screening and progress monitoring system “must be computer-adaptive” beginning in 2023-24. For grades 3 and up, the bill simply says that the progress monitoring must be administered “at the beginning, middle, and end of the school year pursuant to state board rule.”

The bill also includes a section on parents and their right to know how their children are doing, but it is largely just a duplication of what is already set forth in section 1008.25 for students who are exhibiting a reading deficiency. However, some specific timelines are set for getting this information to the parents.

To make the information meaningful and useful, the bill requires that the results of the first two administrations of the assessments be provided to the teacher within one (1) week and to the parents within two (2) weeks. Beginning in 2023-24, the end of year testing results must be made available by the Department of Education (DOE) no later than May 31st. For 2022-23, the deadline should remain May 31st for 3rd grade ELA results and June 30th for all others.

For district-required local assessments, districts must provide performance results to both teachers and parents within one week (unless the Superintendent determines in writing that extenuating circumstances necessitate a delay). In all cases, the information provided to parents must be available through the district’s parent portal or provided in a printed format upon a parent’s request.

Next, the bill addresses the effect of all these changes on the school grading system. School and district grades in 2022-23 will be based on the end-of-year assessments only and then “serve as an informational baseline for . . . future years.” Because learning gains will not be part of the process in 2022-23, the grading scale for that year should be set so that the percentage of schools receiving an A in 2022-23 will be statistically equivalent to the number of schools that received an A in 2021-22. The same is true for grades B, C, D, and F. Once learning gains can be factored back into the formula in 2023-24, the State Board of Education (SBE) will review and adjust the grading scale as necessary. Similarly, there will be no school improvement ratings following the 2022-23 school year. They will begin after the 2023-24 school year when learning gains are available to determine whether a school’s performance was commendable, maintaining, or unsatisfactory.

School grades received for the 2022-23 school year will not trigger turnaround requirements for the 2023-24 school year. However, a school that is already in turnaround status during the 2022-23 school year can be released from turnaround status if it achieves a grade of C or better. In essence, there will be no negative consequences for a school receiving a low grade or dropping a grade in the 2022-23 school year, including high-performing charter schools.

With respect to 3rd grade retention and high school graduation requirements, “student performance on the 2022-2023 comprehensive, end-of-year progress monitoring assessment . . . shall be linked to the 2021-2022 student performance expectations.” In addition to the good cause exemptions for promotion to the 4th grade that already exist, a student can be promoted to the 4th grade for the 2023-24 school year “if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student’s performance.”

Finally, the bill requires the Commissioner of Education to conduct a study and report the results to the Legislature by January 31, 2025. Among other things, the Commissioner is required to recommend the feasibility and validity of using the results from the first two rounds of progress monitoring instead of the end-of-year results. The report should also include options for “further” reducing statewide, standardized assessments.

Who Is Responsible for or Affected by the Bill? This bill will affect every public school student and teacher by adding two additional testing periods to the school year (at the beginning and middle), but it will largely be the DOE’s responsibility to develop and implement the new system. Other than the two new testing periods, very little changes when compared to the current system.

How Will the Bill Be Implemented? The DOE will develop and put in place the new progress monitoring system for the 2022-23 school year. This will represent a baseline year. Districts will need to be sure that their parent portals are prepared to share the progress monitoring results with parents. Districts may also need to ensure that they have a sufficient number of computers to allow all students within the system to take computer-based assessments.

From what is understood at this time, the three required assessments will be cumulative assessments. Essentially, every student will take the same test three times per year to measure where they are against what is expected for their grade level even though they will not have covered much of the material when they take the first two assessments.

Finally, the future of the writing assessment and how it is used appears to be something of an open question, as it takes much longer to grade them by hand.

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are not exempt from the state's student assessment and accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? Many parents and staff members heard the Governor say that there would be an end to the FSA and less high-stakes testing, but this new bill does not change the current system much other than adding two new assessment periods at the beginning and middle of the school year. Overall, it is expected that each of the three assessments will take about half the amount of time to complete as the current FSA exam. So, while the end-of-year assessment will be shorter than it is currently, the total amount of testing time probably will increase.

The progress monitoring and earlier feedback to teachers and parents should be helpful in identifying deficiencies and implementing strategies before the end-of-year assessments, but the bill does not appear to do anything to reduce high-stakes testing. There are also some concerns about making all of the tests computer-based, which may strain district resources or prove difficult for many students, particularly those in earlier grades.

Finally, there were proposed changes to the turnaround and school grading systems in the House version of the bill that did not get enacted here. However, they were added to the budget conforming bill, SB 2524, which is discussed below.

Creates: N/A.

Amends: Sections 411.227, 1000.21, 1002.37, 1002.45, 1002.53, 1002.67, 1002.68, 1003.41, 1003.53, 1008.2125, 1008.22, 1008.25, 1008.34, and 1008.341, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) –

Education

By:

Senate Appropriations Committee

Effective Date:

Varied (assessment and accountability provisions take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? Although this bill is supposed to be the budget conforming bill for 2022-23, it is 180 pages long and addresses numerous areas of substantive law covering a wide range of topics, including budget issues, assessments and accountability, personnel matters, literacy, vouchers, virtual education, school choice, collective bargaining, and much more. Rather than attempt to summarize all 180 pages of it in one section of this report, following sections will address the pertinent topics so that superintendents and district staff can focus more easily on those sections relevant to their job duties.

This section looks only at the provisions of SB 2524 that address assessments and accountability, though some assessment and accountability changes for virtual schools are covered in the School Choice section below.

There are three sections in this conforming bill that address assessments and accountability. First, section 1008.33 receives a few amendments. The law will now provide something that is already in practice -- schools that earn a second consecutive D or an F grade must act immediately to implement required intervention and support strategies. In addition, the law will now provide that schools can submit a turnaround plan for approval after an initial D grade, rather than wait for a second consecutive D. Further, the bill makes some changes to the turnaround options for struggling schools. Specifically, a high-performing charter school network can now qualify as an external operator. When a school district contracts with an outside entity to help with the turnaround process, the contract must be for at least two years and be performance-based. School performance and growth metrics that the outside entity must meet annually have to be included in the contract, and the SBE may require the district to modify or cancel the contract.

In addition, there is new language regarding school grades. The SBE will be required to review its grading system annually to determine whether adjustments are needed. If 75% of the schools within a category (elementary, middle, high, or combo) receive an A or B grade, then the grading scale must be adjusted upward for each grade to the nearest number ending in 5 or 0. In other words, if it takes 62% of the available points to get an A now, the scale must be adjusted so that it takes at least 65%. If the cut-off for a D is 36% of available points, it would move up to 40%. This requirement would remain in place until the school grading scale matched the traditional classroom grading scale of 90-100 for an A, 80-89 for a B, 70-79 for a C, etc.

Finally, the Legislature is requiring the DOE to “collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required

assessments and coordinated screening and progress monitoring.” This information is to be reported annually to the Governor and Legislature beginning January 1, 2023 and ending January 1, 2025. This would appear to be connected to the Commissioner’s required report about progress monitoring and the potential reduction in high-stakes testing from SB 1048 above.

Who Is Responsible for or Affected by the Bill? All districts that have schools in turnaround or that may receive a D or F grade this year need to be aware of these changes.

How Will the Bill Be Implemented? Operationally, there is not much that changes with respect to assessments and accountability. There may be some required data collection from the DOE so that it can complete its annual reports, and there may be some difficult negotiations with potential external operators with a few of the changes here. However, the basic accountability system remains largely the same.

Required Rulemaking? None.

Required Reports? None for school districts, but the DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with the state’s accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? First, the school grade provisions appear to arise from the proposition that the grading scale must be too easy if a high percentage of schools receive good grades. However, it is entirely possible that 75% of the public schools in this state received good grades because they were doing a good job. Even more troubling is the end goal of a school grading scale that mirrors the traditional classroom grading scale, where 90% is required for an A, 80% for a B, etc. This may make it very difficult for turnaround schools or other schools with unique challenges to ever exit turnaround or receive a good grade. Right now, an elementary school that receives roughly 63% of the available points receives an A. Under this new scale being implemented, it may one day require 70% of the available points just to get a C, even though such a school would be praised as a solid A school today.

Creates: N/A

Amends: Sections 1008.33 and 1008.34, Florida Statutes

Final Legislative Analysis

Curriculum and Career Education

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

What Does the Bill Do? This bill amends the Florida Civil Rights Act (Chapter 760, Part I, Florida Statutes) and sections of law addressing discrimination against students (section 1000.05, Florida Statutes) and required classroom instruction (section 1003.42) to restrict employee training and public school instruction from addressing issues such as white privilege and institutional racism. It is rooted in the current political hot topics of Critical Race Theory (CRT) and “wokeness,” even though neither of those terms appears in the bill.

On the matter of employment discrimination, the bill amends Florida’s Civil Rights Act to make it an unlawful employment practice to subject someone “as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that promotes or compels that person to believe:

1. Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.
2. An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. An individual's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.
4. Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.
5. An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.
6. An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.
8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race,

color, sex, or national origin to oppress members of another race, color, sex, or national origin.”

However, the bill then adds that it “may not be construed to prohibit discussion of the concepts listed therein as a part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.”

For PreK-12 instruction, the bill similarly provides that it will be considered discrimination on the basis of race, color, national origin, or sex to “subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the [same eight (8)] concepts.” Once again, this cannot be interpreted to prohibit a discussion of the topics, as long as the training or instruction is given in an objective manner. It is important to note that this addresses only training or instruction directed to students. It prohibits instructing students that some people should receive “adverse treatment” to achieve diversity, equity, or inclusion. It does not actually prohibit a district from employing a policy designed to achieve those goals that some people may believe is accomplished through adverse treatment of others based on race, sex, or other factors.

The bill also makes significant amendments to the statute that sets forth all required instruction in district-run public schools. Despite the prohibitions discussed above, the bill still requires district schools to teach about the history of African Americans, and the language describing that required instruction has expanded greatly to mirror the required instruction of the Holocaust¹ and now provides:

Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and

¹ The Holocaust was “a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.” Sec. 1003.42(2)(g)1., Fla. Stat.

use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

Required health and character instruction has also been amended. Instead of referring to programs like Character Counts, the law will now require “civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.”

Mental and emotional health has been removed from the broad category of “health instruction” and now has its own subparagraph addressing “[l]ife skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.”

However, this instruction cannot contradict the principles of individual freedom enumerated in the new law. In fact, the bill provides that all instruction and supporting materials on required topics of instruction must be consistent with the principles of individual freedom, which are:

1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
2. No race is inherently superior to another race.
3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

4. Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
6. A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

The law then attempts to clarify what this means by adding that teachers can still facilitate discussions and use curricula to address how the freedoms of some people have been infringed upon “by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination.” However, teachers may not “indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.”

Finally, the bill adds some instructions for the Department of Education (DOE) and district curriculum reviewers, as materials for social science, history, and civics must be reviewed for consistency with the six (6) enumerated principles of individual freedom. In addition, the DOE will review and approve district professional development systems for compliance with those same principles. Finally, the State Board of Education is required to adopt “Stories of Inspiration” to help teach the principles of individual freedom. These stories should inspire current and future students by highlighting what others have done to prosper “even in the most difficult circumstances.”

Who Is Responsible for or Affected by the Bill? School districts will need to review their employee training programs for consistency with this bill, including regular professional development training. Particular scrutiny will be needed for training programs that address issues like the achievement gap, equity, trauma-informed classrooms, and other training that has been confused with CRT. Districts will also need to make all teachers aware of these new provisions regarding instruction.

Teachers will need to consider their lesson plans when covering topics like slavery, the Holocaust, Japanese Internment Camps, and other historical topics that can elicit strong emotions from students. It is not exactly clear how one teaches about the Holocaust “objectively,” as the entire point of ideas like “Never Again” is to point out just how horrifically one group of people treated another.

How Will the Bill Be Implemented? Unlike some other laws enacted this session that create new causes of action, this one does not. Presumably, claims of employment discrimination under this new law will be raised the same way other discrimination claims are

raised – through employee complaints to the district’s human resources department or through complaints to the Florida Commission on Human Relations or the Equal Employment Opportunity Commission.

As for violations in the classroom, it is expected that there will be complaints made to the principal, the district’s human resources department, or the State’s Education Practices Commission.

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

Does the Bill Apply to Charter Schools? As employers, charter schools will have to comply with the changes to the Florida Civil Rights Act regarding employee training. They are also subject to section 1000.05 regarding discrimination against students. Charter schools are not subject to the required instruction statute, section 1003.42. However, to the extent that these topics are included in the state standards and assessments, they will need to teach them.

What Problems or Concerns May Arise as a Result of this New Bill? The key language appears to be not placing blame on someone for something someone else did. Still, districts could face issues in their efforts to address certain issues, like achievement gaps, which are rooted in historical actions, because of the language about adverse treatment against someone in an effort to achieve diversity, equity, or inclusion. The law simply prohibits training or teaching that some people of a certain race or sex should receive adverse treatment in the name of equity or inclusion, but that does not mean that people will not cite this law as an argument against any programs designed to achieve those goals. There may be some conflict with federal laws and regulations here too. For example, the Individuals with Disabilities Education Act (IDEA) specifically requires greater inclusivity.

Another difficulty with the bill is that certain terms are not statutorily defined and may lead to implementation problems. For example, meritocracy is declared fundamental to the right to pursue happiness and be rewarded for industry, but how does a district measure merit? Does a score of 1200 on the SAT always have more merit an 1190? If the district awards a magnet seat to the student who scored an 1190, can the student with the 1200 claim that they received adverse treatment?

The biggest concern with this new law is the potential chilling effect it may have on teachers and instruction. Society has made a subjective determination that prior deeds in history, like slavery and the Holocaust, were abhorrent acts that must be both recognized and learned from. How does a teacher approach these topics “objectively”? Are they to present facts without offering any perspective as to why those facts are important or why these topics are being taught in the first place?

There is some consolation in the amendment to the original language in the bill that would have prohibited any instruction that made students feel discomfort; the enacted language only prohibits teaching a student to feel guilt or responsibility for the actions of others. After all, anyone learning about the Holocaust, slavery, segregation, or Japanese internment camps may feel a sense of compassion or discomfort and perhaps even anguish and guilt due to the gravity of the topic. Does a child feeling some guilt as an American for slavery know the difference between guilt based on their race as opposed to a sense of guilt about what their country may have done? The amendment to prohibit teaching a student to feel guilty for the actions of others of the same race or sex should make it easier to defend challenges that may be raised, but it does not mean that those challenges will not be filed. Will teachers decide to limit their instruction on difficult topics out of fear that a child's reaction to that topic will put their certification at risk? Do teachers and administrators need to be on the defensive for teaching the required, State Board of Education-approved standards, including those which may evoke a wide range of reactions among students?

Creates: N/A.

Amends: Sections 760.10, 1000.05, 1002.20, 1003.42, 1006.31, 1006.40, 1012.98, Florida Statutes

Final Legislative Analysis

CS/HB 395 (Ch. 22-98) – Victims of Communism Day

By: Representatives Borrero and Rizo

Effective Date: July 1, 2022

Approved by Governor: May 9, 2022

What Does the Bill Do? This bill designates November 7 as “Victims of Communism Day.” This day must be “suitably” observed in public schools to honor “the 100 million people who have fallen victim to communist regimes across the world.” Beginning with the 2023-24 school year, students in U.S. Government classes must receive at least 45 minutes of instruction on different communist regimes and how people suffered through poverty, starvation, lethal violence, and suppression of speech under them.

Who Is Responsible for or Affected by the Bill? This bill will add some content to the state-adopted social studies standards to be incorporated into the U.S. Government course.

How Will the Bill Be Implemented? The State Board of Education has until April 1, 2023, to adopt revised social studies standards to incorporate the new requirements of this bill. In those years in which November 7 is not a school day, schools need to observe Victims of Communism Day on the preceding school day or another day selected by “local school authorities.”

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter schools offering U.S. Government will still be expected to teach the new standards that will be added by the State Board of Education, but they will not be required to teach the material on November 7, as this new law does not fall within the list of statutory provisions with which charter schools must comply.

What Problems or Concerns May Arise as a Result of this New Bill? The required U.S. Government class is a semester class. Some high school students may not take U.S. Government first semester when Victims of Communism Day occurs, or they may take it virtually through the district or Florida Virtual School. Because the required instruction will be added to the course standards, districts will obviously want to devote an equal amount of time in the spring semester if they offer U.S. Government at that time too. Similarly, virtual programs will need to make sure that the topic is addressed in the curriculum even if the student does not complete the lesson on November 7.

Creates: Section 683.334, Florida Statutes

Amends: N/A.

Final Legislative Analysis

SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools

By: Senator Hutson

Effective Date: July 1, 2022 (but 2023-24 school year)

Approved by Governor: March 22, 2022

What Does the Bill Do? This bill adds a new half-credit, financial literacy course requirement for graduation for students entering the 9th grade in the 2023-24 school year. This new course must include instruction on numerous topics, including:

1. Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services.
2. Balancing a checkbook.
3. Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
4. Completing a loan application.
5. Receiving an inheritance and related implications.
6. Basic principles of personal insurance policies.
7. Computing federal income taxes.
8. Local tax assessments.
9. Computing interest rates by various mechanisms.
10. Simple contracts.
11. Contesting an incorrect billing statement.

- 12. Types of savings and investments.
- 13. State and federal laws concerning finance.

Who Is Responsible for or Affected by the Bill? The bill changes the graduation requirements for students entering the 9th grade in the 2023-24 school year. The State Board of Education will need to adopt appropriate state standards for the new course.

How Will the Bill Be Implemented? Districts will need to determine when to offer the new course in light of the other half-credit requirements of U.S. Government and Economics, which are often taken back-to-back in the 12th grade. Also, as a half-credit course, elective options for pairing this course (or one of the other two half-credit requirements) will need to be considered. Further, with the reduction in the number of required elective credits from 8.0 to 7.5 (or 3.0 to 2.5 for students accelerating their graduation with 18 credits), districts may also need to look at their broader offering of electives to determine if any need to be scaled back or eliminated due to the reduction in required electives for graduation.

Also, districts will need to make an effort to get a sufficient number of teachers qualified to teach the course. For those districts that make the course part of the 11th or 12th grade schedule, they will have a couple extra years to prepare. The first class for which this will be required for graduation is the Class of 2027.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. High school diplomas are issued by the school district, not individual charter schools. Charter school students have the same graduation requirements as district school students.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, the addition of a half-credit graduation requirement may create scheduling issues and reduce opportunities for students to explore additional topics through elective offerings. Also, many districts have already incorporated many of these topics into their Economics course by offering the Economics with Financial Literacy course. It is not clear whether that course will continue to be approved, forcing districts to go back to the standard Economics course.

Creates: N/A.

Amends: Sections 1002.3105, 1003.41, 1003.4282

Final Legislative Analysis

SB 2524 (Ch. 22- ___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (curriculum and career provisions take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. With respect to curriculum and career issues, the conforming bill addresses some career technical programs, health education, and ESE transition programs. First, the Open Door Grant Program, which was created last year to help create and sustain more credentialed workers for high-demand occupations, is now open to “school districts with eligible integrated education and training programs.” Currently, the program is open to school district postsecondary career centers, Florida colleges, and charter career centers.

Next, there are two new programs to address the shortage of nurses in Florida. The Linking Industry to Nursing Education (LINE) Fund is created. The goal is to connect nursing education programs, including those offered by district career centers, and health care businesses. For every dollar a health care provider gives, the Fund will match it as long as funds are available to do so. These funds will be used for student scholarships, faculty recruitment, new equipment, and other necessary expenditures for the program other than construction of new buildings.

Additionally, the Legislature created the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund. The goal is to “reward performance and excellence among public postsecondary nursing education programs.” If there is an appropriation to support it, institutions will receive an allocation based on different performance metrics, including program completers and licensing passage rates.

On the curriculum side, the Legislature created the Safer, Smarter Schools Program to implement the recently revised Health Education standards that are required instruction by statute. There is no detail provided in the bill other than a statement that the “program shall provide students and educators with a comprehensive personal safety curriculum that helps students attain the protective principles to remain safe from abuse and exploitation.” However, it is clear that this is codifying the adoption of the Lauren’s Kids Safer, Smarter Schools program.

Finally, this bill establishes a new program to be created by the DOE called the Inclusive Transition and Employment Management Program. The purpose is to provide persons with disabilities between the ages of 16 and 28 with transitional skills, education, and on-the-job experience to help them gain permanent employment.

Who Is Responsible for or Affected by the Bill? For these sections of SB 2524, district career center directors need to review the programs and decide whether they wish to participate.

How Will the Bill Be Implemented? To participate in the LINE Fund program, a district career center that offers a program like Certified Nursing Assistant (CAN) will need to submit a proposal to the Department of Education (DOE) using a format to be developed by the DOE. The proposal must identify the local health care partner whose monetary contributions will be matched by the Fund. The program will also need to show that its CNA or LPN program had a completion rate the previous year of at least 70%.

Required Rulemaking? None for school districts. The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Required Reports? Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

Required Training? None.

Does the Bill Apply to Charter Schools? Yes and no. Charter technical career centers are eligible to participate in the Open Door Grant, LINE Fund, and PIPELINE programs. However, charter schools are not required to follow section 1003.42, which sets forth required instruction in schools.

What Problems or Concerns May Arise as a Result of this New Bill?N/A

Creates: Sections 1003.4204, 1007.36, 1009.896, and 1009.897, Florida Statutes

Amends: Section 1009.895, Florida Statutes

Final Legislative Analysis

Instructional Materials

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill primarily addresses term limits for school board members and library books. It amends section 1001.35, Florida Statutes, to provide that no one may run for reelection to the school board if they have served for 12 consecutive years (starting the clock on November 8, 2022). Also, a board member cannot resign at the end of their third and final term to try to stop the 12-year clock so that they can run again in the fall.

However, the primary concern with this bill arises out of new requirements for purchasing library books and the difficulty districts will have in developing and maintaining media center collections.

First, the bill confirms a recent court ruling which found that committees that rank, eliminate, or select instructional materials for recommendation to the school board are subject to the Sunshine Law. Their meetings must be noticed and open to the public. Also, any such committee must include parents of district students.

Next, the bill addresses required training for media specialists, school librarians, and “other personnel involved in the selection of school district library materials.” Beginning January 1, 2023, they must complete a training program to be developed by the Department of Education (DOE). This training program will be available online for the three categories of employees mentioned above and also for those involved in the selection of “materials maintained on a reading list.” The training must help personnel comply with the requirements of section 1006.31(2), which establishes the general standards reviewers must use when evaluating instructional materials, such as making sure the material is “accurate, objective, balanced, noninflammatory, current, [and] free of pornography.” Superintendents will then certify annually by July 1 that all media specialists and librarians have completed the training.

Going forward, all media center books, or books included on a recommended or assigned school or grade-level reading list, must be selected by an employee who holds a valid educational media specialist certificate, even if the book is donated. Further, the media specialist will need to be guided by district-adopted procedures for developing media center collections. These procedures must be posted on the district’s website and have several requirements:

1. Book selections must meet the criteria set forth in section 1006.40(3)(d), which provides that books must be free of pornography, suited to the needs and comprehension ability of the students, and appropriate for the grade level and age group of the students.
2. The procedures must be developed in consultation with “reputable, professionally recognized reviewing periodicals and school community stakeholders.”

3. The procedures must be designed to create “media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.”
4. Finally, the procedures must provide for the regular removal or discontinuance of books based on their physical condition, rate of recent circulation, alignment to state standards, out-of-date content, or status following a parent’s or community member’s objection.

At the elementary level, each school must publish on its website, in a searchable format as prescribed by the DOE, a list of all the materials maintained in the school library or required as part of a school or grade-level reading list. However, all schools must publish on their websites, also in a searchable format as prescribed by the DOE, a list of all *instructional* materials used to provide instruction on the topics of required instruction set forth in section 1003.42.

To further enable public participation in this process, districts must provide access to all materials, except for teacher editions, before any official action is taken just as set forth in section 1006.283, Florida Statutes, which establishes the district instructional material review process. School boards must also select, approve, adopt, or purchase all materials on separate line items of the school board agenda after allowing the public a reasonable opportunity to comment. These items may not be adopted as part of a consent agenda.

Then, beginning June 30, 2023, each school board must submit a report to the Commissioner identifying all materials for which the district received an objection under section 1006.28(2)(a)2., including the specific objections raised. The report must also include each book that was removed as a result of the objection, as well as the grade level and course for which the removed material was used. The DOE will then publish and update a list of removed materials which it will share with districts to assist them in their selection process.

While superintendents and school boards remain responsible for the governance of school districts, the school principal is responsible “for overseeing compliance with school district procedures for selecting school library media center materials” at his or her school.

Finally, as part of the annual assurances made by the Superintendent for the release of instructional material funds, the superintendent will need to include a list of any material for which an objection was raised the previous school year, including the specific objections raised. The Superintendent must also list each item that was removed or discontinued following an objection, as well as the grade level and course in which the removed material was used.

Who Is Responsible for or Affected by the Bill? While numerous questions remain as to the full scope of what is intended by this bill, it is clear that it will place many more responsibilities on media specialists and principals in particular, but just about every employee involved in the delivery of curriculum will feel the effects.

Whereas a media specialist may currently review lists of new books reviewed by organizations like the Florida Association of Media Educators (FAME) and then put in purchase orders to update the school’s media center collection, it now appears that these decisions will need to be guided by an established set of procedures and then, perhaps, approved by the school board.

With the requirement that all committees that rank, select, or eliminate instructional materials meet in the sunshine, districts will need to oversee this process closely and make sure that proper notice is given and that the meetings are held in a place where the public can attend. This will eliminate the ability of a committee to convene on short notice and might reduce available meeting times so that they can be held when the public can attend.

How Will the Bill Be Implemented? First, districts need to review and update, as necessary, their procedures for handling parent and citizen complaints about materials available at the school. Are the challenged books pulled from circulation pending the review, or do they remain available until the review committee determines that they are inappropriate? Who will serve on the committees? Will they be school-based or district-based review committees? Who makes the initial decision, and who makes the final decision on appeal?

Next, districts will need to make sure that their elementary school media center collections are available online in a searchable format. Further, all instructional materials, other than teacher editions, need to be reviewable before any decision to purchase is made. When the school board makes these decisions, it must be an action item on the agenda, not a consent item.

Superintendents will need to make sure that all challenges received to books and other materials maintained at the school are logged and reported to the district so that the new, required annual report can be submitted to the DOE each year.

Further, once the DOE creates the required training program, districts will need to make sure that all media specialists, library personnel, and others involved in the selection of media center materials and reading lists complete the training as soon as possible.

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to comply with the instructional material adoption laws imposed on school districts.

What Problems or Concerns May Arise as a Result of this New Bill? First, there is an issue of timing. Media specialists and others being tasked with all of these new responsibilities are required to receive DOE-developed training beginning January 1, 2023. However, that training does not yet exist, and the law takes effect July 1, 2022.

Second, it just is not clear exactly what this bill requires for the development of media center collections and reading lists. If the school board adopts media center collection development procedures, does each individual book purchase have to go through the same process required for instructional materials, including a public review process, public hearing, action item vote of the board, and then a 30-day window to request a hearing? If so, how does a school make a copy of a book it does not yet own available for public review? Similarly, if someone wants to donate a book, does it have to be approved by the school board as an action item?

Third, the bill references school and grade-level reading lists. Does that mean that an individual teacher can provide a list to his or her class without going through this process? If not, there may be incredible confusion as to which lists have to be approved by a media specialist and go through a specific process.

Finally, there is great concern about how this bill may affect AP, IB, AICE, and other courses where the curriculum is set by someone else. Can an IB program require all incoming 9th graders to read books from an IB list over the summer? Does that list have to be approved by a media specialist first? If the media specialist does not approve, is the school at risk of not being able to offer the IB course to the students?

Superintendents have asked the DOE directly to provide technical assistance with this new law, because it is not well-defined. Numerous districts are already seeing a surge in complaints about books kept in media center collections, and some clear guidance is needed. Community standards may vary across the state, but the procedures each district needs to follow should be clear and somewhat uniform.

Creates: N/A

Amends: Sections 1001.35, 1006.28, 1006.29, 1006.40, and 1011.67, Florida Statutes

Final Legislative Analysis

District and Government Operations

CS/CS/CS/SB 706 (Ch. 22-122) – School Concurrency

By: Senator Perry
Effective Date: July 1, 2022
Approved by Governor: May 18, 2022

What Does the Bill Do? For those districts in jurisdictions where the local governments have elected to apply school concurrency in their community planning measures, this new law requires school districts to “notify the local government that capacity is available within 30 days after receipt of the developer’s legally binding commitment.” It also amends language requiring that proportionate-share mitigation funds must be directed to school capacity improvements identified in the five-year school board educational facilities plan. The law now requires that it be directed to capacity improvements identified in the five-year work plan “or must be set aside and not spent until such an improvement has been identified.”

Who Is Responsible for or Affected by the Bill? Responsibility within the district will fall on the facilities department to both complete timely capacity reviews and make sure that the district’s five-year plan includes needed capacity improvement plans.

How Will the Bill Be Implemented? This new law should not require any substantive changes. Capacity determinations are already part of the process, and capacity projects are already part of the required five-year plan document. Districts will just need to review their capacity determination process to make sure that it can meet the new 30-day requirement, and they will also need to make sure that any capacity needs are identified in the five-year plan.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not part of the capacity determination process, nor do they have to adopt five-year work plans.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Section 163.3180, Florida Statutes

Final Legislative Analysis

CS/CS/HB 777 (Ch. 22-___) – Local Tax Referenda Requirements

By: Representative Robinson, W.

Effective Date: October 1, 2022

Approved by Governor:

What Does the Bill Do? This new law requires that certain referenda seeking optional local taxes be held only at a general election. Local school district millage referenda pursuant to section 1011.73 are included in the list. Beginning October 1, 2022, a district millage election “shall be held only at a general election, as defined in s. 97.021.”

Who Is Responsible for or Affected by the Bill? Any district that has or is considering asking the voters to approve up to one additional millage for operational expenses will no longer be able to do so at a special election or any election other than a general election in November. This may affect the timing for the collection of funds, as general elections occur after school boards adopt their budgets and publish their TRIM notices.

How Will the Bill Be Implemented? Districts will have to conduct future operational millage elections at general elections. Some districts may want to consider seeking earlier authorization for a four-year renewal, depending on the timing of the tax collection under the current four-year authorization, to avoid any gaps and to ensure that it can be properly noticed to the public when the TRIM notice is published in September.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not authorized to place millage referenda on local ballots.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, there may be some timing issues for districts which already have an operational millage in place when it is time to seek renewal, because the general election occurs after the annual TRIM notice publication.

Creates: N/A

Amends: Sections 125.0104, 125.0108, 125.901, 200.091, 200.101, 336.021, 336.025, and 1011.73, Florida Statutes

Final Legislative Analysis

CS/CS/HB 921 (Ch. 22-56) – Campaign Financing

By: Representative Drake

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill primarily focuses on contributions made to petition drives and political committees, but it also includes a provision about local government expenditures on electioneering communications. Currently, there is no limitation on local governments sending out factual information about an upcoming referendum or other ballot issue. Under the new law, a school district will not be able to expend public funds for political advertisements “or any other communication sent to electors concerning an issue, referendum, or amendment, including any state question, that is subject to a vote of the electors.” This includes any communication initiated by the local government, even if it is limited to factual information. However, it does not prevent districts from “reporting on official actions . . . in an accurate, fair, and impartial manner; posting factual information on a government website or in printed materials; hosting and providing information at a public forum; providing factual information in response to an inquiry; or providing information as otherwise authorized or required by law.”

Who Is Responsible for or Affected by the Bill? Districts who have or may seek approval of a millage or sales tax increase will need to be cautious in how they spread the word about their ballot initiatives. Responsibility for this new law will fall primarily on superintendents and their public information offices, who will need to make sure that public funds are not spent sending communications to the electors.

How Will the Bill Be Implemented? Because districts can still publish factual information on their websites and in printed materials, it appears that the biggest change is the prohibition against paying to mail something to the electorate. Districts can still issue press releases about the referendum, publish factual information on their websites, host public forums to talk about the referendum, and print materials. Presumably, this would still allow printed materials with factual information about the initiative being sent home with students, but further clarification on this issue may be needed.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not local governments even though they do expend public funds.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is whether districts may print factual information flyers and send them home with students. Someone may consider this a communication sent to the electors, even if it is not all electors and even though districts can still create printed materials.

Creates: N/A

Amends: Sections 106.08 and 106.113, Florida Statutes

Final Legislative Analysis

CS/HB 7049 (Ch. 22-103) – Legal Notices

By: Representatives Grall and Fine

Effective Date: January 1, 2023

Approved by Governor: May 10, 2022

What Does the Bill Do? This bill makes it possible for government agencies, including school districts, to publish at least some, if not all, of their legal notices online without the cost of having to publish a weekly notice in the newspaper advising people that legal notices may also be published online. Now, school districts will be able to publish legal notices on a county website. For districts in counties with a population under 160,000, they will first have to hold a public hearing to determine if local residents have sufficient access to the Internet.

Prior to January 1, 2022, all legal notices had to be published in newspapers that were sold to the general public, published at least once per week, had at least 25% of its words in English, and other requirements. The printed notice also had to appear on the newspaper’s website the same day at no additional charge. Last year, HB 35 was passed, and it expanded the criteria for newspapers to include some that were not sold but were available widely and had an audience of at least 10% of the households in the county. It also provided an avenue for local governments to publish their legal notices through a newspaper’s online platform only. However, newspapers could still charge up to the same amount as a printed copy, and any local government opting to publish its notices online had to print a weekly notice in the newspaper advising the public that additional legal notices of the entity may be published on the newspaper’s website, which would have negated any cost savings.

Now, the Legislature has reversed some of the expanded criteria for newspapers eligible to print legal notices, and it is allowing local governments, including school districts, to publish legal notices on a publicly accessible website of the county in which it resides. If more than 75% of the populace served by the government agency lives in a county with less than 160,000 people, it must first hold a public hearing to establish that local residents have sufficient access to the Internet.

The county’s publicly accessible website must publish the notices in a searchable format, and a link to the legal notices section of the website must be available on the home page of any government agency publishing its legal notices online. Further, any agency electing to publish its notices online will need to annually publish a notice in a newspaper in which it advises people that they can ask to receive legal notices from the agency by first-class mail or e-mail. The agency then must maintain a list of all residents who have requested to receive notices this way.

For school districts, the bill explicitly amends section 120.81, which sets forth certain requirements for school districts, including notice requirements for rule/policy amendments. The law will now say that districts need not publish rule notices “or other notices” in the Florida Administrative Register (FAR), which is where most state agencies have to publish their rule and meeting notices. Instead, they can provide notice in a newspaper that meets the requirements of Chapter 50, Florida Statutes, “or on a publicly accessible website as provided in s. 50.0311.” Thus, all notices related to the adoption of new or amended policies can be published online, including notices of rule development and notices of proposed rules and public hearings on rules.

However, the bill did not amend section 1001.372, which requires school boards to publish notice of its regular and special meetings “in a newspaper of general circulation in the county” or, in some situations, on the radio or at the courthouse door. This bill did not change the language explicitly requiring publication in a newspaper, which makes it, at best, unclear whether the language in section 120.81 referring to “other notices” not being required to be published in the FAR but publishable in either a newspaper or a county website can be applied to meeting notices.

Fortunately, the bill also amends section 50.011 to say that whenever a statute requires a legal notice in a newspaper, it means either: 1) a newspaper meeting the statutory requirements, or 2) a “publication on a publicly accessible website under s. 50.0311.” Thus, despite the explicit requirement that school board meetings be noticed in a newspaper in section 1001.372, the amendment to section 50.011 appears to be broad enough to include school board meeting notices within the types of notice eligible for online publication.

Finally, if a school district elects to publish its public bid announcements on the county website, it must also provide for a method to accept electronic bids.

Who Is Responsible for or Affected by the Bill? Districts regularly expending a lot of money publishing legal notices in the local newspaper may be able to benefit from the online publication option.

How Will the Bill Be Implemented? Districts that choose to switch to online notices will need to publish an annual notice in the newspaper advising of the online publication of notices and giving residents the option to request that legal notices be sent to them by first-class mail or e-mail. Districts in counties with a population under 160,000 will also need to conduct a public hearing and determine whether local residents have sufficient access to the Internet for online notices. Finally, those districts choosing to post its bid notices online will also need to make sure that it can receive bids electronically.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to publish legal notices the same way that districts do. They do need to provide notice of their charter

school governing board meetings, but these are not required to follow Chapter 120 or section 1001.372, Florida Statutes, notice requirements.

What Problems or Concerns May Arise as a Result of this New Bill? First, districts will need to determine if their local county is going to create a legal notices website. Then, it will need to assess the costs. Is there going to be a charge by the county for maintaining the website? Is it significantly less than the cost of printing legal notices in the newspaper? Then, there will be the question of how many people ask to receive copies of legal notices by first-class mail. It may be cheaper to keep printing in the newspaper than sending hundreds or thousands of legal notices to residents by mail. Finally, there may be some local pushback against online notices with an argument that not everyone in the district has access to the Internet, despite the fact that most of those without access to the Internet are also unlikely to be paying to subscribe to a newspaper.

Creates: Section 50.0311, Florida Statutes

Amends: Sections 11.02, 45.031, 50.011, 50.021, 50.0211, 50.031, 50.051, 50.061, 50.0711, 90.902, 120.81, 121.055, 162.12, 189.015, 190.005, 200.065, 348.0308, 348.635, 348.7605, 849.38, and 932.704, Florida Statutes

Final Legislative Analysis

CS/CS/HB 7057 (Ch. 22-___) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor:

What Does the Bill Do? This is one of two cybersecurity bills enacted this session (HB 7055 and HB 7057), but only HB 7057 applies to school districts. This bill creates a new public records section for cybersecurity information, including information in existence prior to the effective date of the law. It provides that the following types of information are confidential and exempt from public records disclosures:

1. Coverage limits and deductible or self-insurance amounts of insurance or other risk mitigation coverages acquired for the protection of information technology systems, operational technology systems, or data of an agency.
2. Information relating to critical infrastructure.
3. Cybersecurity incident information reported pursuant to s. 282.318 or s. 282.3185.²

² Please note that section 282.3185, Florida Statutes, is newly created by HB 7055 and applies only to counties and municipalities. Also, section 282.318 does not appear to apply to school districts either. It defines state agencies to include officials, commissions, and boards of the executive branch, and it explicitly does not include colleges and universities. It is silent as to school districts, but they do not fit into the definition of a “state agency” under Chapter 282.

4. Network schematics, hardware and software configurations, or encryption information or information that identifies detection, investigation, or response practices for suspected or confirmed cybersecurity incidents, including suspected or confirmed breaches, if the disclosure of such information would facilitate unauthorized access to or unauthorized modification, disclosure, or destruction of:
 - a. Data or information, whether physical or virtual; or
 - b. Information technology resources, which include an agency's existing or proposed information technology systems.

In addition, any portion of a meeting that would reveal any of this confidential information is exempt from the open meeting laws. However, it cannot be held completely off the record, like a collective bargaining executive session. Instead, it must be recorded and transcribed, even though the recording and transcription will remain confidential and exempt, unlike the transcripts from a litigation session in which the records become public after the conclusion of the litigation. However, while the records are confidential and exempt from a public records request, they must still be made available to "the Auditor General, the Cybercrime Office of the Department of Law Enforcement, the Florida Digital Service within the [Department of Management Services], and, for agencies under the jurisdiction of the Governor, the Chief Inspector General."

Who Is Responsible for or Affected by the Bill? All school districts are affected, but district IT professionals and those responsible for responding to public records requests will need to pay the most attention to this new law.

How Will the Bill Be Implemented? Most districts may have already considered this information as confidential and exempt under the current security exemptions in public records law, but this will provide a specific statutory reference for whomever is responsible for responding to public records requests should one be received that addresses these topics.

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with all of Chapter 119, Florida Statutes, so the new provisions declaring cybersecurity information confidential and exempt from public records requests will apply to charter schools too. Similarly, charter school governing board meetings at which cybersecurity issues are discussed may be closed to the public (but recorded and transcribed).

What Problems or Concerns May Arise as a Result of this New Bill? The main concern is that the two new laws, HB 7055 and HB 7057, were designed to go together, but only one appears to apply to school districts. Further, many of the required reports and training in HB 7055 are good practices that school districts should already be doing.

Creates: Section 119.0725

Amends: Sections 98.015, 282.318

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (Upon becoming law; July 1, 2022; October 1, 2022; and January 1, 2023)

Approved by Governor:

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. This section of the summary addresses HR, bargaining, transportation, and other operational issues.

First, the Legislature is moving just about all background screening to the Agency for Health Care Administration’s (AHCA) “Care Provider Background Screening Clearinghouse.” Currently, it is used for the background screening for the Department of Health, AHCA, the Department of Children and Families, and other state agencies. Beginning January 1, 2023, it will also apply to the Department of Education (DOE), each school district, Florida Virtual School, the Florida School for the Deaf and Blind, virtual instruction programs, charter schools, Hope operators, and private schools that accept state vouchers. New employees will be screened through the Clearinghouse, and current employees will be rescreened according to a set schedule:

1. Employees for whom the last screening was conducted on or before June 30, 2019, must be rescreened by June 30, 2024.
2. Employees for whom the last screening was conducted between July 1, 2019, and June 30, 2021, must be rescreened by June 30, 2025.
3. Employees for whom the last screening was conducted between July 1, 2021, and December 31, 2022, must be rescreened by June 30, 2026.

The bill also amends various sections of Chapter 1012 to reflect the January 1, 2023, changeover to the Clearinghouse. This includes sections 1012.315 (Screening Standards), 1012.32 (Qualifications of Personnel – removing references to filing fingerprints with the district and replacing it with the requirement to use the Clearinghouse), 1012.465 (Background Screening Requirements), 1012.467 (Noninstructional Contractors Background Screening Requirements), 1012.56 (Educator Certification Requirements). All of the changes to these statutes take effect January 1, 2023, but the bill also provides that the changes made to

sections 1012.32 and 1012.56 “must be implemented by January 1, 2024, or by a later date determined by [AHCA].” Thus, while the law will say on January 1, 2023, that districts must process employees through the Clearinghouse, AHCA may not be ready for this right away and has the authority to delay implementation until the system is ready for all the new participants.

There were also some changes to the laws prohibiting people who had criminal records sealed or expunged from withholding that information when applying for a job with a school district. Beginning July 1, 2022, these prohibitions will also apply to employees of contractors who have to undergo background screening and anyone who has to be screened under section 1012.467.

On the topic of collective bargaining, SB 2524 makes two changes that take effect immediately upon becoming law. First, the Legislature addressed the issue of awarding salary based on longevity. “Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.” That is a reference to the performance-pay salary schedule requirements, which include the requirement that highly effective teachers on the performance pay schedule must receive a salary adjustment “at least 25 percent greater than the highest annual salary adjustment available to an employee of the same classification though any other salary schedule adopted by the board” and effective teachers must receive an adjustment “equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.” In other words, districts cannot give salary adjustments to teachers on the grandfather schedule based on longevity without applying all of the salary rules spelled out in section 1012.22, Florida Statutes.

Second, the Legislature also sought to clarify language that is already in statute. Section 1012.34 currently provides, in part, “For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in public schools of the state, *the district school superintendent shall establish procedures for evaluating* the performance and duties of all instructional, administrative, and supervisory personnel employed by the school district” (emphasis added). However, a recent ruling from the Public Employees Relations Commission (PERC) held otherwise and declared the evaluation procedures to be a mandatory subject of bargaining. SB 2524 adds the following sentence immediately after the above, “The procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of s. 447.209 and are not subject to collective bargaining.”

Next, while it is already a crime to fail to report suspected abuse to DCF, SB 2524 added a crime to the section of law addressing sexual offenses against students by authority figures. Last year, the Legislature made several changes to the handling of complaints involving improper conduct of employees against students, including the requirement to report such complaints and complete investigations even if the employee resigns. This year, effective October 1, 2022, the Legislature made it a first degree misdemeanor to fail to report or willfully prevent another person from reporting sexual conduct, a romantic relationship, or lewd conduct by an employee against a student. It is also a crime to submit a false or inaccurate report or to threaten another person to alter his or her report or testimony about such a matter.

Finally, SB 2524 made some changes to the transportation statutes. Currently, districts can use regular motor vehicles to transport students in certain, limited circumstances, including between school sites for career education programs not offered at the student's school. Beginning July 1, 2022, the limitation on the transportation between school sites solely for career education programs that do not exist at the student's school was removed. Any need to transport a student between school sites can be accomplished without requiring a school bus. Also, the restrictions on what type of vehicle can be used were eased. Instead of just a passenger vehicle meeting federal guidelines and having a capacity of less than 10 students, the law will now provide only that it be a vehicle designed for less than 10 students. The citation to 49 CFR part 571 was removed. Moreover, the law will now allow districts to use a "multifunction school activity bus, as defined in 49 CFR s. 571.3, if it is designed to transport more than 10 persons." The federal regulations define a multifunction school activity bus (MFSAB) as "a school bus whose purposes do not include transporting students to and from home or school bus stops." These are buses with fewer lighting requirements and no stop signal arm.

Who Is Responsible for or Affected by the Bill? The change from districts conducting background checks to processing them through the AHCA Clearinghouse will require some time for district HR departments to process. One nice effect is that districts will no longer have to process fingerprints for charter school personnel, as they too will be using the Clearinghouse.

The chief negotiator for the school district and finance department personnel need to be aware of the restrictions on longevity adjustments. Similarly, Superintendents and their bargaining teams need to be aware of the potential creation of the need for impact bargaining after the exercising of management rights, like establishing evaluation procedures.

Transportation departments struggling to find enough drivers to meet the transportation needs of the district may benefit greatly from some of the eased restrictions on the use of non-school buses to transport students in certain situations. Smaller activity buses and other vehicles that may not require any special licensure may allow districts to not only save on costs but also provide more transportation opportunities to students than can be provided if restricted to standard school buses.

How Will the Bill Be Implemented? Districts will need to undergo a major overhaul of their hiring processes to make the change from district-conducted background checks to processing them through the Clearinghouse. In the long run, the ability to share this information among districts and other participating entities may make it easier to qualify new employees coming from other districts or state employers.

Also, districts will need to be sure to follow the various salary schedule restrictions, not to mention the restrictions on the Teacher Salary Increase Allocation, so as not to run afoul of the law during negotiations. In addition, when discussing the teacher evaluation process, superintendents will want to review with their team what is in place now and whether it is working well. While unions cannot insist that the development of the evaluation procedures be bargained, any changes to the system may have an impact on the salary, work hours, or other terms and conditions of employment, which would open the door to a union request for impact

bargaining. For example, if a new evaluation process were implemented that required teachers to submit a written lesson plan for every day of the month at the beginning of the month, that would have an impact on the teachers' work duties and schedules.

Finally, district transportation departments, athletic directors, and others within the district will want to review their current transportation processes to see if there are ways to meet student needs with some of the expanded options for private vehicles and MFSAB's.

Required Rulemaking? There are no provisions requiring districts to adopt rules, but districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must conduct the same background checks as district schools. They are also required to follow the same law as districts with respect to salary schedules, and the substantive requirements for performance evaluations established in section 1012.34 apply to charter schools as well.

What Problems or Concerns May Arise as a Result of this New Bill? It is somewhat concerning that the law will require districts on January 1, 2023, to use the AHCA Clearinghouse for all background screenings, but it also says that the deadline to implement this change is January 1, 2024, or a later date to be determined by AHCA. Hopefully, AHCA will communicate well during this transition so that districts can prepare for the change with ample notice.

Creates: N/A.

Amends: Sections 435.02, 435.12, 1006.22, 1012.22, 1012.315, 1012.32, 1012.34, 1012.467, 1012.56

Final Legislative Analysis

Exceptional Student Education

CS/HB 173 (Ch. 22-19) -- Care of Students with Epilepsy or Seizure Disorders

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill creates a process for students with epilepsy or other seizure disorders to receive medical help at school through an individualized seizure action plan (ISAP). An ISAP is “a document that outlines a set of procedural guidelines and specific directions for the provision of health care and emergency services by a school for a student who has epilepsy or seizure disorders.”

A legally-sufficient ISAP:

must be developed and signed by a medical professional, in consultation with the student's parent, and include the following:

1. Written orders from the student's medical professional outlining the student's epilepsy or seizure disorder recommended care.
2. The parent's signature.
3. The student's epilepsy or seizure disorder symptoms.
4. Any accommodations the student requires for school trips, after-school programs and activities, class parties, and any other school-related activities.
5. When and whom to call for medical assistance.
6. The student's ability to manage, and the student's level of understanding of, his or her epilepsy or seizure disorder.
7. How to maintain communication with the student, the student's parent, and the student's health care team, school nurse, and educational staff.
8. Any rescue medication prescribed by the student's medical professional and how and when to administer the medication.

Who Is Responsible for or Affected by the Bill? Parents can elect to submit a doctor-prescribed ISAP to the school, and it will remain in effect until revoked by the parent or until the parent submits a modified ISAP signed by a medical professional.

Once an ISAP is in place, the school nurse (or appropriate school employee) is responsible for coordinating the care for the student at school, including administering anti-seizure or rescue medications. The nurse (or appropriate employee) also must verify with each of the school personnel who has regular contact with the student that they have completed appropriate training for the care of students with epilepsy or other seizure disorders. All employees who have regular contact with the student are to be notified of the condition, informed of the ISAP's

provisions for what to do during a seizure, and provided the contact information of the parent and emergency contacts.

The Department of Education is required to identify one or more free training courses that include recognition of the symptoms and appropriate care during a seizure.

How Will the Bill Be Implemented? The process starts with the submission by a parent of a legally sufficient ISAP to the school principal, school nurse, and other appropriate school personnel. For schools that do not have a full-time school nurse, districts will need to identify the appropriate contact person at the school for parents to initiate the process. As soon as the Department of Education identifies appropriate training, it would be wise to require it of all school nurses, health aides, and administrators as soon as possible so that they are ready when parents start submitting their plans.

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? There could conceivably be plans submitted that are difficult to implement or simply not feasible in a school setting, but that hopefully will be a rare occurrence. There may also be some teachers and staff members who are uncomfortable with the idea of providing specified assistance to a child suffering a seizure, so it will be important to make sure that the plans are clear and easy to follow, and that staff is sufficiently trained.

Creates: Section 1006.0626, Florida Statutes

Final Legislative Analysis

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools
By: Representative Plascencia
Effective Date: July 1, 2022
Approved by Governor: March 25, 2022

What Does the Bill Do? This bill prohibits school personnel from using mechanical restraints on students with disabilities and limits the use of physical restraints. It then clarifies that physical restraints can still be used when all positive behavior interventions and supports

have been exhausted and when there is an imminent risk of serious injury. However, it does not apply to school resource officers, school safety officers, school guardians, or school safety guards operating under section 1006.12, Florida Statutes (the safe school officers statute). School personnel may use physical restraints when all other options have been exhausted and there is imminent risk of injury.

Who Is Responsible for or Affected by the Bill? There are very few times when a student is placed in handcuffs, zip ties, straitjackets, etc., by school personnel, and it only occurred in a handful of school districts in recent years. However, it does raise the question of what can be done with a student committed to harming himself or others until law enforcement arrives.

How Will the Bill Be Implemented? For most districts, no changes will be required because they already prohibited the use of mechanical restraints by school personnel. For those districts where this was not prohibited, they will need to update their training of staff to make it clear that mechanical restraints cannot be used.

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? As most districts have managed to do away with physical restraints already, this new law does not raise any new concerns beyond what already existed, such as what to do when an incident arises without warning or an opportunity to employ PBIS tactics.

Creates: N/A.

Amends: Section 1003.573, Florida Statutes

Final Legislative Analysis

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill expands the definition of “exceptional student” to include children with developmental delays identified from birth through nine years of age or completion of second grade (whichever occurs first), as opposed to the current limit of birth through five years of age. Moving the upper limit to age 9 aligns Florida’s definition with the maximum allowable age under federal law.

Who Is Responsible for or Affected by the Bill? Struggling students who may not have a specific diagnosis to qualify them for an IEP and need more time to catch up may benefit from getting a few more years of ESE services to address developmental delays.

How Will the Bill Be Implemented? District ESE departments will need to inform their ESE case managers and teachers of this expansion.

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules.

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? N/A.

Creates: N/A.

Amends: Sections 1003.01 and 1003.21, Florida Statutes

Final Legislative Analysis

CS/HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services

By: Representative Plasencia

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill adds Applied Behavior Analysis (ABA) behavior technicians to the list of private instructional personnel who can collaborate with school personnel and provide services to a student at school. The law currently allows professional, certified private behavior analysts; psychologists; speech-language pathologists; occupational therapists; physical therapists; and clinical social workers to collaborate with school personnel, observe a student in the educational setting, and also provide services in the educational setting. It will now add to the list registered behavior technicians who have a recognized paraprofessional certification and work under the supervision of an ABA professional (BCBA, psychologist, or clinical social worker). The technician also must be employed by an enrolled Medicaid provider.

Who Is Responsible for or Affected by the Bill? As this just adds a new category of person who can come observe and work in the schools, it will not require much in the way of changes. However, unlike a psychologist who may come to observe a student for a couple of hours and interact with the teacher once or twice, behavior technicians are often with the student as much as a regular one-on-one paraprofessional. Working out schedules and what this non-school board employee can and will do may present some challenges for the principal and any teachers who might have someone in their classroom every day.

How Will the Bill Be Implemented? Districts will need to inform principals of the new category of private personnel who can come to campus and interact with a student. Special attention may need to be given if the technician wants to spend extended time on campus, as this may cause some disruptions or concerns from other students and their parents.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Probably. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat. The section of law being amended is designed to enhance a district’s responsibilities under the Individuals with Disabilities Education Act (IDEA) and lead to collaboration between private and public personnel working with a student. The collaboration and coordination of services between school personnel and the private provider should be construed as “pertaining to the provision of services to students with disabilities.”

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, behavior technicians are not certified professionals, like a psychologist, with years of training

who will only be in the classroom intermittently. These are essentially paraprofessionals who may not have a lot of training and are not district employees under the direction of the principal or other district staff members.

As originally intended, this law was designed to allow a private professional to “observe a student in a public school setting or provide services in the educational setting *at a time* agreed upon by the private instructional personnel and the school.”³ Note the use of the singular “at a time.” Allowing a physical therapist to come observe a student for a couple hours or even provide services during lunch or recess a couple times a month is much different than having a private adult follow a student for several hours every day. In such cases where the student has an IEP, it may be difficult for the IEP team to properly assess the student and the school’s efforts to provide FAPE.

Creates: N/A.

Amends: Section 1003.572, Florida Statutes

Final Legislative Analysis

³ Senate Education Staff Analysis for SB 1108 dated March 15, 2013.
<https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName=2013s1108.pre.ed.DOCX&DocumentType=Analysis&BillNumber=1108&Session=2013>

School Choice

CS/HB 3 (Ch. 22-23) – Law Enforcement
By: Representatives Leek and Brannan
Effective Date: July 1, 2022
Approved by Governor: April 1, 2022

What Does the Bill Do? While this bill primarily focuses on law enforcement issues, including a significant raise for sheriffs, it does have a couple provisions related to public schools. First, it adds dependent children of law enforcement officers to the list of students eligible for a Family Empowerment Scholarship (FES).

Second, the bill encourages school districts to establish a couple new programs. Section 1003.4933, Florida Statutes, is created to encourage districts to establish a public safety telecommunication training program in at least one high school in the district, which may be done through a partnership with an existing training program operated by a law enforcement agency or college. The program would have to comply with the current standards for 911 public safety telecommunicator certification as set forth in section 401.465, Florida Statutes.

Then, section 1003.49966, Florida Statutes, is created to encourage districts to partner with a law enforcement agency to offer a law enforcement explorer program at middle and high schools. Any such program can be integrated into existing curriculum, offered as an after-school program, or offered as an elective.

Finally, there are increased benefits for law enforcement officers, which may increase the overall cost per officer for districts that enter into SRO/SRD agreements to provide safe school officers.

Who Is Responsible for or Affected by the Bill? Districts may see an increase in the number of FES scholarships beginning next year if there were many law enforcement officers not previously eligible for the program who may now take advantage of it.

Also, those districts that operate their own police departments will want to review this new law for any additional provisions that may apply to them as an employing agency of law enforcement officers.

How Will the Bill Be Implemented? There is nothing specifically required of districts in this new law. However, those districts wishing to start a public safety telecommunication training program, or a law enforcement explorer program, will need to take certain steps in establishing them.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools could develop and offer the recommended programs, but the bill specifically encourages only school districts to do so.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, the increased cost of employment for law enforcement officers may affect school district costs when contracting with law enforcement agencies for SRO/SRD services or even off-duty security costs.

Creates: Sections 1003.4933 and 1003.49966, Florida Statutes

Amends: Section 1002.394, Florida Statutes

Final Legislative Analysis

CS/HB 225 (Ch. 22-___) – Charter School Charters

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill establishes that a request to consolidate multiple charters must be approved or denied within 60 days. If it is denied, the denial must be in writing and provide the charter school governing board with the specific reasons for the denial within 10 days.

The bill also amends the statutory language concerning the nonrenewal or termination of a charter. It provides that the district (sponsor) must notify the charter school governing board in writing at least 90 days before the end of the school year of its intent to renew, nonrenew, or terminate the charter. If there is no notice at least 90 days before the end of the school year, the charter automatically renews under the same terms and conditions. This part of the new law is in response to one district recently deciding in May or June to nonrenew four charter schools.

Who Is Responsible for or Affected by the Bill? Superintendents and whoever oversees charter schools in the district for the superintendent will need to make a decision about the renewal of a charter or non-emergency termination of a charter more than 90 days before the end of the school year.

How Will the Bill Be Implemented? Once a decision to renew, nonrenew, or terminate a charter is made, it needs to be shared with the charter school governing board in writing at least 90 days prior to the end of the school year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? A lot of information is not received until late in the school year, so it may be difficult to determine in February or March whether a charter school should be renewed, but districts will need to rely on the previous four years.

The bigger concern seems to be with terminations. Information that could lead a district to determine that a charter should be terminated can come at any time, and it is not always something requiring an emergency termination. If districts have information in April, May, or June that leads them to conclude that a charter should be closed, they will either have to make it work as an emergency closure or wait until the new school year starts. Unfortunately, the latter will result in students starting out the school year at a school that should be closed and then may require the district to operate the school for the remainder of the year or find placements for numerous students in the middle of the term.

Creates: N/A.

Amends: Section 1002.33, Florida Statutes

Final Legislative Analysis

CS/CS/SB 758 (Ch. 22-___) – Education

By: Senator Diaz

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill enacts several changes to charter school governance and sponsorship by districts. It also allows state legislators to visit any public school in their legislative districts whenever they want, much like board members can visit district schools within the district.

The most noteworthy part of this bill is the creation of the Charter School Review Commission (Commission), which is created within the Department of Education (DOE) to review and approve charter school applications if a charter school wants its application reviewed by this Commission instead of the district that will ultimately sponsor the school. However, creation of the Commission was contingent upon funding within the General Appropriations Act (GAA), and it does not appear that the Commission was funded for 2022-23. Thus, these changes to the application process may not take effect until 2023-24 or later.

When it is ultimately formed, the Commission will have seven members selected by the State Board of Education (SBE) and confirmed by the Senate. The only requirement for the commission members is that they have “charter school experience,” which is not defined. The DOE will contract with a college or university to provide technical assistance to the Commission. In other words, the DOE will pay a university or college to provide the expertise needed to

review the application. If approved, the district will be notified that it has 30 days to enter into a charter agreement with a new school that it has to sponsor.

Fortunately, districts will be able to provide some input into the review process. Within three (3) days of submitting an application to the Commission, the applicant has to provide a copy to the district in which the charter would be located. The district then has 30 days to provide input to the Commission “on a form prescribed by the [DOE],” and the Commission must consider the district’s input. Hopefully, the form that the DOE creates will allow meaningful input on important topics, like whether the planned curriculum is sound, whether the school will appropriately account for ESE students, whether the school understands its obligations for English language learners, and whether there is a sound financial plan in place.

The bill provides that decisions of this new Commission can be appealed “in accordance with s. 1002.33(6)(c),” which gives an applicant the right to appeal a denial. Thus, there appears to be no provision for a district to appeal the approval of an application the district believes to be insufficient.

Next, the bill adds a statement of intent regarding charter schools. “It is the intent of the Legislature that charter school students be considered as important as all other students in this state and, to that end, comparable funding levels from existing and future sources should be maintained for charter school students.”

With respect to district oversight of charter schools, this bill amends the language that allowed districts to impose additional reporting requirements as long as they provided “reasonable and specific justification in writing” for doing so. Now, districts will only be able to impose additional reporting requirements when a charter school has “been identified as having a deteriorating financial condition or financial emergency pursuant to s. 1002.345.”

In addition, the law now provides that charter schools must be renewed for a 15-year term if it gets a school grade of A or B in its “most recently graded school year” and is not in a state of financial emergency. If the school is going to be renewed but did not receive an A or B, it must receive at least a 5-year renewal term.

Moreover, the only grounds for terminating or nonrenewing a charter were reduced. Under the current law, charters can be terminated or nonrenewed for failure to participate in the accountability system, failure to meet generally accepted standards of fiscal management, a material violation of law, or “other good cause shown.” Under this new law, “other good cause shown” has been removed, and the fiscal basis must be “due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345.” That statute provides that a district sponsor cannot decide to terminate or nonrenew a charter for failure to correct financial deficiencies without giving the charter a full year to correct them (or if it falls into a financial emergency for two (2) consecutive years).

The bill also addresses charter school facilities and impact fees. If a school district has entered into an interlocal agreement for the development of district schools, “including provisions relating to the extension of infrastructure,” a charter school can make use of the same agreement. No local comprehensive plan or other land use regulation can impose different

requirements on a charter school than it would a district school being built in the same location.

With respect to impact fees, the law will now provide that charter schools created to mitigate the educational impact created by new residential dwellings must receive a proportionate share of costs per student station of any impact fees collected in connection with the new residential units. It is already required by law that charter facilities built for this purpose must meet the State Requirements for Educational Facilities (SREF) standards and be owned by a public or non-profit entity. However, another new addition to the law is that an entity that contributes toward the construction of such a charter facility must receive credit on any impact fees imposed on it.

The bill also prohibits districts from withholding any administrative fee for funds designated for teacher compensation. Further, if a charter school has submitted a salary distribution plan under the Teacher Salary Increase Allocation (TSIA) before the district has received its allocation from the state “due to its failure to submit an approved district salary distribution plan,” the district “must still provide each charter school within its district its proportionate share of the allocation.”

Next, the bill creates section 1004.88, Florida Statutes, to establish the Florida Institute for Charter School Innovation at Miami Dade College. The goal is to improve charter school authorizing practices. The College will analyze applications, identify best practices, provide training and assistance to sponsors, conduct research on charter school policy and practices, and more. It will also collaborate with the DOE in developing a sponsor evaluation framework. However, like the new Commission discussed above, it does not appear that the GAA included funding for this in the 2022-23 budget.

Finally, the bill directs the Office of Program Policy Analysis and Government Accountability (OPPAGA) to look at the current practices for distributing capital outlay and federal funds to charter schools, including Title I, II, III, and IV funds, as well as exceptional student education funding under the Individuals with Disabilities Education Act. OPPAGA will then recommend any changes “to provide an equitable allocation of capital outlay funds and specified federal funds to all public schools.” The final report is due by January 1, 2023.

Who Is Responsible for or Affected by the Bill? With the establishment of the Charter School Review Commission, responsibility for sponsoring charter schools will still remain with school districts, but the opportunity to establish a working relationship first through the application process will be lost. This may affect curriculum, ESE, ESOL, and finance departments in particular.

The people who may be most affected by this new law are charter school students. With districts having their ability to require additional reports restricted until after a critical problem has arisen and not being able to close charter schools in a timely fashion or for “other good cause,” charter school students in a school on the verge of collapse may suffer due to the

inability of a district to act before a problem becomes critical or until an arbitrary date on the calendar passes.

District finance offices may need to spend more time reviewing charter school information, as they will be limited in their ability to request additional reports or information unless the charter school's financial situation has become critical. Quickly identifying and acting on this information will be essential, because it does not appear that districts will have the ability to require charter schools to work with districts to prevent emergency financial situations from happening in the first place.

How Will the Bill Be Implemented? Currently, there is not much to implement. District staff will need to review their current reporting requirements for charter schools to ensure compliance with the new provisions, and the process for charter school renewals should be reviewed and updated.

Once it has been funded, the SBE will adopt rules for the Commission and its application process. This should include the form that will be created for district input. Where districts currently have up to 90 days to review and vote on a charter school application, this new process will allow districts only 30 days to review an application and submit input to the Commission. Districts will need to be prepared for this once the Commission is in operation and the SBE has adopted its rules and forms.

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission.

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year's GAA. The college's responsibilities are contingent upon receipt of funding in the GAA.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? Under this proposal, school districts will be even more limited in their ability to have input into the charter school process while still being responsible to sponsor and supervise schools that can be approved by people with no local knowledge of the district and under a "contract" for which no negotiations, for all practical purposes, are allowed. Hopefully, districts will be able to provide detailed, meaningful input to the Commission when a prospective charter school elects to have its application reviewed by the Commission rather than the local sponsoring district. There are too many charter applications submitted in this state that include illegal provisions (e.g., students who enroll in the school must speak English fluently), inadequate curriculum plans, or unrealistic financial plans to leave the approval process to appointees with no expertise in curriculum planning, school management, or school law.

The issue of capital funds for infrastructure needs remains a recurring issue. School districts have limited capital funding to maintain facilities built and maintained with local tax dollars over the last 50+ years, and districts must annually determine where to allocate those dollars to meet critical needs. If a proportionate share of those funds are distributed to charter schools based solely on their enrollment, critical infrastructure needs for public facilities may go unmet so that a charter school can get help making rent payments on a privately-owned facility.

Creates: Section 1002.3301, 1004.88

Amends: Sections 1001.4205, 1002.33, 1011.62

Final Legislative Analysis

SB 2524 (Ch. 22- ___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (all provisions discussed in this section take effect July 1, 2022, unless noted otherwise)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the legislative review addresses provisions affecting school choice, including controlled open enrollment, charter schools, virtual schools, vouchers, and reading scholarships.

First, some major changes were made to controlled open enrollment in this conforming bill. Currently, districts are required to make school capacity determinations every year. Beginning July 1, 2022, districts and charter schools are required to make capacity determinations by grade level, not just for the school, and then update those determinations every 12 weeks. In addition, school board rules for controlled open enrollment will now need to include information about transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.
2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.
3. Any other transportation options available in the community.

The school board's rule or policy must also require the district to maintain a waitlist of students who are unable to enter a school due to capacity issues. If a space becomes available at a school, the parents on the waitlist must be notified. Finally, this process must remain open all year. Board policy must "require schools to accept students throughout the school year as capacity becomes available." Because the capacity determinations will now be made by grade level, this could mean accepting a student because of low enrollment in a particular grade even if the school itself is over capacity.

Next, the primary charter school statute, section 1002.33, Florida Statutes, was amended to insert multiple references to virtual charter schools. Virtual charter schools must include in their application a description of the students from other school districts they intend to serve. Also, just as the Department of Education (DOE) must make information available on its website about how to form, open, and operate a charter school, the DOE must also include the same information for virtual charter schools, including the development of a standard virtual charter school contract.

There were also some minor amendments to the Family Empowerment Scholarships (FES) this year. Currently, there is a transportation scholarship of up to \$750 available to students who are eligible for FES based on income or foster placement but attend a different public school in the district than assigned (or a lab school) and do not receive transportation from the district. Going forward, the scholarship amount will be \$750 or “an amount equal to the school district expenditure per student riding a school bus, as determined by the [DOE], whichever is greater.” The cap for FES eligibility based on disability will be raised from 20,000 students this year to 26,500 for 2022-23. Then, beginning in 2023-24, the cap will be raised by one percent of the state’s total ESE FTE enrollment, not including gifted students.

Next, there were some changes to speed up the distribution of funds under the various scholarship/voucher programs. Currently, the law provides that the DOE will distribute funds after it cross-checks the list of scholarship students against district enrollment lists to avoid duplication. Going forward, the distribution will not have to wait for the DOE cross-check to be completed. Instead, the DOE will now adjust payments to the scholarship funding organizations and, with each FEFP recalculation, “adjust the amount of state funds allocated to school districts through the [FEFP] based upon the results of the cross-check.”

Furthering the effort to try to eliminate transportation barriers, the Florida Tax Credit Scholarship Program (FTC) was amended to allow the scholarship administrators to set aside administrative expenses for “developing or contracting with rideshare programs or facilitating carpool strategies for recipients of a transportation scholarship.”

The Legislature also expanded eligibility for Reading Scholarship Accounts, which will now be called New Worlds Reading Scholarship Accounts as part of the expansion of the New Worlds brand. Instead of just students in grades 3-5 being eligible, these scholarships will now be available to any student in grades K-5 who demonstrates a reading deficiency. Districts will still have the responsibility to notify parents of any student with a reading deficiency about the scholarship by September 30 of each year. In addition, they “may not prohibit instructional personnel from providing services pursuant to this section on the instructional personnel’s school campus outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.” Thus, no district may prohibit its teachers from tutoring students on campus outside the normal work day, but the district’s requirements for use of facilities agreements can still apply.

Finally, there are numerous changes to virtual school operations and funding in SB 2524. Under the new controlled open enrollment law, each virtual charter school, and each district with a contract with an approved virtual provider, will determine its capacity under section

1002.45(1)(e)4., Florida Statutes. That subparagraph has been renumbered (currently 1002.45(1)(e)3.) and amended. It provides that school districts shall limit the enrollment of full-time equivalent virtual students from outside the school district to no more than 50% of the total number of enrolled full-time equivalent virtual students residing within the district for any virtual instruction contracts entered after June 30, 2021. For contracts in place prior to that date, districts may not enroll more virtual students than the total number of students residing within the district.

In addition, virtual programs will be required to undergo an annual financial audit conducted by an independent auditor who is a CPA. The audit report must include a written statement from the provider about any noted deficiencies and must be submitted to DOE within 9 months of the end of the fiscal year. Next, contracts with DOE-approved virtual instruction providers will need to include new reporting requirements, including monthly financial statements and student achievement data. Virtual providers will need to provide “the current incoming baseline standard of student academic achievement, the outcomes to be achieved, the method of measurement that will be used, and a detailed description of” how these measures will be implemented. Then, there must be an annual accountability report with student demographic information and achievement data. Districts are required to facilitate compliance with these new reporting requirements for virtual providers.

With respect to funding, all virtual programs offered by school districts, whether through an FLVS franchise, the district’s own virtual school, a DOE-approved virtual instruction program, or a virtual charter school, are subject to various provisions of section 1011.61, such as a full-time equivalent virtual school student being six full-credit course completions with each completed credit being 1/6 FTE. Districts may report course completions after the end of the regular school year as long as it is reported “no later than the deadline for amending the final full-time equivalent student membership report for that year.” Virtual students will be funded through the FEFP. The calculation to determine the amount for any virtual instruction program student will be the sum of the base FEFP and all categorical programs except for Supplemental Academic Instruction, Sparsity, Safe Schools, Transportation, Class-size Reduction, and the Florida Teachers Classroom Supply Assistance Program. In essence, all virtual school funding will be the same as it is for students enrolled in the Florida Virtual School, and only state FEFP funds may be used for students attending a school district’s virtual school from another district.

For assessment and accountability purposes, each virtual instruction program is to receive a school grade or improvement rating. If it receives a school improvement rating, the rating will be based on all of the students the provider serves statewide. For school grades, the provider will receive a district grade for all of its students and individual school grades for each school district with which it contracts based only on the students from that district.

Who Is Responsible for or Affected by the Bill? One of the major, substantive changes in this section concerns controlled open enrollment, which will need to become a year-round process with updates at least every 12 weeks and the potential for school changes any time of the year. Whereas most district have an enrollment period in the spring and cut off the process either before the start of school or soon after the 10-day count is completed, this will now become an ongoing endeavor. Districts will now need to determine school capacity and

projected enrollment by grade level, not just by school, and they will need to regularly review this information during the school year to make updates every 12 weeks.

District transportation departments will also need to become aware of other transportation options within the district available to students, which then needs to be included in the district's controlled open enrollment policies and made available to parents.

With respect to virtual schools, there is a lot of alignment and streamlining to make sure that all virtual school students are treated the same. District finance officers will need to review these provisions carefully.

How Will the Bill Be Implemented? Most districts determine that there is capacity for controlled open enrollment at a school if there are fewer than 90% of available seats currently occupied. Parents apply in the spring, decisions are made based on expected enrollment, and many districts maintain waitlists for each school up until the start of the school year. Changes after school gets started are generally discouraged, as it can be disruptive to the student's learning and may lead to a need for staffing changes at the affected schools. However, the law will no longer allow for these considerations, and districts will be required to create waitlists by grade level, not school level.

It may be helpful to create an example school. Under the current law, if an elementary school is designed to hold 600 students, students from other attendance zones can choose to attend there if it is expected to have less than 540 students next year. Under the new law, districts will need to employ a grade-level determination, which should also require consideration of class-size restrictions. That same 600-student school may now have a capacity of 90 students for grades K-2 (5 classes of 18), 108 students for grade 3 (6 classes of 18), and 110 students for grades 4 and 5 (5 classes of 22), which totals 598 students.

Continuing with the example, within each grade, 90% enrollment would be 81 students in K-2, 97 students in the expanded 3rd grade, and 99 students in grades 4 and 5. If the enrollment within a grade level has dropped below those numbers when the district updates its numbers every 12 weeks, the district will need to go to the waitlist for that grade and offer a seat to the next student on the waitlist. This is true even if the school itself is already over the 600 students it is designed to hold.

In terms of operationalizing this, districts may want to keep their current process in place for controlled open enrollment applications for the next school year but then change how they move forward during the year. This may result in an initial grade-level determination by school around March 1, which would then remain in place through the end of the school year. Then, after initial acceptances have been made, everything would be updated around June 1 for waitlist processing. The district could then close things down to prepare for the opening of school and then revisit after the 10-day count for another 12-week update (around September 1). Next, update the list around Thanksgiving followed by a final update in early to mid-February before switching gears to the next school year. Whatever decisions are made locally, all of this information will need to be maintained on the district website, which will require regular updating.

For those districts that offer virtual programs through an approved provider, the ability to seek funding for course completions beyond the 180-day calendar needs attention. The district will have until the final edits to Survey 5 are submitted to claim funding. Also, any district that contracts with an entity other than FLVS for its local virtual school option will need to look at all the new reporting requirements for DOE-approved virtual providers. Finally, enrollment numbers will need to be monitored closely if the district has or starts seeing a lot of out-of-district students enrolling in a virtual program within the district.

Required Rulemaking? Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to make capacity determinations every 12 weeks by grade level, just like school districts. Also, many of the changes directly affect virtual charter schools.

What Problems or Concerns May Arise as a Result of this New Bill? The controlled open enrollment law has always been something of a problem with the class-size restrictions even though the law does say that controlled open enrollment decisions are subject to the maximum class size pursuant to law and the Florida Constitution. Most schools were not built with the 18, 22, and 25-student limits in mind, so some schools may appear to have room for additional students but would run into class-size or teacher allocation issues if they accepted additional students. Requiring districts to make decisions based on grade level analyses may make it easier to avoid class-size issues, but it is no simple task to maintain grade-level waitlists for every school in the district. In the example above of a school designed to hold 600 students, a school may have created a combination class to address current enrollment numbers, which will further complicate the new, year-round process. More importantly, these changes may result in students switching schools late in the year, which can be disruptive for them and for the class the student joins.

With the transportation provisions, how does a district determine or know what other transportation options are available? What if a district fails to list one it does not know about? Furthermore, how will DOE determine the average cost of ridership in the district? Fortunately, it is not clear that any of these scholarships were awarded during the 2021-22 school year, but the Legislature is determined to make sure that transportation issues do not get in the way of parents choosing to send their kids to any school they want, no matter the distance.

Creates: N/A.

Amends: Sections 1002.31, 1002.33, 1002.394, 1002.395, 1002.40, 1002.411, 1002.421, 1002.45, 1002.455, 1003.498,

Final Legislative Analysis

School Safety, Health, and Mental Health

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? Generally, this bill makes it easier for people to access and pharmacists to dispense naloxone, which is used to counter the effects of an opioid overdose. With respect to school districts, this bill allows public schools to “purchase a supply of the opioid antagonist naloxone from a wholesale distributor . . . or . . . enter into an arrangement with a wholesale distributor or manufacturer . . . for naloxone at fair-market, free, or reduced prices for use in the event that student has an opioid overdose.”

If a school does purchase naloxone, it must keep it in a secure location on the school’s premises, and any school district employee who administers naloxone to a student is immune from civil liability as long as they had a good faith belief that the student was suffering an opioid overdose.

Who Is Responsible for or Affected by the Bill? This may be a decision of the school health advisory committee. If there is a decision to purchase a supply of naloxone, the school nurse or another person at the school will be responsible for maintaining it in a secure location.

How Will the Bill Be Implemented? If the decision is made to obtain a supply of naloxone on school campuses, the drug should be stored securely like other drugs are stored on campus. Hopefully, districts will be able to partner with their local Department of Health to find a way to obtain the naloxone for free or at greatly reduced prices.

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

Does the Bill Apply to Charter Schools? Probably. The bill refers to “public schools” being able to buy naloxone, and charter schools are public schools. However, the civil liability language only refers to school district employees. The civil liability language is probably redundant to other provisions of law granting immunity to people who administer naloxone in good faith, but it may give pause to charter schools when the language specifically refers only to district employees.

What Problems or Concerns May Arise as a Result of this New Bill? The bill does not mandate that schools purchase a supply of naloxone, and there is no funding provided to cover

the costs. However, given the epidemic of opioid overdoses in the country, and this new statutory allowance to purchase a supply, questions may arise for any school that chooses not to keep this potentially life-saving drug on hand. On the other hand, if a school does have it on hand, questions may arise about who has been trained to use it or why it was not used in a given situation despite it being kept on campus – similar to recent issues and lawsuits related to defibrillators on campus.

Creates: N/A

Amends: Sections 381.887, 381.981, 395.1041, and 1002.20, Florida Statutes

Final Legislative Analysis

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

What Does the Bill Do? The bill requires districts to designate a mental health coordinator for the district, similar to the school safety specialist. This person will be “the district’s primary point of contact regarding the district’s coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.” As with the school safety specialist, the mental health coordinator will coordinate with the Office of Safe Schools. He or she will also maintain student mental health records and reports as they relate both to school safety and use of the Mental Health Allocation provided as a categorical to each district. The school safety specialist and mental health coordinator must work together on staffing and training threat assessment teams, as well as referrals to mental health services. Similarly, they must coordinate on staff training and resources available to students and districts for youth mental health and awareness. Finally, the mental health coordinator must annually review the district’s policies and procedures for compliance with state law and alignment with best practices. If changes are needed, the coordinator will make such recommendations to the superintendent and school board.

In addition, the law establishing the Mental Health Allocation was amended to add requirements for district mental health plans. Districts must have policies and procedures, including in their contracts with service providers, that require that:

1. Students referred to school- or community-based mental health services for “screening for the identification of mental health concerns” will be assessed within 15 days of the referral. School-based services must be initiated within 15 days, and then support from community-based providers must start within 30 days of the referral.
2. Parents of students receiving mental health services under the allocation must be “provided information about other behavioral health services available through the student’s school or local community-based health service providers.” This can be done

- by giving parents information about and Internet addresses for Internet directories or guides for local behavioral health services.
3. Other people living within the household of a student receiving mental health services must receive information about “behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals’ behavioral health would contribute to the improved well-being of the student.”

The first provision is not new, but the other two are.

Who Is Responsible for or Affected by the Bill? First, districts will need to designate someone to be the mental health coordinator for the district. This person will then work with the school safety specialist and the Office of Safe Schools to help coordinate district compliance with mental health and school safety laws.

Second, the district’s student services department will need to determine what other school-based and community-based behavioral health services are available locally. They probably also need to look for community-based programs that assist family and household members in their interactions with people with mental or behavioral health disorders.

How Will the Bill Be Implemented? The only real implementation needs are selecting a mental health coordinator and making sure that the district has information about other, local mental and behavioral health services to share with parents and other household members.

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

Does the Bill Apply to Charter Schools? Yes. The bill specifically adds language to the charter school statute providing that charter schools must report the number of involuntary examinations it had during the year, and charter schools are not exempt from statutes addressing the health, safety, and welfare of students.

What Problems or Concerns May Arise as a Result of this New Bill? Larger districts probably already have someone filling the role of the newly required mental health coordinator. For smaller districts, it may be more difficult to find someone qualified to perform this role without taking that person away from direct student services.

For those districts where there are available resources online about local mental and behavioral health services, compliance with the requirement that information be provided to parents will not be difficult. However, if no such resource exists, it is not clear how districts can determine what other resources are available within the community and how they can be contacted.

Finally, even for districts with a good awareness of the locally available mental and behavioral health services, it is not clear what the provision about providing information to household members means. It seems to suggest that districts need to advise household members of services that they themselves could obtain that would make the student's situation better. If so, it is difficult to imagine how districts can know about internal, household dynamics and what a sibling or grandparent might need to do so that the student's situation improves.

Creates: N/A.

Amends: Sections 394.463, 1002.33, 1006.07, 1011.62

Final Legislative Analysis

CS/CS/CS/HB 1421 (Ch. 22-___) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill implements most of the remaining Marjory Stoneman Douglas Commission recommendations, and it also makes some changes to the Commission itself. Instead of focusing on what happened at Marjory Stoneman Douglas High School in 2018, it will now be tasked with monitoring the implementation of school safety legislation. This will include:

1. evaluating the Office of Safe Schools,
2. reviewing Auditor General findings about school safety policies and procedures,
3. reviewing school hardening grant expenditures,
4. evaluating the utilization of centralized data by schools and its effectiveness in conducting threat assessments,
5. assessing local efforts to improve regional emergency communication systems,
6. investigating and evaluating any response failures by local law enforcement agencies and school resource officers, and
7. investigating any failures in interactions with perpetrators before an incident occurred.

The Commission was originally slated to end on July 1, 2023, but that has now been extended to July 1, 2026.

Locally, each district will be required to work with local government and law enforcement agencies to develop a family reunification plan "to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or

manmade disaster.” This family reunification plan must be evaluated annually and then updated, as necessary. Additionally, the Office of Safe Schools has been tasked with creating a model family reunification plan. This model plan is to be developed in coordination with the Division of Emergency Management, law enforcement agencies, and first responders.

Also, the bill enacts changes to active assailant drills at schools. The current law provides that schools shall hold active assailant drills “at least as often as other emergency drills.” The law now says that schools will conduct active assailant drills pursuant to State Board of Education (SBE) rules. It further requires that law enforcement officers who are responsible for responding to a school in the event of an active assailant emergency must be physically present on campus and involved with the drills. Thus, districts must notify law enforcement at least 24 hours in advance before conducting such a drill. By August 1, 2023, the SBE must adopt rules defining the terms “emergency drill,” “active threat,” and “after-action report,” as well as “establish minimum emergency drill policies and procedures related to the timing, frequency, participation, training, notification, accommodations, and responses to threat situations by incident type, school level, school type, and student and school characteristics.” No type of emergency drill can be conducted less than once per school year.

For threat assessment teams, the law now provides that “[a]ll members of the threat assessment team must be involved in the threat assessment process and final decisionmaking.”

Finally, there are new training requirements for safe school officers, though they differ depending on whether the officer is a sworn law enforcement officer. There is also a requirement that districts certify by July 1, 2023, and every July 1st thereafter, that at least 80% of school personnel have received the training required by section 1012.584, Florida Statutes, which requires continuing education and inservice training for youth mental health awareness and assistance.

Who Is Responsible for or Affected by the Bill? For the districts, the primary responsibility will be to develop family reunification plans for the schools, adjusting their active assailant and other emergency drills as needed following the adoption of new rules by the SBE, ensuring that all threat assessment team members take part in the process and any final decisions made as a team, and ensuring that its employees are undergoing all required safe school and mental health training. It may be wise to designate backup threat assessment team members to fill roles when a current member may not be available to participate in the process.

Districts with their own police departments will need to make sure that their officers receive the required training for certified law enforcement officers, and those districts with guardians or school security guards will need to develop training to provide them with the “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

How Will the Bill Be Implemented? Districts will need to reach out to local government and law enforcement agencies to adopt reunification plans. It will be necessary to strike a balance between not publicizing confidential safety and security plans and making sure that families are aware of the reunification process following an incident. Districts will also want to verify with any local law enforcement agencies that supply school resource officers or deputies

that their assigned personnel have undergone the required training. They will also want to work with these agencies to plan and prepare for active assailant drills so that the appropriate law enforcement officers can participate as required.

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification.

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer’s knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with statutes addressing student health, safety, and welfare, and they are specifically required to comply with parts of section 1006.07 and all of section 1006.12, Florida Statutes.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, there may be times when a threat assessment team member is not available, but the nature of the threat or issue does not allow for the team to wait until that member can participate. Thus, it may be necessary to designate backup members to serve different roles when a current member is unavailable.

As with all safety and security issues, there is also the problem of trying to protect sensitive safety and security plans and information from getting into the wrong hands and being used against students and staff while also remaining transparent and making sure that parents and other family members know what to do or how to respond in an emergency. In reality, most confidential plans for things like where students gather or where they can be picked up by parents are revealed after the first bomb threat or emergency storm closure.

Creates: N/A.

Amends: Sections 943.082, 943.687, 1001.11, 1001.212, 1006.07, 1006.12, 1006.1493, 1012.584, Florida Statutes.

Final Legislative Analysis

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

What Does the Bill Do? No bill received more attention this year than HB 1557 in its various forms as it made its way through the process. It seems to have arisen out of a concern that schools were working with LGBTQ students on various issues without the knowledge or participation of parents.

The bill amends the section of law setting forth the powers and duties of district school boards (sec. 1001.42, Fla. Stat.). Under the student welfare subsection, it adds a paragraph to address the services and monitoring of a student’s mental, emotional, or physical health and well-being at school. First, it requires school boards to adopt procedures for notifying parents if there is a change in services or monitoring related to their child’s “mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” It also reinforces that parents may not be prohibited from being able to access their child’s education and health records held by the school.

Next, the bill prohibits districts from adopting procedures or forms “that prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information.” (emphasis added). School personnel “may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being.” However, the procedures can allow personnel to withhold information from a parent “if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01.”

Then, the language that received the most attention addresses classroom instruction. It says, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”

The bill does not define “classroom instruction,” nor does it provide guidance for determining what is age or developmentally appropriate in grades 4-12.

With respect to district training of student services personnel, districts “must adhere to student services guidelines, standards, and frameworks established by the Department of Education” (DOE).

Next, the bill addresses healthcare and mental health services offered at schools. It requires districts to notify parents at the beginning of each school year about what healthcare services are offered and give parents the option “to withhold consent or decline any specific service.” While this could be read as creating an opt-out process (e.g., vision screening will be done unless the parent opts out), it seems clear that the intent is to require parents to opt-in to each individual service, as opposed to a blanket permission to conduct any and all screenings. Also, a school may not administer “a student well-being questionnaire or health screening form to a student in grades K-3 without first providing it to the parent and obtaining permission from the parent.”

Finally, the bill sets up an enforcement mechanism. It requires districts to adopt procedures for parents to notify the principal about concerns the parent has under this new law. The principal will then have seven (7) days to resolve those concerns. If they have not been resolved within 30 days, the district must either resolve them or give the parent “a statement of the reasons for not resolving the concern.”

From there, if the parent is not satisfied that the concern has been resolved, the parent can ask the DOE to appoint a special magistrate to hear the case and make a recommended ruling to the State Board of Education (SBE). The costs of the special magistrate and hearing are the responsibility of the school district. Alternatively, the parent can choose to seek a declaratory judgment and seek injunctive relief in court. If the parent is successful, the court can award attorney’s fees and costs to the parent, but not vice versa.

Who Is Responsible for or Affected by the Bill? Obviously, this law may affect LGBTQ students who are seeking help in trying to navigate difficult issues. This bill may also affect all school personnel, from school counselors working with students struggling with issues, to teachers having complaints made against them if LGBTQ issues somehow come up in class, to principals receiving parent complaints, and to school nurses and other personnel trying to address students who might be having vision or hearing problems but have not been permitted to be screened.

By June 30, 2023, the DOE is responsible for reviewing and updating “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

For parent complaints, the district will need to establish the process, but it will fall on principals or their designees to address the individual complaints within seven (7) days.

How Will the Bill Be Implemented?

It currently is not clear how much this bill will eventually affect students and school districts, because it is unknown how many lawsuits may be filed that will lead to new case law or an overall chilling effect on student services within the schools.

Initially, districts will need to look at and update, as necessary, their policies on both physical and mental health practices within the district. Useful tools like vision and hearing screening will now be available only to those students whose parents sign a consent form. Districts should attempt to document clearly when consent is sought but not given for certain screenings, as the failure to identify and address issues like vision or hearing loss may lead to an ESE child find complaint down the road when the student struggles as a result of these problems. Ultimately, a parent's refusal to give consent or otherwise address observed problems that clearly are having an effect on the child's well-being, whether they are physical or emotional, may require district personnel to contact the Department of Children and Families for possible neglect.

With respect to navigating LGBTQ issues in the school, it appears that all districts should employ the common practice of making sure that the first question asked of a student who approaches a school employee is "Have you talked about this with your parents?" After all, the best results are often seen when everyone (student, parents, friends, and school personnel) is on the same page and participating. The student's answer will then guide the rest of the discussion. If the student's response is that he or she has reason to believe that it will lead to abuse, neglect, or abandonment, then the school may look to serve the student without the parents' involvement, while documenting the decision as required by law (see SB 2524 discussion below). If the student's answer does not give rise to that concern, then the response will need to be that the student should talk this over with the parents and then arrange to have everyone meet to address any needs of the student in the school setting.

Required Rulemaking?

Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

1) School boards must "adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student." These procedures "must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent." Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student's mental, emotion, or physical well-being or encourage a student to withhold such information.

2) "Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student's school and the

process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

Does the Bill Apply to Charter Schools? Probably not. While charter schools are required to comply with statutory provisions addressing the health, safety, and welfare of students, this bill specifically added language to the section of law addressing the powers and duties of school boards. It is difficult to argue that charter schools are required to comply with a law specifically directed at school boards absent specific language saying otherwise. Section 1002.33(16), Florida Statutes, does say that duties assigned to a district school board apply to charter school governing boards for employee salary and evaluation statutes, so the maxim *expressio unius est exclusio alterius* (i.e., the expression of one means the exclusion of others) would appear to apply.

What Problems or Concerns May Arise as a Result of this New Bill? There are numerous potential issues raised with this bill. Some are simple and not unique to this particular topic, like the references to notifying “a” or “the” parent in the singular. What happens or what do districts do when the parents do not agree, as is often the case with shared custody and parental responsibilities?

The more complicated issue is what this means for teachers, counselors, and others who interact with students from all backgrounds every day. How does a counselor or teacher know whether a discussion will “have the effect of encouraging a student to withhold from a parent such information”? Where is the line between a classroom discussion sparked by a question from a student and “classroom instruction”? What happens when the district does not have a policy encouraging staff to withhold information, but an employee does so? Is this a violation of statute? If a parent complains and the principal resolves the issue by requiring the employee to undergo training about the law and the district’s policies under it, is the issue resolved, or can the parent still sue the district with a challenge to its procedures or practices?

With respect to age-appropriate classroom discussion, who determines whether a 7th grade Civics class can have a discussion about civil rights and the issue of transgender athlete participation, for example?

Can a teacher agree to call a student by a preferred nickname without inquiring as to why the student wants to use that nickname? Robert asking to be called Bobby or Rebecca asking to be called Becca may be one thing, but what about Patrick or Patricia asking to be called Pat? Does a teacher need to fear being accused of doing something without the parent’s knowledge or consent in such cases?

Unfortunately, the full impact of this bill may not be known for years, depending on the number of parents filing complaints about their “concerns” and whether those concerns were resolved to their satisfaction.

Creates: N/A.

Amends: Section 1001.42, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (relevant provision for this section takes effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. For this part of the legislative review, there is only one section of note. The bill amends the powers and duties of Superintendents to connect them directly with the provisions of HB 1557. Section 1001.51(12)(a) already requires Superintendents to require that all employees keep accurate records and complete all required reports on time. The bill will now add, “Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent’s minor child. Any such determination must be based solely on the child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined.”

Who Is Responsible for or Affected by the Bill? Although the new language was added to the powers and duties of Superintendents, the real responsibility here will fall on principals and school personnel who work with students. Superintendents will need to advise their principals that a decision to withhold information from a parent, presumably under HB 1557 and a

determination that informing the parent is likely to lead to abuse, neglect, or abandonment, must be documented and that the decision must be reaffirmed annually.

How Will the Bill Be Implemented? School personnel who, after meeting with a student dealing with LGBTQ or other issues that may lead to some services for the mental, physical, or emotional health of the student at the school, determine that a reasonable person would believe that disclosure to the parent will result in abuse, neglect, or abandonment will need to seek approval of the decision from the principal or designee, who will then document it and reassess it annually thereafter.

It will be important to distinguish between discussions and actions. This new law says that schools must document the decision to withhold information from a parent about the provision of services. If the conversations with the student do not lead to any changes in services, there is no obligation to document it.

Required Rulemaking? None.

Required Reports? The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Required Training? None.

Does the Bill Apply to Charter Schools? No. For the same reason HB 1557 does not appear to apply to charter schools, this one does not appear to apply either. The new requirement was added to the powers and duties of a Superintendent, from which charter schools are exempt.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern here is whether this required record, which clearly relates to a student, would be considered an education record of the student and something the school would have to provide access to if requested. If that were the case, it would defeat the entire purpose of the exception created in HB 1557 to allow school personnel to withhold information if a reasonably prudent person would believe that disclosure would lead to abuse, abandonment, or neglect.

Creates: N/A

Amends: Section 1001.51, Florida Statutes

Final Legislative Analysis

Teacher Certification

CS/SB 896 (Ch. 22-___) – Educator Certification Pathways for Veterans

By: Senator Burgess

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill creates an additional pathway to educator certification for military service members. It specifies that a military service member may receive a temporary educator certificate if he or she:

1. can document 48 months of active-duty military service with an honorable discharge or a medical separation;
2. meets most of the general requirements for all people seeking certification, including age, constitutional oath, background check, good moral character, and competence;
3. completes subject-area content requirements or demonstrate mastery of subject-area knowledge; and
4. completes 60 college credits with a minimum grade point average of 2.5.

The bill further provides that a temporary certificate for military service members who meet the established requirements will be valid for a period of five (5) years, instead of three (3), but is nonrenewable. Finally, to assist them in the transition, anyone issued a temporary teaching certification under this new law must be assigned a teacher mentor for at least their first two (2) years of employment.

Who Is Responsible for or Affected by the Bill? This may encourage more people to enter the teaching profession using what they have learned in the military. They would then have five years to meet the requirements for permanent certification.

How Will the Bill Be Implemented? For districts, the main task will be assigning an appropriate mentor. The mentor must be certified, have at least three (3) years of PreK-12 teaching experience, and have received an effective or highly effective evaluation the previous year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? The bill imposes no responsibilities on charter schools, but they will also be able to benefit from any new, certified teachers it creates.

What Problems or Concerns May Arise as a Result of this New Bill? Given the critical shortage of teachers and the shrinking number of students enrolled in college education

programs, any concerns about a lack of sufficient education would appear to be outweighed by the need for more teachers. This is particularly true in some specialized areas to which many of our veterans may have been exposed, such as engineering, science, and mathematics.

Creates: N/A.

Amends: Sections 1012.56 and 1012.59, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (changes to New Worlds Reading Initiative take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses teacher certification issues and the creation of a new micro-credential for literacy under the expansion of the “New Worlds” reading umbrella.

Micro-credential means “evidence-based professional development activities that are competency-based, personalized, and on-demand.” It requires educators to demonstrate competence by submitting evidence for review by trained evaluators. The Administrator of the New Worlds Reading Initiative, which is currently the Lastinger Center, is required to develop and administer a literacy micro-credential program that will give teachers the ability to diagnose literacy difficulties, determine appropriate interventions, use evidence-based instruction and intervention practices, and effectively use progress monitoring and intervention material.

The micro-credential curriculum to be developed by the Lastinger Center “must be designed specifically for instructional personnel in prekindergarten through grade 3 . . . and address foundational literacy skills of students in grades 4 through 12.” It must be competency-based but not require more than 60 hours to complete. Finally, it must be made available to instructional personnel at no cost by December 31, 2022. Instructional personnel and certified prekindergarten teachers who have a reading certification or endorsement or obtain the literacy micro-credential will be eligible for incentives payable from the district’s Evidence-based Reading Instruction Allocation. Other statutory changes to the different categorical funds in section 1011.62 are discussed in the Budget section of this report.

Who Is Responsible for or Affected by the Bill? Initially, the Lastinger Center will need to create this program. However, once it is in place, district curriculum departments will need to decide how they want to take advantage of it.

How Will the Bill Be Implemented? The new literacy micro-credential program should allow districts to get more specialized teachers into classrooms and working on literacy issues without requiring them to go the more onerous path of obtaining a reading credential or endorsement. Summer reading camps currently require teachers with a reading endorsement or certificate, but those with a literacy micro-credential will now be eligible as well. Curriculum departments will need to look at these new options in creating their annual reading plan submitted to the DOE.

Required Rulemaking? None.

Required Reports? None.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive the Reading Instruction Allocation and must submit a reading plan. They also will be able to make use of instructional personnel who obtain the micro-credential.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern with the micro-credential is that it is new and needs to be developed. There are innovative examples from several districts which have been trying to address many of the problems the micro-credential is designed to help, so it is hoped that the Lastinger Center will consult with some of those districts and create something that will meet the needs of districts and their struggling readers.

Creates: N/A

Amends: Section 1003.485, Florida Statutes

Final Legislative Analysis

Other Legislation

CS/CS/HJR 1 (Proposed Constitutional Amendment) – Additional Homestead Property Tax for Specified Critical Public Service Workforce

By: Representative Tomkow
Effective Date: January 1, 2023 (if approved by voters)
Approved by Governor: N/A

What Does the Resolution Do? This resolution will ask voters at the upcoming general election to decide whether they want to approve giving first responders and classroom teachers an additional \$50,000 homestead property tax exemption for all levies other than school district levies.

Who Is Responsible for or Affected by the Resolution? Classroom teachers may be able to claim a sizable property tax exemption if this resolution is approved by a Florida voters.

How Will the Resolution Be Implemented? Implementation of the tax exemption is addressed in the discussion of CS/CS/HB 1563 below.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Resolution Apply to Charter Schools? Charter school classroom teachers will be able to claim the exemption, if approved.

What Problems or Concerns May Arise as a Result of this New Bill? See discussion of CS/CS/HB 1563 below.

Creates: Article VII, sec. (6)(g) and Article XII, Florida Constitution.

Amends: N/A.

Final Legislative Analysis

CS/CS/HB 1563 (Ch. 22-___) – Homestead Property Tax Exemptions

By: Representative Tomkow
Effective Date: January 1, 2023 (if CS/CS/HJR 1 is approved by voters)
Approved by Governor:

What Does the Bill Do? This bill sets forth the process for teachers and others to claim annually an additional \$50,000 homestead property tax exemption for all levies other than school district levies. The first year to claim the exemption, if approved, would be 2023.

Who Is Responsible for or Affected by the Bill? The bill defines a “classroom teacher” as “a staff member assigned the professional activity of instructing K-12 students in courses in classroom situations, including basic instruction, exceptional student education, and career education.” The individuals claiming the exemption are responsible for requesting it every year with the county’s Property Appraiser.

How Will the Bill Be Implemented? If the new exemption is approved by the electorate, eligible classroom teachers and others will be required to submit a request by March 1 each year on a form created by the Department of Revenue. The form will require the teacher to attach proof of employment as a classroom teacher

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter school classroom teachers will be able to benefit from the additional exemption too.

What Problems or Concerns May Arise as a Result of this New Bill? The definition of a “classroom teacher” in this bill differs from the definition of the same term in section 1012.01(2)(a), Florida Statutes, which includes adult education and substitute teachers in the definition. This may create confusion for teachers and requests for districts to get involved in helping teachers claim their exemptions.

Creates: Section 196.077, Florida Statutes

Amends: Sections 196.011 and 218.125, Florida Statutes

Final Legislative Analysis

CS/HB 45 (Ch. 22- ___) – Educational Opportunities for Disabled Veterans

By: Representatives Morales and Benjamin

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill allows disabled veterans who reside in Florida and are enrolled in an education program through a state university, state college, district career center, or a charter technical career center to receive a waiver of tuition and fees equal to any amount not covered by the G.I. Bill.

Who Is Responsible for or Affected by the Bill? District career centers may have some disabled veterans enrolled who will benefit from this new law.

How Will the Bill Be Implemented? District career centers will need to be prepared to waive any tuition and fees not covered by the G.I. Bill. The Revenue Estimating Conference estimated

that there would be nine such students enrolled in career centers next year with an average waiver of 30% of tuition and fees or approximately \$448 per student. There is no funding provided to cover these tuition and fee waivers, but the cost should be negligible.

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Disabled veterans enrolled in a charter technical career center are eligible for tuition and fee waivers too.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 295.011, Florida Statutes

Amends: N/A

Final Legislative Analysis

CS/HB 461 (Ch. 22-___) – Florida Bright Futures Scholarship Program Student Service Requirements

By: Representatives Melo and Valdés

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? Beginning with the 2022-23 graduating class, the required 100 hours of service to obtain the Scholar recognition can be either volunteer hours or paid work, such as a paid internship instead of only a volunteer one. For those seeking the Medallion scholarship, 75 hours of volunteer service will still suffice, but they can also meet the requirements through 100 hours of paid service. Similarly, a 2022-23 senior can still satisfy the Gold Seal Vocational Scholars or the Florida Gold Seal CAPE Scholars awards with 30 hours of volunteer service, but 100 hours of paid work will now be an option as well. All other requirements, such as the type of service work and the requirement to obtain District approval, remain the same.

Who Is Responsible for or Affected by the Bill? School counselors and other academic advisors will need to be aware of this new law and advise students accordingly.

How Will the Bill Be Implemented? There are no new requirements for district personnel to implement. There is just another option for students to meet the public service requirements of the scholarships.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. It applies to all Florida students, including those in charter, private, and home school.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 1009.534, 1009.535, and 1009.536, Florida Statutes

Final Legislative Analysis

HB 497 (Ch. 22-___) – Lee County School District, Lee County

By: Representative Persons-Mulicka

Effective Date: July 1, 2022

Approved by Governor: Upon Becoming Law and then Upon Approval of the Electorate

What Does the Bill Do? This bill asks Lee County voters this November to repeal their 1974 decision to switch from an elected to an appointed Superintendent. If approved, Lee County will hold an election for Superintendent in November of 2024. If rejected, Lee County will continue to have an appointed Superintendent.

Who Is Responsible for or Affected by the Bill? The voters of Lee County will decide whether they want to continue with an appointed Superintendent or return to electing their Superintendent.

How Will the Bill Be Implemented? If approved this year, Lee County will conduct an election for Superintendent in 2024, and the winner will take over as Superintendent following that election.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is that the voters of Lee County already made a decision, and the Lee County School Board did not seek this vote. However, the ultimate decision will be made by the local voters.

Creates: N/A

Amends: N/A

Final Legislative Analysis

CS/SB 722 (Ch. 22-___) – Education for Student Inmates

By: Senator Perry

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill adds Florida Colleges to the list of entities with which the state or county may contract to provide education services to its prison or jail inmates, respectively. Currently, they can contract with a district school board, Florida Virtual School, or a charter school. Beginning July 1, 2022, they can also contract with a Florida College for inmate educational services. Finally, state funds provided for postsecondary workforce programs can be spent on inmates as long as they have no more than 24 months left to serve (recent implementing bills have not allowed this provision of section 1011.80, Florida Statutes, to take effect).

Who Is Responsible for or Affected by the Bill? N/A

How Will the Bill Be Implemented? N/A

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools remain authorized to provide inmate education services at county jails and state prisons.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 944.801, 951.176, and 1011.80, Florida Statutes

Final Legislative Analysis

CS/HB 1571 (Ch. 22-118) – Residential Picketing

By: Representative Maggard

Effective Date: October 1, 2022

Approved by Governor: May 16, 2022

What Does the Bill Do? Beginning October 1, 2022, this bill makes it a second degree misdemeanor “to picket or protest before or about the dwelling of any person with the intent to harass or disturb that person in his or her dwelling.” Before someone can be arrested under this new law, a law enforcement officer must first direct the person to disperse immediately and peaceably. If the person refuses, then he or she can be arrested.

Who Is Responsible for or Affected by the Bill? There have been several recent incidents of people protesting at the homes and neighborhoods of school board members and other local officials.

How Will the Bill Be Implemented? Law enforcement will be responsible for implementation.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? N/A

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 810.15, Florida Statutes

Amends: N/A

Final Legislative Analysis

Budget and Finance

HB 5001 (Ch. 22-___) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor:

What Does the Bill Do? Links to the General Appropriations Act (GAA) and the Florida Education Finance Program (FEFP) run built from it are at the bottom of this summary, and the FEFP is also part of the appendix to this legislative summary. Looking at the bottom line at several important categories, the Legislature allocated the following amounts compared to the 3rd Calculation from 2021-22:

| <u>Category</u> | <u>3rd Calc 21-22</u> | <u>Conf Calc 22-23</u> | <u>Difference</u> | <u>Percentage Diff</u> |
|-------------------------------|----------------------------------|------------------------|-------------------|------------------------|
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| RLE | 3.606 | 3.606 | 0 | 0% |
| BSA | \$4,372.91 | \$4,587.40 | \$214.49 | 4.90% |
| Total Funds per UFTE | \$7,758,30 | \$8,142.85 | \$384.55 | 4.96% |
| Base FEFP | \$14,035,196,104 | \$15,038,797,002 | \$1,003,600,898 | 7.15% |
| Digital Classroom | \$8,000,000 | \$0 | (\$8,000,000) | (100%) |
| ESE | \$1,064,584,063 | \$1,094,851,200 | \$30,267,137 | 2.84% |
| Compression and Hold Harmless | \$47,949,110 | \$68,163,995 | \$20,214,885 | 42.16% |
| Inst. Materials | \$241,135,805 | \$246,978,361 | \$5,842,556 | 2.42% |
| Mental Health | \$120,000,000 | \$140,000,000 | \$20,000,000 | 16.67% |
| Reading | \$130,000,000 | \$170,000,000 | \$40,000,000 | 30.77% |
| Safe Schools | \$180,000,000 | \$210,000,000 | \$30,000,000 | 16.67% |
| Sparsity | \$53,468,748 | \$62,469,312 | \$9,000,564 | 16.83% |
| Transportation | \$458,641,984 | \$515,009,084 | \$56,367,100 | 12.29% |
| TSIA | \$550,000,000 | \$800,000,000 | \$250,000,000 | 45.45% |
| Total FEFP | \$18,006,895,938 | \$19,509,798,375 | \$1,502,902,437 | 8.35% |
| Local Effort | \$8,218,968,915 | \$8,852,197,815 | \$633,228,900 | 7.70% |
| State Effort | \$9,787,927,023 | \$10,657,600,560 | \$869,673,537 | 8.89% |
| Class Size | \$2,837,752,505 | \$2,896,071,526 | \$58,319,021 | 2.06% |
| Total Funding | \$22,877,150,000 | \$24,293,891,799 | \$1,416,741,799 | 6.19% |

Other key expenditures included in the GAA include:

| | |
|--------------------------|---|
| Bright Futures | \$620,881,057 (slight decrease) |
| PECO for Charters | \$195,768,743 (\$13 million increase) |
| PECO for Public Schools | \$11,422,223 (\$4 million increase) |
| Special Capital Projects | \$64,445,244 (6 districts) |
| VPK | \$553,417,542 (\$145 million increase, but see proviso below) |

Thus, it is clear that the Legislature passed an education budget for 2022-23 that sees significant increases in numerous areas. However, the 2022-23 budget also comes with numerous required expenses, including a significant hike in Florida Retirement System (FRS) payments and a requirement that all district employees earn at least \$15/hour by October 1, 2022.

To get a better understanding of these new costs districts will be facing, it is important to read some of the proviso and “back of the bill” provisions in the GAA, as well as certain provisions in the implementing and conforming bills (HB 5003 and SB 2524, respectively) discussed below.

There are two separate provisos within the GAA requiring districts to pay employees at least \$15 per hour. For VPK providers, the regular funding increased from roughly \$408 million to \$453 million, but there was an additional \$100,000,000 for providers to raise their minimum wages (GAA 82):

From the funds provided in Specific Appropriation 82, \$100,000,000 in nonrecurring funds from the Child Care and Development Block Grant Trust Fund is provided for Voluntary Prekindergarten (VPK) providers to provide an additional increase for the 2022-2023 fiscal year in the base student allocation per full-time equivalent student for the school year program and the summer program. Allocations will be distributed to the early learning coalitions using the same methodology to distribute the general revenue funds. **To be eligible for the additional base student allocation funds, the provider or public school must elect to participate in the additional payment program following an application procedure established by the Division of Early Learning. The provider or public school will submit an attestation confirming, that within 30 days of receiving the additional funding, all VPK personnel employed by the provider or public school will receive wages of at least \$15.00 per hour for VPK duties.** Beginning January 1, 2023, an employee of a VPK provider under contract with the Division of Early Learning that has elected to receive additional base student allocation funds and who is not receiving a wage of at least \$15.00 per hour for VPK duties may petition the division for relief. If the division finds that the VPK provider has failed to comply with this provision, the division may terminate the provider’s VPK contract. (emphasis added)

Then, for regular school district employees, the Legislature also required all school district employees to earn at least \$15/hour by October 1, 2022 (GAA 85):

From the funds in Specific Appropriations 5, 6, 86, and 87, each school district must pay each employee at least \$15.00 per hour by October 1, 2022.

By October 1, 2022, each superintendent must submit an attestation to the Department of Education subject to the penalty of perjury under section 837.012, Florida Statutes, which includes a statement that every school district employee's hourly rate is at least \$15.00 per hour.

Beginning January 1, 2023, an employee of a school district who is not receiving a wage of at least \$15.00 per hour **may bring a civil action in a court of competent jurisdiction against the school district** and, upon prevailing, shall recover the full amount of any back wages unlawfully withheld plus the same amount as liquidated damages, and shall be awarded reasonable attorney's fees and costs. In addition, they shall be entitled to such legal or equitable relief as may be appropriate to remedy the violation including, without limitation, reinstatement in employment and/or injunctive relief. Such actions may be brought as a class action pursuant to Rule 1.220 of the Florida Rules of Civil Procedure.

It is important to note that the proviso language says that districts are to use FEEP funds to accomplish this (Specific Appropriations 5, 6, 86, and 87). Furthermore, the GAA creates a cause of action for employees to bring suit after January 1, 2023, if they are not being paid at least \$15/hour.

The Teacher Salary Increase Allocation (TSIA) also includes proviso language (86):

From the funds in Specific Appropriations 5 and 86, \$800,000,000 is provided for the Teacher Salary Increase Allocation, pursuant to section 1011.62, Florida Statutes. The amount appropriated for each school district shall be the funding allocation to a school district as of the July 2022 Florida Education Finance Program Calculation.

Fifty percent of the \$250,000,000 provided in Specific Appropriations 5 and 86 for the Teacher Salary Increase Allocation **is provided for school districts to increase the minimum base salary for full-time classroom teachers** as defined in section 1012.01(2)(a), Florida Statutes, **plus certified prekindergarten teachers funded in the Florida Education Finance Program**, but not including substitute teachers, **to at least \$47,500, or to the maximum amount achievable** based on the school district's allocation. No eligible full-time classroom teacher shall receive a base salary less than the minimum base salary as adjusted by the school district's allocation. **The remaining fifty percent of the \$250,000,000, plus any remaining funds from the district's share of the fifty percent stated above, shall be used by school districts as specified in section 1011.62, Florida Statutes.** (emphasis added)

The GAA for 2022-23 also includes some changes to the program cost factors compared to last year:

| | | |
|---|--------------|--------------|
| 1. Basic Programs | <u>22-23</u> | <u>21-22</u> |
| A. K-3 Basic..... | 1.126 | 1.126 |
| B. 4-8 Basic..... | 1.000 | 1.000 |
| C. 9-12 Basic..... | 0.999 | 1.010 |
| 2. Programs for Exceptional Students | | |
| A. Support Level 4..... | 3.674 | 3.648 |
| B. Support Level 5..... | 5.401 | 5.340 |
| 3. English for Speakers of Other Languages | 1.206 | 1.199 |
| 4. Programs for Grades 9-12 Career Education..... | 0.999 | 1.010 |

For the instructional materials allocation, there is proviso language allowing districts to spend these funds on electronic devices and technology equipment and infrastructure, which is discussed below with HB 5003, the implementing bill for the GAA.

The Legislature also took the Jefferson County School District’s special circumstances into account, as Jefferson County schools transition back to district control on July 1, 2022, after five years of operation by a charter school. The GAA includes a \$5 million appropriation to support this transition.

Finally, at the back of the bill, there are numerous provisions affecting 2021-22 allocations, including one that has created some issues for districts attempting to spend down their ESSER II funds according to their DOE-approved plans. Often, the Legislature reverts unexpended funds for a particular program and then allocates those leftover funds for the same program or purpose for the upcoming year. This was the case again this year with most of the COVID-19 relief dollars. However, with respect to ESSER II dollars that had been earmarked for finding missing students (nonenrolment assistance) and learning loss (academic assistance), the Legislature changed how the remaining funds must be used:

SECTION 38. From the funds appropriated to the Department of Education for the Nonenrollment Assistance Allocation in Specific Appropriation 115A of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 39. From the funds appropriated to the Department of Education for the Academic Acceleration Allocation in Specific Appropriation 115B of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 40. The nonrecurring sum of \$165,370,287 in the Federal Grants Trust Fund awarded to the Department of Education in the American Rescue Plan (ARP) Act, the nonrecurring sum of the unexpended balance of funds from the reversions in section 38 and section 39 of the Fiscal Year 2021-2022 General Appropriations Act, and the nonrecurring sum of \$36,250,299 in the Federal Grants Trust Fund awarded to the Department of Education from the ARP Act

are appropriated for the 2021-2022 fiscal year to the Department of Education to distribute to all school districts, the developmental research (lab) schools, and the Florida Virtual School **to implement summer enrichment camps that target public school students' academic and extracurricular needs, after school programs, and individualized tutoring services that address public school students' academic, social, and emotional needs.** The nonrecurring sums of the unexpended balance of funds stated above shall be distributed to each school district based on the district's unexpended balance of the funds reverted in section 38 and section 39 of the Fiscal Year 2022-2023 General Appropriations Act. The nonrecurring sums of \$165,370,287 and \$36,250,299 shall be allocated based on the funding entity's proportionate share of the state's total full-time equivalent (FTE) students. **The unexpended balance of funds as of June 30, 2022, shall revert and is appropriated for the 2022-2023 fiscal year for the same purpose.** (emphasis added)

This leaves districts with only a few weeks to spend the funds for this newly identified purpose, though they will then revert and can be used for the same purpose during the 2022-23 school year as well.

Who Is Responsible for or Affected by the Bill? All district employees and students are affected by the GAA. In particular, many staff members may see a significant raise with the \$15/hour requirement, but this may also result in some compression issues for education support professionals similar to what has occurred for teachers in the last couple of years. Teachers, especially beginning teachers not yet making \$47,500, should also see a significant pay increase with the \$250 million added to the TSIA, and some districts may be able to start addressing the compression issues with the Legislature's decision to split the new funds 50-50 this year instead of 80-20.

How Will the Bill Be Implemented? District finance officers will need to look closely at the projected allocations for their district and calculate the added costs to determine exactly how the district's finances will be affected in 2022-23. This will include calculating the cost of raising minimum salaries to \$15/hour, the added FRS costs, and whether 50% of the district's share of the TSIA will bring the district's minimum teacher salary to \$47,500, if it is not there already.

With respect to the TSIA, \$550,000,000 of the \$800,000,000 has already been bargained and included in district instructional salary schedules. The key language addresses the new \$250,000,000 added to the TSIA this year. For the previous two years, districts were required to expend 80% of the TSIA allocation on raising the minimum salary of classroom teachers to \$47,500 or to the maximum amount achievable, while the remaining 20% (and any leftover funds from the 80% if the district was able to reach \$47,500) went to the remaining instructional staff). This year, the split is 50-50. So, for those districts which have not yet reached a minimum salary of \$47,500, they will have \$125,000,000 to address the minimum. The other \$125,000,000 (plus any remaining funds from the first half if the district reaches \$47,500) will be used as specified in section 1011.62(16), Florida Statutes, which includes the following, "Although district school boards and charter school governing boards are not

precluded from bargaining over wages, the teacher salary increase allocation must be used solely to comply with the requirements of this section.” It is important to note that these funds must be expended according to the proviso language and section 1011.62, not section 1012.22, which has very strict restrictions on salary adjustments based on performance and other criteria. However, any funds the district spends on salary schedule adjustments on top of the TSIA funds do have to comply with section 1012.22, including the new language about longevity payments included in SB 2524 and discussed below. This can make bargaining more difficult and confusing.

For the \$15/hour requirement, it will be necessary first to calculate the cost of raising all employees currently earning less than \$15/hour to that mark. From there, districts will need to determine whether they have sufficient funds to try to address any compression issues that may occur.

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? The Legislature appropriated a large increase in funding this year, including an increase to the BSA that is roughly the same as the BSA increase over the previous five years combined. However, as discussed above and below, there are significant increases to retirement rates, and, more importantly, there is a requirement to pay all school district employees \$15/hour by October 1. For most districts, the increased funding should allow them to meet that \$15/hour requirement, but it may not allow them to avoid significant compression of the salary schedule. Just as many veteran teachers have expressed disappointment that brand new teachers now make the same salary as 10- or 15-year veterans, districts may have situations where veteran employees with greater responsibilities make the same as new hires with fewer responsibilities, such as head custodians and the entry-level custodians they supervise.

Also, for employees paid from federal funds, there may not be sufficient funding to support the raise to \$15/hour, and the proviso language specifically directs districts to use their FEFP dollars to pay the increase. Florida is set by law to have an \$11/hour minimum wage on October 1, 2022, so there is a concern that any raises above that amount would be viewed as supplanting if federal funds were used to pay for it.

Overall, the Legislature has provided districts with a significant increase in funding. However, reconciling the large increases to the bottom line with the less obvious cost increases that come with this budget falls on district leaders. Superintendents may want to consider getting the message out as early as possible about how much the new FRS rates will cost the district; how much it will cost to raise minimum salaries to \$15/hour; how much the teacher minimum salary

can be raised, if not yet at \$47,500, with the district's share of \$125 million; and how much other costs may rise due to inflation or other factors, like fuel, electricity, vehicle and equipment replacement parts, custodial supplies, and other school supplies.

Creates: N/A.

Amends: N/A.

General Appropriations Act 2022-23

Final FEFP

HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? In its implementation of the 2022-23 General Appropriations Act (GAA), the Legislature included some important language in the implementing bill that will have affect districts.

First, the implementing bill address the Instructional Materials Allocation. The GAA provides:

From the funds provided in Specific Appropriations 5 and 86, \$246,978,361 is provided for Instructional Materials including \$13,041,792 for Library Media Materials, \$3,564,756 for the purchase of science lab materials and supplies, \$11,056,278 for dual enrollment instructional materials, and \$3,334,158 for the purchase of digital instructional materials for students with disabilities. The growth allocation per FTE shall be \$325.05 for the 2022-2023 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62, Florida Statutes.

The funds provided for Instructional Materials may also be used by school districts to purchase electronic devices and technology equipment and infrastructure that comply with the eligible expenditures authorized pursuant to section 1011.62, Florida Statutes. Prior to release of the funds by the department to a school district for the purchase of electronic devices or technology equipment or infrastructure, the district must: (1) certify that it has the instructional materials necessary to provide instruction aligned to the adopted statewide benchmarks and standards, and (2) include an expenditure plan for the purchase of electronic devices and technology equipment, and infrastructure that demonstrates its compliance with section 1011.62, Florida Statutes. The department shall provide a report to the Legislature on or before March 1, 2023, that details the district expenditures for these funds to demonstrate compliance with the amount made available for such purchases.

The implementing bill provides that districts shall spend their Instructional Materials Allocation as set forth in the proviso language, “notwithstanding ss. 1002.20, 1003.02, 1006.28-1006.42, 1011.62(6)(b)3., and 1011.67, Florida Statutes.”

Next, the implementing bill addresses the GAA including sufficient state funds to cover charter school capital outlay funding without having to dip into local resources. Because this is an annual budgetary decision, the implementing bill simply changes the dates in the law to cover the current year. Similarly, the implementing bill extends the Funding Compression and Hold Harmless Allocation for an additional year.

The Legislature also used the implementing bill to try to punish certain districts and schools that implemented mask mandates. For the 2022-23 school year, the School Recognition Program receives \$200 million but the eligibility requirements are changed. To be eligible, a school must have maintained an A grade or demonstrated improvement, and it also must not have been “found in violation of emergency rules promulgated by the Department of Health during the 2020-2021 or 2021-2022 school year.” The bill does not specify what it means for a school to have been found in violation.

Finally, with respect to provisions of particular importance to school districts, the implementing bill gives the Department of Education the power, for this year only, to grant virtual instruction providers without a successful track record the ability to obtain conditional approval for two years instead of just one.

Who Is Responsible for or Affected by the Bill? The primary impact of this bill will probably be felt by the teachers and other personnel at high performing schools in districts where school boards, not teachers, required that everyone wear a mask despite emergency rules from the Florida Department of Health prohibiting it. As discussed below, it is not clear just how these schools will be identified, because the language in the bill is so vague.

How Will the Bill Be Implemented? Districts that choose to use some of their instructional materials allocation on electronic devices will need to submit the required certifications to the DOE. With respect to school recognition funds, there will probably need to be some direction from the DOE about school eligibility and the application process before anything else can be done.

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive a proportionate share of the Instructional Materials Allocation, received a sufficient amount of PECO dollars to avoid

pulling from local resources, and must follow the same school recognition criteria as district schools.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern with the implementing bill this year is the further politicization of COVID-19 issues, and the decision to punish high performing teachers and staff for something over which they had no control. Further compounding the problem, the Legislature failed to enact clear language. Those who supported this measure repeatedly remarked that this was a punishment against 12 districts, but the SBE made findings against only eight after complaints against three districts were withdrawn at the SBE meeting and a fourth was not brought before the SBE at all. Also, the language here refers to schools, not districts, and no findings were made against an individual school other than the Commissioner's preliminary finding against the FSU lab school, which was not brought before the SBE. Finally, it is not clear how this will apply to charter schools, some of which may not have required masks in those eight districts, and others that may have required masks but are located in districts where there were no findings.

Creates: N/A

Amends: Sections 1001.26, 1002.45, 1008.36, 1011.62, and 1013.62, Florida Statutes

Final Legislative Analysis

HB 5007 (Ch. 22-___) – State-administered Retirement Systems

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill changes the Florida Retirement System rates districts must pay for their employees, including both the pension plan and investment plan employees. For the pension plan, Regular Class employees will go from 9.10% to 10.19%. Elected county officials go from 49.70% to 55.28%, and Senior Management employees go from 27.29% to 29.85%. Employees in DROP will see their rates go from 16.68% to 16.94%. For employees in the investment plan, the employer contribution will rise three percentage points for all employees (e.g., from 6.3% to 9.3% for Regular Class employees and 11.34% to 14.34% for elected county officials). Finally, for those districts that employ law enforcement officers, the DROP rules are changed to allow officers in the Special Risk Class to extend their DROP period an additional 36 months beyond the five-year limit, similar to what is available to instructional personnel.

The estimated financial impact for all school districts combined is \$156.3 million. For each district, the cost should be roughly the midpoint between their mental health allocation (\$140 million) and their reading allocation (\$170 million).

| Membership Class | "Blended" Normal Costs 7/01/21 | "Blended" Normal Costs 7/01/22 | Unfunded Actuarial Liability 7/01/21 | Unfunded Actuarial Liability 7/01/22 | Combined Contribution Rates 7/01/21 | Combined Contribution Rates 7/01/22 |
|--------------------------|--------------------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Regular | 4.91% | 5.96% | 4.19% | 4.23% | 9.10% | 10.19% |
| Special Risk | 15.27% | 16.44% | 8.90% | 9.67% | 24.17% | 26.11% |
| Special Risk Admin Class | 9.73% | 10.77% | 26.31% | 26.16% | 36.04% | 36.93% |
| Elected Officers | | | | | | |
| Leg/Gov/SAO/PD | 8.49% | 9.31% | 53.52% | 56.76% | 62.01% | 66.07% |
| Judges | 13.38% | 14.41% | 25.81% | 27.64% | 39.19% | 42.05% |
| County Officers | 10.28% | 11.30% | 39.42% | 43.98% | 49.70% | 55.28% |
| Senior Management | 6.49% | 7.70% | 20.80% | 22.15% | 27.29% | 29.85% |
| DROP | 7.23% | 7.79% | 9.45% | 9.15% | 16.68% | 16.94% |

Who Is Responsible for or Affected by the Bill? With much talk about record funding increases, it will be incumbent on district finance officers and superintendents to explain this hidden cost well to both their boards and unions. The overall FEEP may have increased by roughly \$1.5 million from the Third Calculation of 2021-22, but more than 10% of that will have to go to covering this significant increase in retirement costs.

How Will the Bill Be Implemented? Districts will need to adjust their state contribution rates beginning July 1, 2022, and make sure that these increased rates are represented in their 2022-23 budgets.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No, except for the few charter schools that participate in FRS.

What Problems or Concerns May Arise as a Result of this New Bill? For a system that is rated as fundamentally sound, it is concerning that districts must keep paying higher and higher rates each year from existing funding sources. In some years, the increased cost of employer retirement contributions has exceeded the increase in the Base Student Allocation, which can create confusion and unrealistic expectations at the bargaining table and elsewhere.

Creates: N/A

Amends: Sections 121.091, 121.71, and 121.72, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (the provisions discussed in this section take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses provisions that are primarily budgetary in nature.

As noted above, this bill makes funding for virtual courses uniform pursuant to the newly revised section 1002.45(6). School district virtual course offerings will be funded the same as all other virtual course offerings in the state.

There are also changes made to Department of Juvenile Justice (DJJ) program funding. Going forward, students enrolled in DJJ programs will be funded in the FEFP the same as students enrolled in traditional public schools. Further, districts will now be required to expend at least 95% of the funds received for students in DJJ programs on the program costs, instead of the current 90%.

With respect to transportation costs, section 1011.68 is amended to allow districts to spend transportation funds for additional purposes. “Student transportation funds may also be used to pay for transportation of students to and from school in private passenger cars and boats when transportation on a school bus is impractical or when transportation is for isolated students or students with disabilities, or to support parents or carpools,” as defined by rule.

Also, this bill creates the Driving Choice Grant Program to come up with innovative solutions to increase the efficiency of public school transportation for students in public school choice programs. Grant proposals can include partnerships with other districts or local governments, developing or contracting with rideshare or carpooling programs, efforts to reduce costs and increase efficiencies while simultaneously improving access, and developing plans to address personnel shortages. The Legislature appropriated \$15,000,000 to this grant program for the 2022-23 school year.

Finally, there were several amendments made to section 1011.62, which is the primary statute addressing school funding. First, the determination of the basic amount to be allocated for district operations has received a new multiplier. It will now be the FTE student membership in each program x the cost factor for each program, adjusted for the maximum x the district cost differential x the base student allocation (BSA).

Next, where the law currently allows school boards to adopt a resolution declaring that certain funds are urgently needed to maintain classroom instruction or school safety, they will no longer be able to use their Reading allocation for this purpose. The other potential fund

sources, including Transportation and Instructional Materials, remain an option, with the exception of the Digital Classroom Allocation, which has been eliminated this year.

On the issue of Sparsity funding, the cap on FTE within the district has been increased from 24,000 to 30,000 students, which should benefit Bay and Hernando.

The most significant changes this year were made to the Evidence-based Reading Instruction Allocation, some of which has been discussed above. First, the funds can be used on grades PreK-12 now, not just grades K-12. Next, the requirement that districts spend these funds on an additional hour of intensive reading for every elementary school in the lowest 300 has been eliminated. However, districts are still required to deliver intensive reading instruction to students who have reading deficiencies. Also, the district's system of comprehensive reading instruction may still include additional time at school. It need not be an hour, and it can be delivered during or outside the regular school day.

Next, the law has been clarified to make it clear that "highly qualified reading coaches" who are paid for with these funds must be endorsed in reading. Also, as mentioned above, these funds can be used for summer reading camps, and the teachers at those camps can possess the new literacy micro-credential created in this bill, or they can still be either endorsed or certified in reading. Further, Reading funds can be used to provide incentives for instructional personnel and certified PreK teachers who have a reading certification, reading endorsement, or the new literacy micro-credential if they are providing educational support to improve student literacy. Lastly, Reading funds can be used to pay for tutoring in reading.

On the issue of the new literacy micro-credential, instructional personnel with the micro-credential will now be able to deliver intensive reading instruction in addition to those who are certified or endorsed in reading, but personnel with only the micro-credential must be supervised by someone certified or endorsed in reading. Supervision is defined as "the ability to communicate by way of telecommunication with or physical presence of the certified or endorsed personnel for consultation and direction of the actions of the personnel with the micro-credential."

Finally, with respect to the Reading allocation, where the law currently directs DOE to release the Reading funds to districts by July 1 *if they have an approved plan*, the requirement that districts have an approved plan before the funds can be released has been removed.

Who Is Responsible for or Affected by the Bill? The changes discussed in this section largely fall on the district finance officer to navigate. However, district curriculum departments will need to review the new options and restrictions for using the Reading allocation, which now includes the literacy micro-credential and no longer requires the extra hour of instruction for the bottom 300 schools. Also, there are opportunities for creative transportation departments to seek grant funds.

How Will the Bill Be Implemented? Most of the implementation needs arise out of the changes to the Reading allocation. Districts will need to revise their reading plans for the coming year and address how they will use those funds to support early literacy for struggling readers, particularly now that the required extra hour of instruction has been eliminated.

Required Rulemaking? None, but the DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? None, but there will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes, charter schools need to adopt annual reading plans too. The provisions for transportation and DJJ schools do not apply to charters.

What Problems or Concerns May Arise as a Result of this New Bill? There appears to have been a concerted effort to encourage district creativity and to find more ways to address literacy issues for students. While the conditions imposed for obtaining the micro-credential may be a bit more onerous than hoped, there are clear signs that the Legislature wants to reward districts for coming up with solutions to this long-standing problem. Hopefully, the Lastinger Center will embrace the idea and create a useful and obtainable tool for teachers who do not yet have a reading certificate or endorsement.

Creates: N/A.

Amends: Sections 1002.45, 1003.498, 1003.52, 1006.27, 1010.20, 1011.62, 1011.68

Final Legislative Analysis

HB 7071 (Ch. 22-97) – Taxation

By: Representative Payne

Effective Date: July 1, 2022 (unless otherwise noted)

Approved by Governor: May 6, 2022

What Does the Bill Do? Relevant to school districts, this bill amends the school capital outlay surtax to allow for the tax proceeds to be used for the “purchase, lease-purchase, lease, or maintenance of school buses . . . which have a life expectancy of 5 years or more.” The bill allows districts to apply this new provision retroactively if the original referendum included these types of expenditures.

The bill also amends the amount of money a district may expend from its 1.5 capital millage on certain vehicles (e.g., driver’s education cars, maintenance vehicles, security vehicles, and delivery trucks) and property and casualty insurance premiums. Currently, districts may expend up to \$150 per FTE student on these items. Beginning with the 2022-23 fiscal year, districts will be able to spend up to \$175 per FTE student.

Finally, this bill establishes the tax holidays for this year. The School Supplies tax holiday will run from July 25, 2022, through August 7, 2022. This two-week holiday is significantly longer than recent years. The tax holiday applies to many items, including clothing under \$100, school supplies under \$50, learning aids that cost \$30 or less, and personal computers priced at or below \$1,500. The hurricane preparation tax holiday is also for two weeks and will run from May 28, 2022, through June 10, 2022. Finally, there is a three-month tax holiday for the purchase of children's books from May 14, 2022, through August 14, 2022.

Who Is Responsible for or Affected by the Bill? One or two districts asked voters to approve a sales tax that would be used, among other things, to buy new school buses, but then were advised that the law did not allow it. The change to the capital outlay sales tax law will greatly benefit those districts and meet the expectations of their voters. In the future, it will also help other districts looking for approval of a local sales tax needed, in part, due to an aging bus fleet and a lack of sufficient funds to replace them.

Also, those districts experiencing rising property and casualty insurance premiums or aging fleet vehicles may be able to benefit from the additional \$25 per FTE student.

How Will the Bill Be Implemented? Those districts that already passed a referendum that included school buses and other transportation costs will be able to start spending their tax proceeds on those expenses July 1, 2022.

As for the use of the 1.5 capital millage, districts will need to determine their local needs before deciding whether to take advantage of the additional \$25 of flexibility provided by this bill.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Section 212.055 was amended recently to require sales tax referenda to include a statement that eligible charter schools will receive a proportionate share of the tax proceeds based on enrollment.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: None

Amends: Sections 212.055, 1001.71

Final Legislative Analysis

New Rulemaking, Reporting, or Training Requirements

Chapter 120, Florida Statutes, governs the adoption of school board rules/policies when the school board is implementing a power or responsibility delegated to it by the Legislature. Please remember that it does not matter what something is called (e.g., rule, policy, procedure, guideline, regulation, etc.). If it meets the definition of a rule under section 120.52, Florida Statutes, then it is a rule and must be adopted pursuant to sections 120.54 and 120.81.

Please also note that this may not be a complete list of new or amended rulemaking, reporting, and training requirements. The list was compiled primarily by searching for every use of the words “adopt,” “report,” “certify,” and “train” in the new laws. The Legislature is not always consistent with its use of terminology, so there may be some other terms used such as “establish” or “notify.” Much of what is set forth below is also covered above in the broader discussion of each new law.

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

CS/HB 45 (Ch. 22-___) – Educational Opportunities for Disabled Veterans
By: Representatives Morales and Benjamin
Effective Date: July 1, 2022
Approved by Governor:

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

CS/HB 173 (Ch. 22-19) -- Care of Students with Epilepsy or Seizure Disorders

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Chapter 22-19, page 2 (sec. 1006.0626(3), Fla. Stat.):

(3) The school nurse or an appropriate school employee of a school that receives an ISAP pursuant to subsection (2) shall:

...

(b) Verify that each school employee whose duties include regular contact with the student has completed training in the care of students with epilepsy and seizure disorders. The training must include how to recognize the symptoms of and provide care for epilepsy and seizure disorders. To assist schools in meeting this requirement, the Department of Education shall identify on its website one or more online training courses that are provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders and are available free of charge to schools.

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools

By: Representative Plascencia

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Section 1003.573(4), Florida Statutes, sets forth each district's rulemaking requirements.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Section 1003.573(7), Florida Statutes, sets forth each district's documentation and reporting requirements.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Section 1003.573(5), Florida Statutes, establishes district training requirements for the use of positive behavior interventions and supports and the use of restraints.

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules. "Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 9 5 years of age or through the student's completion of grade 2, whichever occurs first, must be adopted by the State Board of Education."

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

CS/CS/SB 758 (Ch. 22-___) – Education

By: Senator Diaz

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission. “The State Board of Education shall adopt rules to implement this section.”

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year’s GAA. The college’s responsibilities are contingent upon receipt of funding in the GAA.

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Chapter 22-16, page 19: “The information included under this paragraph relating to results from the statewide, standardized ELA assessments for grades 3 through 10 and Mathematics assessments for grades 3 through 8 must be included in individual student reports under s. 1008.25(8)(c).” Sec. 1008.22(7)(h), Fla. Stat. (2022).

Page 30:

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student’s teacher within 1 week and to the student’s parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(h).

1. A student’s results from the coordinated screening and progress monitoring system must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent secure access to his or her child’s individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system.

4. An individual student report must be provided in a printed format upon a parent's request.

Required Training? None.

CS/CS/CS/HB 1421 (Ch. 22-___) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

“Each district school board and charter school governing board shall adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster.”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification. “No later than July 1, 2023, and annually thereafter by July 1, each school district shall certify to the department, in a format determined by the department, that at least 80 percent of school personnel in elementary, middle, and high schools have received the training required under this section.”

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer's knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

(6) CRISIS INTERVENTION TRAINING.—

(a) Each safe-school officer who is also a sworn law enforcement officer shall complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must improve the officer's knowledge and skills as a first responder to

incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

(b) Each safe-school officer who is not a sworn law enforcement officer shall receive training to improve the officer's knowledge and skills necessary to respond to and de-escalate incidents on school premises.

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training, which is required by section 1012.584, Florida Statutes.

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Chapter 22-21, page 2 (sec. 1006.28(2)(a)2., Fla. Stat.): “Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.”

Pages 3-4 (sec. 1006.28(2)(d)2., Fla. Stat.):

Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

Page 6 (sec. 1006.40, Fla. Stat.):

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(b) Provide a process for public review of, public comment on, and the adoption of ~~instructional materials, including those instructional materials used to provide instruction required by s. 1003.42~~ teach reproductive health or any disease, including HIV/AIDS, under ss. 1003.42(3) and 1003.46, which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Page 4 (sec. 1006.28(2)(e)3., Fla. Stat.):

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

Page 7 (sec. 1011.67(2), Fla. Stat.):

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Page 3 (sec. 1006.28(2)(d), Fla. Stat.):

(d) School library media services; establishment and maintenance.— Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, Each school district shall provide training to school librarians, and media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

Page 6 (sec. 1006.29(6), Fla. Stat.):

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

Required Rulemaking? Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

1) School boards must “adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student’s mental, emotion, or physical well-being or encourage a student to withhold such information.

2) “Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student’s school and the process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the

different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

“Student support services training developed or provided by a school district to school district personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.”

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (assessment and accountability provisions take effect July 1, 2022)

Approved by Governor:

Required Rulemaking? The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract. Section 1002.31, Florida Statutes has been amended as follows:

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

...

(f) Require school districts to provide information on ~~Address the availability of~~ transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.

2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.

3. Any other transportation the school district may provide.

4. Any transportation options available in the community.

...

(j) Require school districts to maintain a wait list of students who are denied access due to capacity and notify parents when space becomes available.

(k) Require schools to accept students throughout the school year as capacity becomes available.

The DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? The DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Section 1001.51(12)(a), Florida Statutes, is amended to read:

(12) RECORDS AND REPORTS.—Recommend such records as should be kept in addition to those prescribed by rules of the State Board of Education; prepare forms for keeping such records as are approved by the district school board; ensure that such records are properly kept; and make all reports that are needed or required, as follows:

(a) Forms, blanks, and reports.—Require that all employees accurately keep all records and promptly make in proper form all reports required by the education code or by rules of the State Board of Education; recommend the keeping of such additional records and the making of such additional reports as may be deemed necessary to provide data essential for the operation of the school system; and prepare such forms and blanks as may be required and ensure that these records and reports are properly prepared. Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent’s minor child. Any such determination must be based solely

on child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined.

There will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

HB 5001 (Ch. 22-___) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor:

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

CS/CS/HB 7057 (Ch. 22-___) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor:

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.



APPENDIX I

2022-23 FEFP Conference Report



*Public School Funding
The Florida Education Finance Program
(FEFP)
Fiscal Year 2022-2023*

*Final Conference Report
for House Bill 5001
March 10, 2022*



The Florida House of Representatives

Appropriations Committee

Jay Trumbull, Chair

MEMORANDUM

To: Jeff Takacs, Clerk
From: Representative Jay Trumbull
Appropriations Committee 
Date: March 10, 2022
Re: Public School Funding: The Florida Education Finance Program

For the 2022-2023 fiscal year, we intend to incorporate by reference in House Bill 5003, the document titled "Public School Funding: The Florida Education Finance Program," dated March 10, 2022.

The purpose of the document is to display the calculations used by the Legislature, consistent with the requirements of Florida Statutes, in making appropriations for the Florida Education Finance Program.

The document will be made available as a PDF file that can be searched by anyone interested in the calculations used by the Legislature to make appropriations for the Florida Education Finance Program.

A hard copy of the document is attached to this memorandum to formalize the exact document that is incorporated by reference in House Bill 5003.

*Fiscal Year 2022-2023
Florida Education Finance Program*

Table of Contents

| | |
|--|----|
| SUMMARY OF INFORMATION | |
| Statewide Funding Summary | 1 |
| Total Funds and Funds per Unweighted FTE Summary | 2 |
| District Funding Summary | 4 |
| FULL-TIME EQUIVALENT (FTE) STUDENT ENROLLMENT | |
| Unweighted FTE | 8 |
| Program Cost Factors | 12 |
| Weighted FTE | 13 |
| District Cost Differential | 17 |
| FEFP DETAIL | |
| .748 Mills Discretionary Local Effort and Compression Adjustment | 18 |
| DJJ Supplemental Allocation | 19 |
| Exceptional Student Education (ESE) Guaranteed Allocation | 20 |
| Federally Connected Student Supplement | 22 |
| Funding Compression and Hold Harmless Allocation | 23 |
| Instructional Materials Allocation | 25 |
| Mental Health Assistance Allocation | 27 |
| Reading Instruction Allocation | 28 |
| Safe Schools Allocation | 29 |
| Sparsity Supplement | 30 |
| State-Funded Discretionary Contribution | 33 |
| Student Transportation Allocation | 34 |
| Supplemental Academic Instruction Allocation | 35 |
| Teacher Salary Increase Allocation | 36 |
| Teachers Classroom Supply Assistance Program | 37 |
| Turnaround Supplemental Services Allocation | 38 |
| LOCAL EFFORT | |
| Required Local Effort | 39 |
| STATE CATEGORICAL PROGRAMS | |
| Class Size Reduction Allocation | 44 |

FLORIDA EDUCATION FINANCE PROGRAM
 2022-23 FEFP CONFERENCE CALCULATION
 STATEWIDE SUMMARY
 COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2022-23 FEFP Conference Calculation | Difference | Percentage Difference |
|--|---|--|----------------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| School Taxable Value | 2,443,188,085,001 | 2,629,264,001,685 | 186,075,916,684 | 7.62% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,587.40 | 214.49 | 4.90% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 15,038,797,002 | 1,003,600,898 | 7.15% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 311,462,994 | 25,240,319 | 8.82% |
| Digital Classroom Allocation | 8,000,000 | 0 | (8,000,000) | -100.00% |
| DJJ Supplemental Allocation | 4,814,376 | 3,461,325 | (1,353,051) | -28.10% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,094,851,200 | 30,267,137 | 2.84% |
| Federally Connected Student Supplement | 14,081,975 | 14,390,179 | 308,204 | 2.19% |
| Funding Compression and Hold Harmless Allocation | 47,949,110 | 68,163,995 | 20,214,885 | 42.16% |
| Instructional Materials Allocation | 241,135,805 | 246,978,361 | 5,842,556 | 2.42% |
| Mental Health Assistance Allocation | 120,000,000 | 140,000,000 | 20,000,000 | 16.67% |
| Reading Allocation | 130,000,000 | 170,000,000 | 40,000,000 | 30.77% |
| Safe Schools Allocation | 180,000,000 | 210,000,000 | 30,000,000 | 16.67% |
| Sparsity Supplement | 53,468,748 | 62,469,312 | 9,000,564 | 16.83% |
| State-Funded Discretionary Contribution | 34,236,438 | 36,373,591 | 2,137,153 | 6.24% |
| Student Transportation | 458,641,984 | 515,009,084 | 56,367,100 | 12.29% |
| Supplemental Academic Instruction | 714,704,630 | 719,314,907 | 4,610,277 | 0.65% |
| Teacher Salary Increase Allocation | 550,000,000 | 800,000,000 | 250,000,000 | 45.45% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 24,383,050 | 14,666,395 | 150.94% |
| TOTAL FEFP | 18,006,895,938 | 19,509,798,375 | 1,502,902,437 | 8.35% |
| Less: Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| GROSS STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| Allocated Student Reserve | 186,190,845 | 0 | (186,190,845) | -100.00% |
| Proration to Appropriation | (186,190,845) | 0 | 186,190,845 | -100.00% |
| NET STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE FUNDING | 12,625,679,528 | 13,553,672,086 | 927,992,558 | 7.35% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,888,021,898 | 133,617,399 | 7.62% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 10,740,219,713 | 766,846,299 | 7.69% |
| TOTAL FUNDING | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |
| State Funds per UFTE | 4,334.42 | 4,542.93 | 208.51 | 4.81% |
| Local Funds per UFTE | 3,423.88 | 3,599.92 | 176.04 | 5.14% |
| Total Funds per UFTE | 7,758.30 | 8,142.85 | 384.55 | 4.96% |
| State Funds as a Percent of Total | 55.87% | 55.79% | -0.08% | -0.14% |
| Local Funds as a Percent of Total | 44.13% | 44.21% | 0.08% | 0.18% |
| Student Reserve Allocation | 464,287,903 | 0 | (464,287,903) | -100.00% |
| Student Reserve Allocation Balance | 278,097,058 | 0 | (278,097,058) | -100.00% |
| TOTAL STATE FUNDING WITH STUDENT RESERVE INCLUDED | 12,903,776,586 | 13,553,672,086 | 649,895,500 | 5.04% |
| TOTAL FUNDING WITH STUDENT RESERVE INCLUDED | 22,877,150,000 | 24,293,891,799 | 1,416,741,799 | 6.19% |

2022-23 FEFP Conference Calculation
Change in FTE and Funds Compared to the 2021-22 Third Calculation

| District | K-12 Unweighted FTE Students | | | | K-12 Total Funding | | | |
|----------------------|------------------------------|-----------------------|------------|--------------------------|--------------------|-----------------------|---------------|--------------------------|
| | 2021-22 Third | 2022-23 Conference | Difference | Percentage Difference | 2021-22 Third | 2022-23 Conference | Difference | Percentage Difference |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 2.74% | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% |
| 2 Baker | 4,854.76 | 4,837.86 | (16.90) | -0.35% | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 1.72% | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 2.91% | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 2.16% | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 0.51% | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 0.64% | 17,355,699 | 18,100,298 | 744,599 | 4.29% |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 2.47% | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 1.62% | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 1.79% | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 2.23% | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 2.27% | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 2.98% | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% |
| 14 DeSoto | 4,619.49 | 4,590.74 | (28.75) | -0.62% | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 2.00% | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 1.92% | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 0.95% | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 2.29% | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% |
| 19 Franklin | 1,179.70 | 1,177.38 | (2.32) | -0.20% | 10,176,002 | 10,592,680 | 416,678 | 4.09% |
| 20 Gadsden | 4,714.60 | 4,682.44 | (32.16) | -0.68% | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 3.56% | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% |
| 22 Glades | 1,713.49 | 1,706.83 | (6.66) | -0.39% | 14,470,261 | 14,918,957 | 448,696 | 3.10% |
| 23 Gulf | 1,903.11 | 1,882.38 | (20.73) | -1.09% | 15,982,030 | 16,350,738 | 368,708 | 2.31% |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 0.73% | 13,271,760 | 13,900,467 | 628,707 | 4.74% |
| 25 Hardee | 4,939.10 | 4,926.93 | (12.17) | -0.25% | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 3.34% | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 5.45% | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 1.63% | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 2.59% | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 2.58% | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 0.56% | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% |
| 32 Jackson | 5,823.47 | 5,740.81 | (82.66) | -1.42% | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 5.19% | 7,184,110 | 7,710,581 | 526,471 | 7.33% |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 0.53% | 9,752,008 | 10,153,362 | 401,354 | 4.12% |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 4.34% | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 2.78% | 779,633,100 | 842,832,486 | 63,199,386 | 8.11% |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 2.12% | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 1.46% | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 1.69% | 11,043,110 | 11,619,820 | 576,710 | 5.22% |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 1.43% | 18,822,866 | 19,820,060 | 997,194 | 5.30% |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 2.16% | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 2.46% | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 2.50% | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 2.33% | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 3.53% | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 2.42% | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 3.71% | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 2.58% | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 4.93% | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% |
| 50 Palm Beach | 190,767.03 | 194,553.49 | 3,786.46 | 1.99% | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 4.75% | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% |
| 52 Pinellas | 96,332.15 | 95,991.09 | (341.06) | -0.35% | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 3.49% | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 1.27% | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 5.24% | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 4.48% | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 2.65% | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 2.08% | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 3.40% | 507,203,398 | 552,754,256 | 45,550,858 | 8.98% |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 2.53% | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 3.33% | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 0.35% | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 0.79% | 18,345,477 | 19,185,354 | 839,877 | 4.58% |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 2.86% | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 2.23% | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 3.56% | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 1.61% | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0.00% | 5,372,437 | 5,486,880 | 114,443 | 2.13% |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 0.89% | 10,882,016 | 11,338,062 | 456,046 | 4.19% |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 2.16% | 10,820,309 | 11,286,411 | 466,102 | 4.31% |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0.00% | 6,269,714 | 6,501,652 | 231,938 | 3.70% |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0.00% | 14,114,477 | 14,475,686 | 361,209 | 2.56% |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0.00% | 10,196,084 | 10,566,491 | 370,407 | 3.63% |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 1.25% | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% |
| TOTAL | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |

2022-23 FEFP Conference Calculation
Change in Funds and Funds per Student Compared to the 2021-22 Third Calculation

| District | K-12 Total Funding | | | | K-12 Total Funds per Unweighted FTE Student | | | |
|----------------------|--------------------|----------------|---------------|------------|---|------------|------------|------------|
| | 2021-22 | 2022-23 | Difference | Percentage | 2021-22 | 2022-23 | Difference | Percentage |
| | Third | Conference | | | Third | Conference | | |
| -1- | -2- | -3 | -4- | -5- | -6- | -7- | -8- | |
| 1 Alachua | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% | 7,495.79 | 7,913.35 | 417.56 | 5.57% |
| 2 Baker | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% | 7,839.33 | 8,173.22 | 333.89 | 4.26% |
| 3 Bay | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% | 7,803.17 | 8,248.00 | 444.83 | 5.70% |
| 4 Bradford | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% | 8,129.63 | 8,401.49 | 271.86 | 3.34% |
| 5 Brevard | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% | 7,659.08 | 8,056.04 | 396.96 | 5.18% |
| 6 Broward | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% | 7,750.69 | 8,143.16 | 392.47 | 5.06% |
| 7 Calhoun | 17,355,699 | 18,100,298 | 744,599 | 4.29% | 8,375.09 | 8,678.99 | 303.90 | 3.63% |
| 8 Charlotte | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% | 8,057.87 | 8,459.82 | 401.95 | 4.99% |
| 9 Citrus | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% | 7,633.07 | 7,908.60 | 275.53 | 3.61% |
| 10 Clay | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% | 7,543.40 | 7,877.61 | 334.21 | 4.43% |
| 11 Collier | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% | 9,241.50 | 9,748.78 | 507.28 | 5.49% |
| 12 Columbia | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% | 7,591.78 | 7,907.64 | 315.86 | 4.16% |
| 13 Dade | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% | 7,873.10 | 8,236.18 | 363.08 | 4.61% |
| 14 DeSoto | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% | 7,804.11 | 8,192.60 | 388.49 | 4.98% |
| 15 Dixie | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% | 7,992.28 | 8,325.43 | 333.15 | 4.17% |
| 16 Duval | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% | 7,630.62 | 8,020.59 | 389.97 | 5.11% |
| 17 Escambia | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% | 7,577.78 | 7,984.40 | 406.62 | 5.37% |
| 18 Flagler | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% | 7,641.14 | 7,935.16 | 294.02 | 3.85% |
| 19 Franklin | 10,176,002 | 10,592,680 | 416,678 | 4.09% | 8,625.92 | 8,996.82 | 370.90 | 4.30% |
| 20 Gadsden | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% | 7,744.86 | 8,164.43 | 419.57 | 5.42% |
| 21 Gilchrist | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% | 8,491.24 | 8,797.09 | 305.85 | 3.60% |
| 22 Glades | 14,470,261 | 14,918,957 | 448,696 | 3.10% | 8,444.91 | 8,740.74 | 295.83 | 3.50% |
| 23 Gulf | 15,982,030 | 16,350,738 | 368,708 | 2.31% | 8,397.85 | 8,686.20 | 288.35 | 3.43% |
| 24 Hamilton | 13,271,760 | 13,900,467 | 628,707 | 4.74% | 8,105.63 | 8,427.74 | 322.11 | 3.97% |
| 25 Hardee | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% | 7,691.66 | 7,959.28 | 267.62 | 3.48% |
| 26 Hendry | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% | 7,112.08 | 7,288.47 | 176.39 | 2.48% |
| 27 Hernando | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% | 7,554.76 | 7,994.17 | 439.41 | 5.82% |
| 28 Highlands | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% | 7,586.11 | 7,865.39 | 279.28 | 3.68% |
| 29 Hillsborough | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% | 7,659.62 | 8,056.04 | 396.42 | 5.18% |
| 30 Holmes | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% | 8,080.60 | 8,366.61 | 286.01 | 3.54% |
| 31 Indian River | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% | 7,834.91 | 8,260.74 | 425.83 | 5.44% |
| 32 Jackson | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% | 8,038.81 | 8,403.78 | 364.97 | 4.54% |
| 33 Jefferson | 7,184,110 | 7,710,581 | 526,471 | 7.33% | 9,505.93 | 9,699.09 | 193.16 | 2.03% |
| 34 Lafayette | 9,752,008 | 10,153,362 | 401,354 | 4.12% | 8,466.83 | 8,768.70 | 301.87 | 3.57% |
| 35 Lake | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% | 7,471.03 | 7,850.88 | 379.85 | 5.08% |
| 36 Lee | 779,633,100 | 842,832,486 | 63,199,386 | 8.11% | 8,020.16 | 8,436.08 | 415.92 | 5.19% |
| 37 Leon | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% | 7,586.86 | 7,972.52 | 385.66 | 5.08% |
| 38 Levy | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% | 8,085.58 | 8,463.43 | 377.85 | 4.67% |
| 39 Liberty | 11,043,110 | 11,619,820 | 576,710 | 5.22% | 8,694.75 | 8,996.80 | 302.05 | 3.47% |
| 40 Madison | 18,822,866 | 19,820,060 | 997,194 | 5.30% | 7,880.06 | 8,180.78 | 300.72 | 3.82% |
| 41 Manatee | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% | 7,647.95 | 8,052.59 | 404.64 | 5.29% |
| 42 Marion | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% | 7,521.15 | 7,958.74 | 437.59 | 5.82% |
| 43 Martin | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% | 8,297.99 | 8,666.39 | 368.40 | 4.44% |
| 44 Monroe | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% | 10,281.61 | 10,605.47 | 323.86 | 3.15% |
| 45 Nassau | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% | 7,758.04 | 8,142.43 | 384.39 | 4.95% |
| 46 Okaloosa | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% | 7,766.69 | 8,120.35 | 353.66 | 4.55% |
| 47 Okeechobee | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% | 7,783.07 | 8,087.80 | 304.73 | 3.92% |
| 48 Orange | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% | 7,698.10 | 8,116.45 | 418.35 | 5.43% |
| 49 Osceola | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% | 7,529.11 | 7,854.89 | 325.78 | 4.33% |
| 50 Palm Beach | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% | 8,217.17 | 8,635.93 | 418.76 | 5.10% |
| 51 Pasco | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% | 7,679.17 | 8,000.21 | 321.04 | 4.18% |
| 52 Pinellas | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% | 7,875.50 | 8,315.52 | 440.02 | 5.59% |
| 53 Polk | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% | 7,520.34 | 7,907.88 | 387.54 | 5.15% |
| 54 Putnam | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% | 7,718.52 | 8,110.67 | 392.15 | 5.08% |
| 55 St. Johns | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% | 7,771.24 | 8,080.98 | 309.74 | 3.99% |
| 56 St. Lucie | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% | 7,739.06 | 8,036.78 | 297.72 | 3.85% |
| 57 Santa Rosa | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% | 7,607.62 | 7,920.48 | 312.86 | 4.11% |
| 58 Sarasota | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% | 8,535.88 | 8,994.39 | 458.51 | 5.37% |
| 59 Seminole | 507,203,398 | 552,754,256 | 45,550,858 | 9.00% | 7,502.41 | 7,907.58 | 405.17 | 5.40% |
| 60 Sumter | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% | 8,206.52 | 8,617.55 | 411.03 | 5.01% |
| 61 Suwannee | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% | 7,444.51 | 7,719.81 | 275.30 | 3.70% |
| 62 Taylor | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% | 8,056.86 | 8,410.35 | 353.49 | 4.39% |
| 63 Union | 18,345,477 | 19,185,354 | 839,877 | 4.58% | 8,073.17 | 8,376.90 | 303.73 | 3.76% |
| 64 Volusia | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% | 7,463.06 | 7,857.86 | 394.80 | 5.29% |
| 65 Wakulla | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% | 7,634.59 | 7,978.42 | 343.83 | 4.50% |
| 66 Walton | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% | 8,669.65 | 9,070.22 | 400.57 | 4.62% |
| 67 Washington | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% | 8,257.77 | 8,606.48 | 348.71 | 4.22% |
| 69 FAMU Lab School | 5,372,437 | 5,486,880 | 114,443 | 2.13% | 8,767.03 | 8,953.79 | 186.76 | 2.13% |
| 70 FAU - Palm Beach | 10,882,016 | 11,338,062 | 456,046 | 4.19% | 8,438.16 | 8,713.88 | 275.72 | 3.27% |
| 71 FAU - St. Lucie | 10,820,309 | 11,286,411 | 466,102 | 4.31% | 7,584.95 | 7,744.63 | 159.68 | 2.11% |
| 72 FSU Lab - Broward | 6,269,714 | 6,501,652 | 231,938 | 3.70% | 8,870.06 | 9,198.19 | 328.13 | 3.70% |
| 73 FSU Lab - Leon | 14,114,477 | 14,475,686 | 361,209 | 2.56% | 7,886.11 | 8,087.92 | 201.81 | 2.56% |
| 74 UF Lab School | 10,196,084 | 10,566,491 | 370,407 | 3.63% | 8,276.31 | 8,576.98 | 300.67 | 3.63% |
| 75 Virtual School | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% | 5,551.17 | 5,853.65 | 302.48 | 5.45% |
| TOTAL | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% | 7,758.30 | 8,142.85 | 384.55 | 4.96% |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 1

| District | 2022-23 | 2022-23 | \$4,587.40 | District Cost Differential | Base Funding ² | 0.748 Mills Compression | DJJ Supplemental Allocation |
|----------------------|-------------------|--|---------------------------|----------------------------------|------------------------------|-------------------------------|-----------------------------------|
| | Unweighted FTE | Funded Weighted FTE ¹ | Funded Weighted FTE | | | | |
| | -1- | -2- | -3- | | | | |
| 1 Alachua | 30,172.37 | 32,704.37 | 150,028,027 | 0.9796 | 146,967,455 | 4,726,502 | 117,520 |
| 2 Baker | 4,837.86 | 5,214.04 | 23,918,887 | 0.9606 | 22,976,483 | 2,155,750 | 0 |
| 3 Bay | 26,279.15 | 30,222.70 | 138,643,614 | 0.9687 | 134,304,069 | 632,014 | 26,283 |
| 4 Bradford | 2,963.82 | 3,172.97 | 14,555,683 | 0.9513 | 13,846,821 | 1,002,838 | 0 |
| 5 Brevard | 75,349.51 | 82,969.19 | 380,612,862 | 0.9904 | 376,958,979 | 8,087,263 | 92,173 |
| 6 Broward | 263,621.47 | 291,210.74 | 1,335,900,149 | 1.0196 | 1,362,083,792 | 0 | 207,454 |
| 7 Calhoun | 2,085.53 | 2,291.26 | 10,510,926 | 0.9222 | 9,693,176 | 972,170 | 0 |
| 8 Charlotte | 16,776.84 | 18,536.12 | 85,032,597 | 0.9845 | 83,714,592 | 0 | 0 |
| 9 Citrus | 15,955.44 | 17,151.19 | 78,679,369 | 0.9430 | 74,194,645 | 894,302 | 136,287 |
| 10 Clay | 39,517.35 | 42,750.95 | 196,115,708 | 0.9798 | 192,154,171 | 14,549,498 | 96,393 |
| 11 Collier | 48,534.91 | 54,548.77 | 250,237,027 | 1.0523 | 263,324,424 | 0 | 65,665 |
| 12 Columbia | 10,373.91 | 11,071.69 | 50,790,271 | 0.9407 | 47,778,408 | 3,999,350 | 0 |
| 13 Dade | 350,795.41 | 384,564.25 | 1,764,150,040 | 1.0166 | 1,793,434,931 | 0 | 164,209 |
| 14 DeSoto | 4,590.74 | 4,867.62 | 22,329,720 | 0.9645 | 21,537,015 | 1,310,978 | 0 |
| 15 Dixie | 2,174.07 | 2,352.75 | 10,793,005 | 0.9258 | 9,992,164 | 919,740 | 0 |
| 16 Duval | 134,868.07 | 146,868.26 | 673,743,456 | 1.0058 | 677,651,168 | 20,501,295 | 157,454 |
| 17 Escambia | 39,163.04 | 42,566.13 | 195,267,865 | 0.9746 | 190,308,061 | 7,299,207 | 108,198 |
| 18 Flagler | 13,669.98 | 14,762.30 | 67,720,575 | 0.9560 | 64,740,870 | 0 | 0 |
| 19 Franklin | 1,177.38 | 1,278.98 | 5,867,193 | 0.9275 | 5,441,822 | 0 | 0 |
| 20 Gadsden | 4,682.44 | 5,062.25 | 23,222,566 | 0.9435 | 21,910,491 | 1,662,079 | 0 |
| 21 Gilchrist | 2,857.08 | 3,216.05 | 14,753,308 | 0.9424 | 13,903,517 | 1,035,606 | 0 |
| 22 Glades | 1,706.83 | 1,812.33 | 8,313,883 | 0.9734 | 8,092,734 | 463,695 | 0 |
| 23 Gulf | 1,882.38 | 2,074.20 | 9,515,185 | 0.9389 | 8,933,807 | 0 | 0 |
| 24 Hamilton | 1,649.37 | 1,764.73 | 8,095,522 | 0.9168 | 7,421,975 | 269,952 | 30,229 |
| 25 Hardee | 4,926.93 | 5,277.07 | 24,208,031 | 0.9557 | 23,135,615 | 1,720,287 | 0 |
| 26 Hendry | 13,771.40 | 14,629.15 | 67,109,763 | 0.9823 | 65,921,920 | 6,623,493 | 0 |
| 27 Hernando | 25,661.77 | 28,075.40 | 128,793,090 | 0.9587 | 123,473,935 | 7,075,976 | 63,803 |
| 28 Highlands | 12,735.17 | 13,641.08 | 62,577,090 | 0.9489 | 59,379,401 | 3,340,944 | 0 |
| 29 Hillsborough | 229,392.45 | 252,435.78 | 1,158,023,897 | 1.0072 | 1,166,361,669 | 44,933,393 | 353,898 |
| 30 Holmes | 3,159.29 | 3,331.72 | 15,283,932 | 0.9259 | 14,151,393 | 1,616,419 | 0 |
| 31 Indian River | 17,315.61 | 18,840.66 | 86,429,644 | 0.9990 | 86,343,214 | 0 | 0 |
| 32 Jackson | 5,740.81 | 6,327.49 | 29,026,728 | 0.9219 | 26,759,741 | 2,263,831 | 22,964 |
| 33 Jefferson | 794.98 | 862.00 | 3,954,339 | 0.9396 | 3,715,497 | 0 | 0 |
| 34 Lafayette | 1,157.91 | 1,288.29 | 5,909,902 | 0.9187 | 5,429,427 | 508,276 | 0 |
| 35 Lake | 48,736.76 | 52,667.89 | 241,608,679 | 0.9746 | 235,471,819 | 8,942,708 | 8,191 |
| 36 Lee | 99,908.05 | 110,089.41 | 505,024,159 | 1.0173 | 513,761,077 | 0 | 115,135 |
| 37 Leon | 33,875.42 | 36,693.63 | 168,328,358 | 0.9718 | 163,581,498 | 5,918,036 | 98,331 |
| 38 Levy | 5,687.12 | 6,244.45 | 28,645,790 | 0.9431 | 27,015,845 | 1,710,856 | 0 |
| 39 Liberty | 1,291.55 | 1,465.09 | 6,720,954 | 0.9245 | 6,213,522 | 572,157 | 55,720 |
| 40 Madison | 2,422.76 | 2,578.80 | 11,829,987 | 0.9189 | 10,870,575 | 901,897 | 17,785 |
| 41 Manatee | 51,737.07 | 56,120.69 | 257,448,053 | 0.9937 | 255,826,130 | 0 | 152,947 |
| 42 Marion | 45,361.88 | 50,526.87 | 231,786,963 | 0.9472 | 219,548,611 | 10,165,144 | 145,702 |
| 43 Martin | 19,007.19 | 21,266.57 | 97,558,263 | 1.0164 | 99,158,219 | 0 | 0 |
| 44 Monroe | 8,817.22 | 9,621.37 | 44,137,073 | 1.0516 | 46,414,546 | 0 | 0 |
| 45 Nassau | 13,104.64 | 14,127.70 | 64,809,411 | 0.9870 | 63,966,889 | 0 | 0 |
| 46 Okaloosa | 33,381.04 | 36,443.52 | 167,181,004 | 0.9900 | 165,509,194 | 3,999,049 | 103,287 |
| 47 Okeechobee | 6,553.43 | 6,990.86 | 32,069,871 | 0.9638 | 30,908,942 | 1,304,722 | 91,342 |
| 48 Orange | 214,553.60 | 241,797.39 | 1,109,221,347 | 1.0091 | 1,119,315,261 | 5,554,793 | 175,640 |
| 49 Osceola | 78,752.26 | 85,478.08 | 392,122,144 | 0.9870 | 387,024,556 | 22,331,778 | 53,996 |
| 50 Palm Beach | 194,563.49 | 218,086.59 | 1,000,450,423 | 1.0438 | 1,044,270,152 | 0 | 123,652 |
| 51 Pasco | 85,550.75 | 94,312.45 | 432,648,933 | 0.9813 | 424,558,398 | 25,024,450 | 87,098 |
| 52 Pinellas | 95,991.09 | 106,000.96 | 486,268,804 | 1.0011 | 486,803,700 | 0 | 157,272 |
| 53 Polk | 116,184.44 | 125,663.56 | 576,469,015 | 0.9704 | 559,405,532 | 36,945,490 | 146,298 |
| 54 Putnam | 10,362.25 | 11,153.76 | 51,166,759 | 0.9455 | 48,378,171 | 2,677,916 | 0 |
| 55 St. Johns | 50,198.06 | 55,702.46 | 255,529,465 | 1.0023 | 256,117,183 | 3,577,114 | 81,407 |
| 56 St. Lucie | 46,381.29 | 50,091.89 | 229,791,536 | 0.9935 | 228,297,891 | 7,100,512 | 80,637 |
| 57 Santa Rosa | 31,175.15 | 34,254.27 | 157,138,038 | 0.9627 | 151,276,789 | 9,561,730 | 0 |
| 58 Sarasota | 45,637.78 | 51,186.83 | 234,814,464 | 1.0153 | 238,407,125 | 0 | 0 |
| 59 Seminole | 69,901.86 | 75,921.97 | 348,284,445 | 0.9951 | 346,577,851 | 12,479,579 | 0 |
| 60 Sumter | 9,126.05 | 9,983.53 | 45,798,446 | 0.9708 | 44,461,131 | 0 | 0 |
| 61 Suwannee | 6,295.41 | 6,666.03 | 30,579,746 | 0.9251 | 28,289,323 | 2,331,253 | 0 |
| 62 Taylor | 2,658.49 | 2,963.39 | 13,594,255 | 0.9215 | 12,527,106 | 384,949 | 0 |
| 63 Union | 2,290.27 | 2,475.78 | 11,357,393 | 0.9415 | 10,692,986 | 1,231,180 | 0 |
| 64 Volusia | 65,663.77 | 71,669.35 | 328,775,976 | 0.9639 | 316,907,163 | 5,352,911 | 98,581 |
| 65 Wakulla | 5,184.76 | 5,604.48 | 25,709,992 | 0.9470 | 24,347,362 | 2,054,461 | 0 |
| 66 Walton | 11,400.62 | 12,267.95 | 56,277,994 | 0.9844 | 55,400,057 | 0 | 25,774 |
| 67 Washington | 3,345.91 | 3,747.72 | 17,192,291 | 0.9303 | 15,993,988 | 1,318,891 | 0 |
| 69 FAMU Lab School | 612.80 | 635.44 | 2,915,017 | 0.9718 | 2,832,814 | 107,056 | 0 |
| 70 FAU - Palm Beach | 1,301.15 | 1,332.61 | 6,113,215 | 1.0438 | 6,380,974 | 0 | 0 |
| 71 FAU - St. Lucie | 1,457.32 | 1,539.44 | 7,062,027 | 0.9935 | 7,016,124 | 223,101 | 0 |
| 72 FSU Lab - Broward | 706.84 | 877.38 | 4,024,893 | 1.0196 | 4,103,781 | 0 | 0 |
| 73 FSU Lab - Leon | 1,789.79 | 1,898.62 | 8,709,729 | 0.9718 | 8,464,115 | 312,676 | 0 |
| 74 UF Lab School | 1,231.96 | 1,292.58 | 5,929,581 | 0.9796 | 5,808,618 | 192,987 | 0 |
| 75 Virtual School | 50,922.08 | 52,503.51 | 240,854,602 | 1.0000 | 240,854,602 | 620,740 | 0 |
| State | 2,983,464.64 | 3,277,687.35 | 15,036,062,949 | | 15,038,797,002 | 311,462,994 | 3,461,325 |

1. Additional Weighted FTE for the Small District ESE Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early Graduation, and Industry Certified Career Education Supplement Additional FTE are included in the Weighted FTE.
2. Weighted FTE x BSA x DCD (column 2 x column 3 x column 4)

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 2

| District | ESE | Federally | Funding | Mental | | Reading | Safe | Sparsity |
|----------------------|-------------|-----------|-------------|---------------|------------|------------|------------|------------|
| | Guaranteed | Connected | Compression | Instructional | Health | | | |
| | Allocation | Student | and Hold | Materials | Assistance | Allocation | Schools | Supplement |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 11,581,337 | 0 | 1,927,453 | 2,551,923 | 1,441,010 | 1,693,170 | 2,752,243 | 0 |
| 2 Baker | 1,282,511 | 0 | 277,459 | 369,104 | 315,019 | 361,727 | 520,933 | 863,669 |
| 3 Bay | 8,943,731 | 899,633 | 13,864 | 2,141,267 | 1,267,976 | 1,557,187 | 2,149,602 | 2,597,409 |
| 4 Bradford | 1,306,936 | 0 | 231,435 | 245,100 | 231,727 | 263,690 | 431,045 | 1,232,747 |
| 5 Brevard | 29,195,746 | 2,911,469 | 1,829,962 | 6,377,692 | 3,448,907 | 4,162,871 | 5,328,511 | 0 |
| 6 Broward | 99,787,761 | 0 | 498,349 | 20,544,689 | 11,816,649 | 14,741,364 | 18,363,762 | 0 |
| 7 Calhoun | 788,171 | 0 | 118,773 | 166,573 | 192,691 | 219,088 | 360,965 | 1,895,362 |
| 8 Charlotte | 6,599,078 | 0 | 391,150 | 1,475,902 | 845,646 | 1,013,946 | 1,253,257 | 0 |
| 9 Citrus | 7,638,242 | 0 | 491,596 | 1,284,365 | 809,139 | 911,719 | 1,261,595 | 2,273,145 |
| 10 Clay | 13,664,460 | 758,633 | 2,085,830 | 3,262,300 | 1,856,347 | 2,178,395 | 2,428,553 | 0 |
| 11 Collier | 23,598,766 | 0 | 0 | 4,110,452 | 2,257,133 | 2,942,637 | 3,029,480 | 0 |
| 12 Columbia | 4,209,751 | 0 | 422,288 | 855,752 | 561,068 | 628,055 | 957,059 | 1,553,856 |
| 13 Dade | 134,605,314 | 132,988 | 0 | 29,084,939 | 15,691,092 | 19,373,310 | 26,582,683 | 0 |
| 14 DeSoto | 1,973,121 | 0 | 310,383 | 366,271 | 304,035 | 346,269 | 552,000 | 933,351 |
| 15 Dixie | 732,296 | 0 | 148,943 | 178,396 | 196,626 | 222,298 | 382,002 | 1,251,196 |
| 16 Duval | 50,863,254 | 1,008,941 | 4,224,091 | 10,862,029 | 6,094,208 | 7,391,771 | 10,791,582 | 0 |
| 17 Escambia | 14,070,975 | 1,518,980 | 1,750,717 | 3,033,026 | 1,840,600 | 2,158,571 | 3,382,368 | 0 |
| 18 Flagler | 6,791,876 | 0 | 391,443 | 1,176,149 | 707,562 | 810,202 | 1,004,159 | 1,343,519 |
| 19 Franklin | 484,393 | 0 | 5,867 | 89,330 | 152,329 | 173,436 | 333,360 | 0 |
| 20 Gadsden | 1,613,971 | 0 | 185,781 | 354,770 | 308,111 | 350,280 | 524,986 | 919,821 |
| 21 Gilchrist | 1,100,569 | 0 | 172,614 | 246,437 | 226,983 | 264,299 | 391,516 | 2,299,964 |
| 22 Glades | 510,001 | 285,601 | 136,348 | 141,232 | 175,860 | 201,902 | 342,981 | 1,161,338 |
| 23 Gulf | 402,201 | 0 | 24,739 | 148,108 | 183,662 | 120,933 | 366,953 | 1,237,107 |
| 24 Hamilton | 528,883 | 0 | 44,525 | 130,371 | 173,306 | 194,699 | 365,565 | 1,149,987 |
| 25 Hardee | 1,872,346 | 0 | 254,184 | 389,512 | 318,977 | 363,435 | 545,850 | 845,531 |
| 26 Hendry | 3,811,354 | 0 | 1,332,622 | 1,184,675 | 712,069 | 822,884 | 697,623 | 2,287,300 |
| 27 Hernando | 11,870,103 | 0 | 1,238,475 | 2,279,236 | 1,240,537 | 1,440,891 | 1,751,155 | 2,516,257 |
| 28 Highlands | 4,536,305 | 0 | 539,454 | 1,062,212 | 666,014 | 752,629 | 1,099,396 | 3,126,465 |
| 29 Hillsborough | 84,745,103 | 1,439,790 | 5,516,502 | 18,755,832 | 10,295,341 | 12,639,655 | 12,991,019 | 0 |
| 30 Holmes | 1,040,636 | 0 | 206,333 | 260,903 | 240,415 | 266,961 | 421,311 | 2,770,661 |
| 31 Indian River | 6,206,106 | 0 | 77,787 | 1,396,384 | 869,592 | 1,042,173 | 1,301,641 | 0 |
| 32 Jackson | 2,294,708 | 0 | 148,036 | 452,028 | 355,150 | 402,352 | 553,778 | 3,729,287 |
| 33 Jefferson | 386,602 | 0 | 37,962 | 70,633 | 135,333 | 154,898 | 332,270 | 652,827 |
| 34 Lafayette | 376,845 | 0 | 39,005 | 103,953 | 151,463 | 173,302 | 307,906 | 1,036,274 |
| 35 Lake | 18,765,607 | 0 | 3,354,536 | 4,298,137 | 2,266,104 | 2,643,550 | 3,249,510 | 0 |
| 36 Lee | 36,098,223 | 75,306 | 2,222,106 | 8,317,534 | 4,540,410 | 5,631,883 | 6,049,135 | 0 |
| 37 Leon | 17,711,318 | 0 | 1,421,759 | 2,739,031 | 1,605,592 | 1,871,575 | 2,981,299 | 0 |
| 38 Levy | 1,988,221 | 0 | 300,781 | 462,666 | 352,764 | 405,102 | 650,029 | 3,707,521 |
| 39 Liberty | 497,802 | 0 | 67,882 | 106,092 | 157,403 | 181,722 | 315,224 | 1,111,522 |
| 40 Madison | 1,014,750 | 0 | 73,346 | 198,874 | 207,680 | 231,731 | 397,560 | 1,241,672 |
| 41 Manatee | 20,539,480 | 0 | 1,397,297 | 4,227,776 | 2,399,453 | 2,862,119 | 3,646,974 | 0 |
| 42 Marion | 15,358,417 | 0 | 2,625,013 | 3,689,707 | 2,116,107 | 2,472,563 | 3,266,929 | 0 |
| 43 Martin | 7,107,106 | 0 | 87,802 | 1,687,682 | 944,774 | 1,179,783 | 1,387,822 | 0 |
| 44 Monroe | 3,528,810 | 1,010,300 | 0 | 715,971 | 491,881 | 613,410 | 814,554 | 0 |
| 45 Nassau | 3,858,879 | 0 | 181,466 | 1,128,333 | 682,435 | 801,891 | 988,028 | 2,997,001 |
| 46 Okaloosa | 13,993,948 | 2,890,279 | 217,335 | 2,758,355 | 1,583,619 | 1,892,275 | 2,214,997 | 0 |
| 47 Okeechobee | 2,892,112 | 0 | 516,325 | 567,992 | 391,267 | 446,907 | 705,777 | 642,009 |
| 48 Orange | 58,480,792 | 0 | 3,147,816 | 17,960,189 | 9,635,829 | 12,134,460 | 15,009,562 | 0 |
| 49 Osceola | 24,017,364 | 0 | 4,300,674 | 6,993,070 | 3,600,142 | 4,270,957 | 4,695,964 | 0 |
| 50 Palm Beach | 69,755,340 | 25,789 | 0 | 15,439,413 | 8,747,369 | 11,328,609 | 13,484,104 | 0 |
| 51 Pasco | 33,270,642 | 0 | 1,615,532 | 7,559,254 | 3,902,301 | 4,674,004 | 5,134,017 | 0 |
| 52 Pinellas | 42,548,408 | 32,136 | 0 | 7,581,483 | 4,366,321 | 5,342,408 | 7,523,362 | 0 |
| 53 Polk | 44,942,731 | 0 | 6,678,812 | 10,032,139 | 5,263,814 | 6,122,023 | 7,031,298 | 0 |
| 54 Putnam | 3,355,441 | 0 | 614,001 | 818,742 | 560,550 | 634,496 | 910,920 | 3,547,521 |
| 55 St. Johns | 16,507,385 | 0 | 894,353 | 4,447,187 | 2,331,051 | 2,865,244 | 2,799,645 | 0 |
| 56 St. Lucie | 19,886,617 | 0 | 1,953,228 | 4,133,924 | 2,161,415 | 2,566,514 | 2,910,219 | 0 |
| 57 Santa Rosa | 11,166,300 | 1,400,334 | 1,304,246 | 2,649,278 | 1,485,579 | 1,739,444 | 1,800,568 | 0 |
| 58 Sarasota | 23,597,219 | 0 | 0 | 3,797,113 | 2,128,370 | 2,675,070 | 3,313,393 | 0 |
| 59 Seminole | 21,276,911 | 0 | 4,324,716 | 5,860,108 | 3,206,786 | 3,836,631 | 4,286,458 | 0 |
| 60 Sumter | 3,945,778 | 0 | 0 | 763,272 | 505,607 | 592,434 | 823,378 | 0 |
| 61 Suwannee | 1,452,830 | 0 | 477,944 | 545,326 | 379,799 | 418,777 | 645,655 | 2,420,251 |
| 62 Taylor | 1,105,541 | 0 | 48,939 | 210,456 | 218,157 | 249,519 | 461,305 | 1,300,638 |
| 63 Union | 682,798 | 0 | 180,583 | 177,950 | 201,791 | 229,824 | 370,371 | 1,257,491 |
| 64 Volusia | 25,050,726 | 0 | 4,711,826 | 5,497,037 | 3,018,424 | 3,518,021 | 4,581,979 | 0 |
| 65 Wakulla | 1,927,876 | 0 | 156,869 | 471,704 | 330,437 | 376,448 | 549,620 | 762,896 |
| 66 Walton | 4,351,491 | 0 | 0 | 1,041,171 | 606,700 | 709,898 | 887,736 | 0 |
| 67 Washington | 770,377 | 0 | 153,011 | 287,989 | 248,709 | 286,747 | 437,196 | 2,432,988 |
| 69 FAMU Lab School | 54,012 | 0 | 0 | 45,611 | 127,236 | 145,419 | 277,326 | 547,178 |
| 70 FAU - Palm Beach | 130,364 | 0 | 0 | 337,482 | 157,830 | 183,520 | 308,021 | 638,203 |
| 71 FAU - St. Lucie | 222,724 | 0 | 61,827 | 113,663 | 164,771 | 190,341 | 314,985 | 0 |
| 72 FSU Lab - Broward | 168,429 | 0 | 0 | 51,533 | 131,415 | 159,067 | 281,520 | 0 |
| 73 FSU Lab - Leon | 353,520 | 0 | 0 | 148,965 | 179,547 | 205,890 | 329,760 | 1,178,235 |
| 74 UF Lab School | 421,347 | 0 | 0 | 102,164 | 154,754 | 177,374 | 304,691 | 1,007,113 |
| 75 Virtual School | 2,640,112 | 0 | 0 | 3,862,443 | 2,363,230 | 2,701,351 | 0 | 0 |

State 1,094,851,200 14,390,179 68,163,995 246,978,361 140,000,000 170,000,000 210,000,000 62,469,312

2022-23 FEFP Conference Calculation
 Prekindergarten through Grade 12 Funding Summary - Page 3

| District | State-Funded Discretionary Contribution | Student Transportation | Supplemental Academic Instruction | Teacher Salary Increase Allocation | Teachers Classroom Supply Assistance | Turnaround Supplemental Services Allocation | Gross State & Local FEFP | Required Local Effort Taxes | Net State FEFP |
|----------------------|---|------------------------|-----------------------------------|------------------------------------|--------------------------------------|---|--------------------------|-----------------------------|----------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 4,599,054 | 8,206,624 | 7,818,043 | 554,588 | 799,460 | 195,736,382 | 70,071,331 | 125,665,051 |
| 2 Baker | 0 | 1,804,221 | 1,734,971 | 1,222,251 | 90,888 | 0 | 33,974,986 | 4,607,206 | 29,367,780 |
| 3 Bay | 0 | 4,307,285 | 7,224,948 | 7,144,405 | 488,109 | 231,485 | 173,929,267 | 78,516,847 | 95,412,420 |
| 4 Bradford | 0 | 749,601 | 890,119 | 736,592 | 55,014 | 0 | 21,223,665 | 4,398,570 | 16,825,095 |
| 5 Brevard | 0 | 12,672,725 | 20,004,669 | 20,052,614 | 1,397,294 | 510,570 | 493,031,445 | 194,393,089 | 298,638,356 |
| 6 Broward | 0 | 32,761,618 | 57,248,035 | 72,457,062 | 4,934,703 | 315,300 | 1,695,760,538 | 855,827,721 | 839,932,817 |
| 7 Calhoun | 0 | 457,244 | 446,045 | 515,636 | 37,642 | 0 | 15,863,536 | 1,836,742 | 14,026,794 |
| 8 Charlotte | 0 | 4,097,467 | 3,676,224 | 4,453,260 | 311,334 | 0 | 107,831,856 | 86,675,211 | 21,156,645 |
| 9 Citrus | 0 | 4,876,841 | 3,373,536 | 3,946,839 | 292,473 | 0 | 102,384,724 | 45,252,682 | 57,132,042 |
| 10 Clay | 0 | 8,482,827 | 9,940,859 | 10,221,785 | 727,532 | 293,550 | 262,701,133 | 51,174,379 | 211,526,754 |
| 11 Collier | 0 | 9,709,300 | 10,883,350 | 14,007,738 | 902,758 | 0 | 334,831,703 | 301,392,468 | 33,439,235 |
| 12 Columbia | 0 | 2,338,705 | 3,784,486 | 2,541,608 | 191,898 | 0 | 69,822,284 | 13,118,164 | 56,704,120 |
| 13 Dade | 0 | 21,847,999 | 113,568,475 | 95,403,106 | 6,521,266 | 178,825 | 2,256,589,137 | 1,381,967,906 | 874,621,231 |
| 14 DeSoto | 0 | 827,067 | 1,741,203 | 1,145,677 | 85,048 | 244,590 | 31,677,008 | 7,840,337 | 23,836,671 |
| 15 Dixie | 0 | 559,037 | 473,476 | 531,540 | 40,599 | 0 | 15,628,313 | 2,308,394 | 13,319,919 |
| 16 Duval | 0 | 20,125,324 | 32,462,051 | 36,048,158 | 2,465,996 | 1,866,920 | 882,514,242 | 318,142,576 | 564,371,666 |
| 17 Escambia | 0 | 9,195,393 | 10,202,848 | 10,123,579 | 729,268 | 1,352,060 | 257,073,851 | 87,863,628 | 169,210,223 |
| 18 Flagler | 0 | 2,923,924 | 2,884,982 | 3,443,939 | 252,484 | 0 | 86,471,109 | 45,305,037 | 41,166,072 |
| 19 Franklin | 0 | 323,362 | 245,093 | 289,482 | 21,190 | 0 | 7,559,664 | 6,803,652 | 756,012 |
| 20 Gadsden | 0 | 1,576,441 | 1,316,172 | 1,165,545 | 87,318 | 496,330 | 32,472,096 | 6,507,660 | 25,964,436 |
| 21 Gilchrist | 0 | 554,063 | 618,764 | 739,607 | 52,698 | 0 | 21,606,637 | 3,873,424 | 17,733,213 |
| 22 Glades | 0 | 258,037 | 410,924 | 430,499 | 31,842 | 0 | 12,642,994 | 3,054,213 | 9,588,781 |
| 23 Gulf | 0 | 408,449 | 375,602 | 475,241 | 35,060 | 0 | 12,801,862 | 8,652,423 | 4,149,439 |
| 24 Hamilton | 0 | 597,577 | 343,793 | 394,817 | 30,114 | 0 | 11,675,793 | 3,715,972 | 7,959,821 |
| 25 Hardee | 0 | 1,312,604 | 1,059,810 | 1,230,716 | 91,750 | 0 | 33,140,617 | 6,963,048 | 26,177,569 |
| 26 Hendry | 0 | 1,755,865 | 1,864,314 | 3,506,765 | 138,845 | 202,495 | 90,862,224 | 10,544,777 | 80,317,447 |
| 27 Hernando | 0 | 5,531,620 | 5,947,027 | 6,568,288 | 472,860 | 0 | 171,470,163 | 45,912,263 | 125,557,900 |
| 28 Highlands | 0 | 3,254,779 | 2,482,128 | 3,158,732 | 232,607 | 0 | 83,631,066 | 23,787,528 | 59,843,538 |
| 29 Hillsborough | 0 | 37,105,892 | 51,314,834 | 62,045,478 | 4,181,643 | 6,400,975 | 1,519,081,024 | 492,011,601 | 1,027,069,423 |
| 30 Holmes | 0 | 758,384 | 667,328 | 752,794 | 57,969 | 0 | 23,211,507 | 2,015,047 | 21,196,460 |
| 31 Indian River | 0 | 2,828,493 | 3,736,144 | 4,593,091 | 322,775 | 0 | 108,717,400 | 82,033,298 | 26,684,102 |
| 32 Jackson | 0 | 1,882,969 | 1,121,661 | 1,423,504 | 106,566 | 0 | 41,516,575 | 6,910,684 | 34,605,891 |
| 33 Jefferson | 0 | 354,766 | 310,027 | 197,648 | 14,821 | 0 | 6,363,284 | 2,808,234 | 3,555,050 |
| 34 Lafayette | 0 | 232,345 | 198,393 | 288,822 | 21,708 | 0 | 8,867,719 | 1,123,132 | 7,744,587 |
| 35 Lake | 0 | 9,959,851 | 11,041,676 | 12,526,099 | 900,304 | 267,635 | 313,695,727 | 107,896,930 | 205,798,797 |
| 36 Lee | 0 | 28,665,635 | 23,322,749 | 27,329,903 | 1,857,739 | 843,960 | 658,830,795 | 405,516,281 | 253,314,514 |
| 37 Leon | 0 | 4,819,106 | 9,424,770 | 8,701,840 | 625,361 | 620,195 | 222,119,711 | 75,677,672 | 146,442,039 |
| 38 Levy | 0 | 1,482,333 | 1,286,378 | 1,437,128 | 105,763 | 0 | 40,905,387 | 9,337,136 | 31,568,251 |
| 39 Liberty | 0 | 282,890 | 264,783 | 330,533 | 24,046 | 0 | 10,181,298 | 1,191,910 | 8,989,388 |
| 40 Madison | 0 | 571,994 | 640,884 | 578,268 | 45,320 | 0 | 16,992,336 | 3,130,104 | 13,862,232 |
| 41 Manatee | 0 | 8,509,623 | 12,783,575 | 13,608,861 | 968,956 | 1,209,930 | 328,133,121 | 181,493,461 | 146,639,660 |
| 42 Marion | 0 | 12,255,774 | 13,164,864 | 11,679,052 | 837,190 | 1,278,085 | 298,603,158 | 91,692,728 | 206,910,430 |
| 43 Martin | 0 | 3,799,475 | 4,126,758 | 5,274,796 | 357,202 | 0 | 125,111,419 | 95,538,633 | 29,572,786 |
| 44 Monroe | 0 | 1,245,138 | 1,910,886 | 2,469,056 | 164,659 | 0 | 59,379,211 | 53,431,223 | 5,947,988 |
| 45 Nassau | 0 | 3,752,194 | 2,836,450 | 3,402,766 | 242,645 | 0 | 84,838,977 | 44,398,042 | 40,440,935 |
| 46 Okaloosa | 0 | 7,584,563 | 8,920,038 | 8,804,385 | 614,524 | 0 | 221,085,848 | 86,279,283 | 134,806,565 |
| 47 Okeechobee | 0 | 1,846,458 | 1,991,897 | 1,644,224 | 120,652 | 0 | 44,070,626 | 13,936,080 | 30,134,546 |
| 48 Orange | 0 | 34,595,511 | 48,721,100 | 59,542,809 | 3,943,094 | 1,722,840 | 1,389,939,696 | 628,841,356 | 761,098,340 |
| 49 Osceola | 0 | 17,707,532 | 16,880,550 | 20,888,060 | 1,447,245 | 0 | 513,911,888 | 137,226,418 | 376,685,470 |
| 50 Palm Beach | 0 | 30,038,099 | 42,833,763 | 55,550,728 | 3,642,786 | 492,805 | 1,295,732,609 | 874,362,910 | 421,369,699 |
| 51 Pasco | 0 | 19,641,241 | 21,942,177 | 22,584,700 | 1,563,755 | 0 | 571,557,569 | 145,665,892 | 425,891,677 |
| 52 Pinellas | 0 | 14,119,443 | 22,535,164 | 25,895,885 | 1,793,706 | 1,331,990 | 620,031,278 | 390,321,066 | 229,710,212 |
| 53 Polk | 0 | 29,871,356 | 29,074,461 | 29,757,994 | 2,162,708 | 1,453,190 | 768,887,846 | 183,679,745 | 585,208,101 |
| 54 Putnam | 0 | 2,626,340 | 2,963,101 | 2,573,513 | 192,592 | 603,610 | 70,456,914 | 19,033,651 | 51,423,263 |
| 55 St. Johns | 0 | 13,362,729 | 9,958,997 | 13,624,345 | 927,300 | 0 | 327,493,940 | 137,653,914 | 189,840,026 |
| 56 St. Lucie | 0 | 11,166,171 | 11,259,143 | 12,144,476 | 863,111 | 566,320 | 305,090,178 | 108,743,455 | 196,346,723 |
| 57 Santa Rosa | 0 | 8,422,461 | 8,219,727 | 8,047,281 | 554,157 | 0 | 207,627,894 | 51,451,157 | 156,176,737 |
| 58 Sarasota | 0 | 8,817,211 | 9,242,612 | 12,682,244 | 853,789 | 0 | 305,514,146 | 274,970,313 | 30,543,833 |
| 59 Seminole | 0 | 15,339,549 | 16,080,341 | 18,436,467 | 1,276,728 | 300,455 | 453,282,580 | 154,586,330 | 298,696,250 |
| 60 Sumter | 0 | 1,384,049 | 1,839,188 | 2,365,143 | 170,156 | 0 | 56,850,136 | 51,170,557 | 5,679,579 |
| 61 Suwannee | 0 | 1,495,129 | 1,272,356 | 1,504,871 | 114,362 | 0 | 41,347,876 | 8,522,231 | 32,825,645 |
| 62 Taylor | 0 | 788,551 | 570,430 | 666,388 | 49,522 | 38,330 | 18,619,831 | 6,266,934 | 12,352,897 |
| 63 Union | 0 | 672,242 | 503,642 | 568,822 | 43,041 | 0 | 16,812,721 | 1,204,405 | 15,608,316 |
| 64 Volusia | 0 | 13,156,376 | 16,889,816 | 16,858,112 | 1,197,079 | 761,145 | 417,599,196 | 176,698,110 | 240,901,086 |
| 65 Wakulla | 0 | 1,814,095 | 966,272 | 1,295,177 | 97,413 | 0 | 35,150,630 | 6,300,793 | 28,849,837 |
| 66 Walton | 0 | 3,117,833 | 2,312,046 | 2,947,047 | 212,311 | 0 | 71,612,064 | 64,441,797 | 7,170,267 |
| 67 Washington | 0 | 1,026,854 | 934,735 | 850,812 | 62,196 | 0 | 24,804,493 | 4,128,054 | 20,676,439 |
| 69 FAMU Lab School | 288,212 | 0 | 322,956 | 150,694 | 11,516 | 0 | 4,910,030 | 0 | 4,910,030 |
| 70 FAU - Palm Beach | 1,211,579 | 0 | 332,309 | 339,440 | 24,453 | 0 | 10,044,175 | 0 | 10,044,175 |
| 71 FAU - St. Lucie | 716,899 | 0 | 423,441 | 373,228 | 27,387 | 0 | 9,848,491 | 0 | 9,848,491 |
| 72 FSU Lab - Broward | 488,455 | 0 | 144,945 | 218,304 | 13,284 | 0 | 5,760,733 | 0 | 5,760,733 |
| 73 FSU Lab - Leon | 841,774 | 0 | 303,553 | 450,255 | 33,614 | 0 | 12,801,904 | 0 | 12,801,904 |
| 74 UF Lab School | 601,652 | 0 | 313,459 | 308,994 | 23,049 | 0 | 9,416,202 | 0 | 9,416,202 |
| 75 Virtual School | 32,225,020 | 0 | 0 | 12,812,439 | 0 | 0 | 298,079,937 | 0 | 298,079,937 |
| State | 36,373,591 | 515,009,084 | 719,314,907 | 800,000,000 | 54,143,375 | 24,383,050 | 19,509,798,375 | 8,852,197,815 | 10,657,600,560 |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 4

| District | Net State FEFP | Class Size Reduction Allocation | Total State Funding | Required Local Effort Taxes | 0.748 Discretionary Local Effort | Total Local Funding | Total State and Local Funding |
|----------------------|----------------|---------------------------------|---------------------|-----------------------------|----------------------------------|---------------------|-------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 125,665,051 | 28,292,856 | 153,957,907 | 70,071,331 | 14,735,270 | 84,806,601 | 238,764,508 |
| 2 Baker | 29,367,780 | 4,601,135 | 33,968,915 | 4,607,206 | 964,779 | 5,571,985 | 39,540,900 |
| 3 Bay | 95,412,420 | 26,502,538 | 121,914,958 | 78,516,847 | 16,318,589 | 94,835,436 | 216,750,394 |
| 4 Bradford | 16,825,095 | 2,767,975 | 19,593,070 | 4,398,570 | 908,876 | 5,307,446 | 24,900,516 |
| 5 Brevard | 298,638,356 | 73,472,986 | 372,111,342 | 194,393,089 | 40,514,358 | 234,907,447 | 607,018,789 |
| 6 Broward | 839,932,817 | 268,778,476 | 1,108,711,293 | 855,827,721 | 182,173,914 | 1,038,001,635 | 2,146,712,928 |
| 7 Calhoun | 14,026,794 | 1,863,728 | 15,890,522 | 1,836,742 | 373,034 | 2,209,776 | 18,100,298 |
| 8 Charlotte | 21,156,645 | 16,354,149 | 37,510,794 | 86,675,211 | 17,743,037 | 104,418,248 | 141,929,042 |
| 9 Citrus | 57,132,042 | 14,403,112 | 71,535,154 | 45,252,682 | 9,397,281 | 54,649,963 | 126,185,117 |
| 10 Clay | 211,526,754 | 37,661,135 | 249,187,889 | 51,174,379 | 10,939,821 | 62,114,200 | 311,302,089 |
| 11 Collier | 33,439,235 | 51,716,014 | 85,155,249 | 301,392,468 | 86,608,362 | 388,000,830 | 473,156,079 |
| 12 Columbia | 56,704,120 | 9,518,863 | 66,222,983 | 13,118,164 | 2,692,013 | 15,810,177 | 82,033,160 |
| 13 Dade | 874,621,231 | 353,847,031 | 1,228,468,262 | 1,381,967,906 | 278,778,855 | 1,660,746,761 | 2,889,215,023 |
| 14 DeSoto | 23,836,671 | 4,282,941 | 28,119,612 | 7,840,337 | 1,650,133 | 9,490,470 | 37,610,082 |
| 15 Dixie | 13,319,919 | 1,989,181 | 15,309,100 | 2,308,394 | 482,582 | 2,790,976 | 18,100,076 |
| 16 Duval | 564,371,666 | 132,716,781 | 697,088,447 | 318,142,576 | 66,490,821 | 384,633,397 | 1,081,721,844 |
| 17 Escambia | 169,210,223 | 37,657,781 | 206,868,004 | 87,863,628 | 17,961,737 | 105,825,365 | 312,693,369 |
| 18 Flagler | 41,166,072 | 12,712,788 | 53,878,860 | 45,305,037 | 9,289,520 | 54,594,557 | 108,473,417 |
| 19 Franklin | 756,012 | 1,063,538 | 1,819,550 | 6,803,652 | 1,969,478 | 8,773,130 | 10,592,680 |
| 20 Gadsden | 25,964,436 | 4,399,193 | 30,363,629 | 6,507,660 | 1,358,183 | 7,865,843 | 38,229,472 |
| 21 Gilchrist | 17,733,213 | 2,720,077 | 20,453,290 | 3,873,424 | 807,278 | 4,680,702 | 25,133,992 |
| 22 Glades | 9,588,781 | 1,638,710 | 11,227,491 | 3,054,213 | 637,253 | 3,691,466 | 14,918,957 |
| 23 Gulf | 4,149,439 | 1,800,156 | 5,949,595 | 8,652,423 | 1,748,720 | 10,401,143 | 16,350,738 |
| 24 Hamilton | 7,959,821 | 1,430,744 | 9,390,565 | 3,715,972 | 793,930 | 4,509,902 | 13,900,467 |
| 25 Hardee | 26,177,569 | 4,616,499 | 30,794,068 | 6,963,048 | 1,457,699 | 8,420,747 | 39,214,815 |
| 26 Hendry | 80,317,447 | 7,250,879 | 87,568,326 | 10,544,777 | 2,259,379 | 12,804,156 | 100,372,482 |
| 27 Hernando | 125,557,900 | 24,198,093 | 149,755,993 | 45,912,263 | 9,476,372 | 55,388,635 | 205,144,628 |
| 28 Highlands | 59,843,538 | 11,662,577 | 71,506,115 | 23,787,528 | 4,873,479 | 28,661,007 | 100,167,122 |
| 29 Hillsborough | 1,027,069,423 | 225,883,022 | 1,252,952,445 | 492,011,601 | 103,030,425 | 595,042,026 | 1,847,994,471 |
| 30 Holmes | 21,196,460 | 2,799,667 | 23,996,127 | 2,015,047 | 421,374 | 2,436,421 | 26,432,548 |
| 31 Indian River | 26,684,102 | 17,177,584 | 43,861,686 | 82,033,298 | 17,144,707 | 99,178,005 | 143,039,691 |
| 32 Jackson | 34,605,891 | 5,288,848 | 39,894,739 | 6,910,684 | 1,439,084 | 8,349,768 | 48,244,507 |
| 33 Jefferson | 3,555,050 | 750,547 | 4,305,597 | 2,808,234 | 596,750 | 3,404,984 | 7,710,581 |
| 34 Lafayette | 7,744,587 | 1,047,045 | 8,791,632 | 1,123,132 | 238,598 | 1,361,730 | 10,153,362 |
| 35 Lake | 205,798,797 | 46,437,055 | 252,235,852 | 107,896,930 | 22,493,563 | 130,390,493 | 382,626,345 |
| 36 Lee | 253,314,514 | 100,989,601 | 354,304,115 | 405,516,281 | 83,012,090 | 488,528,371 | 842,832,486 |
| 37 Leon | 146,442,039 | 32,020,590 | 178,462,629 | 75,677,672 | 15,932,142 | 91,609,814 | 270,072,443 |
| 38 Levy | 31,568,251 | 5,269,706 | 36,837,957 | 9,337,136 | 1,957,449 | 11,294,585 | 48,132,542 |
| 39 Liberty | 8,989,388 | 1,177,606 | 10,166,994 | 1,191,910 | 260,916 | 1,452,826 | 11,619,820 |
| 40 Madison | 13,862,232 | 2,166,895 | 16,029,127 | 3,130,104 | 660,829 | 3,790,933 | 19,820,060 |
| 41 Manatee | 146,639,660 | 50,982,207 | 197,621,867 | 181,493,461 | 37,501,964 | 218,995,425 | 416,617,292 |
| 42 Marion | 206,910,430 | 43,326,227 | 250,236,657 | 91,692,728 | 19,094,143 | 110,786,871 | 361,023,528 |
| 43 Martin | 29,572,786 | 19,633,780 | 49,206,566 | 95,538,633 | 19,978,445 | 115,517,078 | 164,723,644 |
| 44 Monroe | 5,947,988 | 9,276,700 | 15,224,688 | 53,431,223 | 24,854,823 | 78,286,046 | 93,510,734 |
| 45 Nassau | 40,440,935 | 12,626,816 | 53,067,751 | 44,398,042 | 9,237,757 | 53,635,799 | 106,703,550 |
| 46 Okaloosa | 134,806,565 | 32,447,396 | 167,253,961 | 86,279,283 | 17,532,438 | 103,811,721 | 271,065,682 |
| 47 Okeechobee | 30,134,546 | 6,009,800 | 36,144,346 | 13,936,080 | 2,922,396 | 16,858,476 | 53,002,822 |
| 48 Orange | 761,098,340 | 218,637,350 | 979,735,690 | 628,841,356 | 132,836,299 | 761,677,655 | 1,741,413,345 |
| 49 Osceola | 376,685,470 | 76,213,115 | 452,898,585 | 137,226,418 | 28,465,158 | 165,691,576 | 618,590,161 |
| 50 Palm Beach | 421,369,699 | 203,333,417 | 624,703,116 | 874,362,910 | 181,169,933 | 1,055,532,843 | 1,680,235,959 |
| 51 Pasco | 425,891,677 | 82,709,186 | 508,600,863 | 145,665,892 | 30,157,234 | 175,823,126 | 684,423,989 |
| 52 Pinellas | 229,710,212 | 96,035,247 | 325,745,459 | 390,321,066 | 82,149,735 | 472,470,801 | 798,216,260 |
| 53 Polk | 585,208,101 | 111,889,574 | 697,097,675 | 183,679,745 | 37,995,699 | 221,675,444 | 918,773,119 |
| 54 Putnam | 51,423,263 | 9,581,944 | 61,005,207 | 19,033,651 | 4,005,957 | 23,039,608 | 84,044,815 |
| 55 St. Johns | 189,840,026 | 49,354,306 | 239,194,332 | 137,653,914 | 28,801,434 | 166,455,348 | 405,649,680 |
| 56 St. Lucie | 196,346,723 | 44,849,756 | 241,196,479 | 108,743,455 | 22,816,299 | 131,559,754 | 372,756,233 |
| 57 Santa Rosa | 156,176,737 | 28,747,372 | 184,924,109 | 51,451,157 | 10,546,853 | 61,998,010 | 246,922,119 |
| 58 Sarasota | 30,543,833 | 46,555,281 | 77,099,114 | 274,970,313 | 58,414,596 | 333,384,909 | 410,484,023 |
| 59 Seminole | 298,696,250 | 66,862,941 | 365,559,191 | 154,586,330 | 32,608,735 | 187,195,065 | 552,754,256 |
| 60 Sumter | 5,679,579 | 8,730,716 | 14,410,295 | 51,170,557 | 13,063,337 | 64,233,894 | 78,644,189 |
| 61 Suwannee | 32,825,645 | 5,522,094 | 38,347,739 | 8,522,231 | 1,729,416 | 10,251,647 | 48,599,386 |
| 62 Taylor | 12,352,897 | 2,409,171 | 14,762,068 | 6,266,934 | 1,329,835 | 7,596,769 | 22,358,837 |
| 63 Union | 15,608,316 | 2,126,554 | 17,734,870 | 1,204,405 | 246,079 | 1,450,484 | 19,185,354 |
| 64 Volusia | 240,901,086 | 61,376,043 | 302,277,129 | 176,698,110 | 37,001,732 | 213,699,842 | 515,976,971 |
| 65 Wakulla | 28,849,837 | 4,925,746 | 33,775,583 | 6,300,793 | 1,289,818 | 7,590,611 | 41,366,194 |
| 66 Walton | 7,170,267 | 10,954,317 | 18,124,584 | 64,441,797 | 20,839,803 | 85,281,600 | 103,406,184 |
| 67 Washington | 20,676,439 | 3,152,721 | 23,829,160 | 4,128,054 | 839,300 | 4,967,354 | 28,796,514 |
| 69 FAMU Lab School | 4,910,030 | 576,850 | 5,486,880 | 0 | 0 | 0 | 5,486,880 |
| 70 FAU - Palm Beach | 10,044,175 | 1,293,887 | 11,338,062 | 0 | 0 | 0 | 11,338,062 |
| 71 FAU - St. Lucie | 9,848,491 | 1,437,920 | 11,286,411 | 0 | 0 | 0 | 11,286,411 |
| 72 FSU Lab - Broward | 5,760,733 | 740,919 | 6,501,652 | 0 | 0 | 0 | 6,501,652 |
| 73 FSU Lab - Leon | 12,801,904 | 1,673,782 | 14,475,686 | 0 | 0 | 0 | 14,475,686 |
| 74 UF Lab School | 9,416,202 | 1,150,289 | 10,566,491 | 0 | 0 | 0 | 10,566,491 |
| 75 Virtual School | 298,079,937 | 0 | 298,079,937 | 0 | 0 | 0 | 298,079,937 |
| State | 10,657,600,560 | 2,896,071,526 | 13,553,672,086 | 8,852,197,815 | 1,888,021,898 | 10,740,219,713 | 24,293,891,799 |

2022-23 FEFP Conference Calculation
Unweighted FTE by Program

| District | 101 | 102 | 103 | 111 | 112 | 113 | Group 1 | 130 | 254 | 255 | 300 | Group 2 | Grand |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|----------|--------|----------|-----------|------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | Total | -8- | -9- | -10- | -11- | Total | Total |
| 1 Alachua | 7,530.39 | 7,641.60 | 6,606.70 | 1,992.65 | 3,764.82 | 1,469.32 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,346.12 | 1,480.86 | 877.97 | 241.28 | 317.06 | 195.18 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 6,135.22 | 7,697.45 | 5,613.26 | 1,627.42 | 2,049.05 | 1,106.18 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 754.72 | 810.70 | 456.74 | 250.11 | 367.98 | 191.49 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 17,306.12 | 20,393.64 | 14,844.04 | 4,861.82 | 8,396.12 | 5,901.52 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 55,171.79 | 73,023.57 | 56,708.37 | 13,123.56 | 22,281.21 | 15,515.71 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 462.16 | 622.53 | 426.90 | 185.19 | 154.28 | 124.29 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 3,765.76 | 4,338.30 | 3,963.39 | 1,075.96 | 1,673.50 | 1,038.94 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 4,167.61 | 4,722.89 | 3,540.66 | 867.62 | 1,347.26 | 616.77 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 8,368.91 | 9,935.45 | 9,135.89 | 3,094.85 | 4,717.45 | 2,221.49 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 9,431.02 | 12,782.00 | 10,155.04 | 2,231.80 | 4,296.03 | 3,175.36 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 2,912.28 | 3,122.95 | 1,902.25 | 655.17 | 781.57 | 469.39 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 66,906.76 | 88,154.53 | 70,285.66 | 20,058.93 | 37,296.73 | 24,706.19 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,064.67 | 1,537.16 | 873.87 | 242.64 | 322.73 | 192.99 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 487.80 | 659.94 | 400.66 | 218.78 | 151.21 | 141.91 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 35,596.61 | 36,800.06 | 25,568.49 | 7,760.05 | 13,178.72 | 8,016.04 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 10,151.92 | 10,808.55 | 7,402.00 | 2,339.59 | 3,728.23 | 2,768.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,110.83 | 4,080.20 | 3,333.96 | 641.53 | 1,052.45 | 792.55 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 322.59 | 353.52 | 174.98 | 72.52 | 122.41 | 60.54 | 1,106.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,224.22 | 1,417.16 | 969.19 | 255.36 | 324.16 | 217.16 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 669.69 | 821.55 | 498.65 | 281.88 | 254.88 | 140.15 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 435.88 | 667.98 | 220.34 | 117.54 | 150.30 | 49.56 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 465.99 | 536.29 | 442.07 | 90.18 | 168.40 | 103.08 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 387.44 | 520.95 | 381.28 | 58.19 | 79.01 | 70.99 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,247.44 | 1,498.13 | 1,006.55 | 240.82 | 316.10 | 256.90 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,187.40 | 4,400.94 | 3,087.60 | 452.81 | 850.49 | 613.95 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 6,033.87 | 7,771.95 | 5,657.37 | 1,736.44 | 1,979.79 | 1,356.79 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,169.84 | 3,691.64 | 2,634.31 | 806.78 | 1,011.90 | 664.97 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 51,737.67 | 63,075.73 | 49,452.01 | 12,661.11 | 20,872.81 | 9,082.68 | 206,882.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 901.94 | 997.17 | 671.44 | 145.39 | 178.72 | 154.27 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 3,898.60 | 4,970.45 | 3,883.48 | 993.61 | 1,459.76 | 956.52 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,493.13 | 1,753.17 | 1,087.22 | 464.97 | 389.14 | 209.66 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 202.62 | 211.34 | 156.33 | 44.59 | 85.04 | 39.00 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 265.13 | 301.63 | 198.13 | 96.28 | 118.54 | 74.65 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 12,056.39 | 14,246.71 | 10,082.06 | 2,754.49 | 3,835.88 | 2,842.29 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 21,839.04 | 28,069.63 | 20,956.64 | 3,621.31 | 6,809.49 | 5,699.78 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 8,579.69 | 9,782.73 | 7,185.09 | 2,446.03 | 2,849.29 | 1,763.21 | 32,806.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,497.72 | 1,609.52 | 965.27 | 464.14 | 495.79 | 331.87 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 322.25 | 368.26 | 247.95 | 107.66 | 96.57 | 53.72 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 613.55 | 754.98 | 492.26 | 158.92 | 158.53 | 140.61 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 11,522.74 | 14,208.71 | 10,574.71 | 3,122.66 | 4,476.03 | 3,228.19 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 11,043.05 | 12,772.69 | 9,095.90 | 2,382.81 | 3,590.07 | 2,678.86 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,662.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 1,842.47 | 2,262.16 | 1,678.37 | 570.41 | 915.35 | 589.54 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 3,323.48 | 4,079.77 | 2,645.76 | 757.85 | 923.15 | 743.34 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 8,408.48 | 9,568.47 | 7,081.12 | 1,919.45 | 2,877.45 | 1,513.10 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 707.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,456.16 | 1,569.20 | 1,189.19 | 442.66 | 802.85 | 529.37 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 45,761.54 | 58,899.63 | 45,931.68 | 7,083.20 | 16,081.61 | 11,528.13 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 16,227.01 | 22,221.88 | 17,126.23 | 2,902.87 | 5,622.13 | 4,162.69 | 68,262.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 37,952.65 | 50,407.38 | 43,392.92 | 11,656.51 | 18,165.96 | 9,486.24 | 171,061.66 | 17,827.65 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 20,915.09 | 25,040.03 | 18,068.54 | 4,046.62 | 7,591.46 | 4,706.96 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 21,033.01 | 24,644.39 | 22,571.93 | 6,745.30 | 10,193.75 | 3,999.63 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 26,301.80 | 31,982.08 | 23,421.90 | 5,679.21 | 10,672.57 | 7,335.21 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 2,631.70 | 2,744.34 | 1,709.79 | 697.07 | 1,179.97 | 675.94 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 11,662.19 | 14,257.83 | 10,478.84 | 2,838.29 | 5,567.49 | 3,747.75 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 10,445.94 | 13,602.81 | 11,149.90 | 1,960.56 | 3,341.83 | 2,126.09 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 7,382.37 | 9,463.64 | 7,348.42 | 1,501.39 | 2,466.32 | 1,779.63 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 9,480.91 | 11,846.17 | 9,741.46 | 3,078.37 | 5,341.84 | 3,120.52 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 15,941.53 | 18,307.24 | 14,534.50 | 4,117.66 | 7,852.18 | 4,920.00 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,281.69 | 2,660.32 | 1,714.44 | 540.97 | 824.31 | 534.35 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 669.99 | 9,126.05 |
| 61 Suwannee | 1,594.15 | 1,834.51 | 1,328.39 | 314.38 | 458.11 | 352.89 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 742.92 | 795.77 | 471.25 | 203.16 | 265.32 | 116.34 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 15,469.84 | 18,253.37 | 12,716.36 | 3,854.89 | 6,047.43 | 4,583.80 | 60,925.69 | 1,991.78 | 576.45 | 34.27 | 2,135.58 | 4,738.08 | 65,663.77 |
| 65 Wakulla | 1,343.92 | 1,505.09 | 1,077.18 | 450.42 | 388.17 | 280.60 | 5,045.38 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,184.76 |
| 66 Walton | 2,925.13 | 3,267.70 | 2,604.20 | 731.22 | 866.86 | 385.34 | 10,780.45 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,400.62 |
| 67 Washington | 882.01 | 924.16 | 634.88 | 216.60 | 295.03 | 260.87 | 3,213.55 | 12.02 | 37.56 | 14.86 | 67.92 | 132.36 | 3,345.91 |
| 69 FAMU Lab School | 168.40 | 237.93 | 170.23 | 7.00 | 15.81 | 12.24 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 207.87 | 346.52 | 670.34 | 26.03 | 34.50 | 8.51 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 510.22 | 752.61 | 1.00 | 55.20 | 94.59 | 2.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 341.92 | 169.70 | 0.00 | 74.04 | 86.67 | 5.08 | | | | | | | |

2022-23 FEFP Conference Calculation
Unweighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|---|---|--|------------------|---|-----------------------------|----------------------------|-------------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,523.04 | 11,406.42 | 8,076.02 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,587.40 | 1,797.92 | 1,073.15 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 7,762.64 | 9,746.50 | 6,719.44 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 1,004.83 | 1,178.68 | 648.23 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 22,167.94 | 28,789.76 | 20,745.56 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 68,295.35 | 95,304.78 | 72,224.08 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 647.35 | 776.81 | 551.19 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 4,841.72 | 6,011.80 | 5,002.33 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 5,035.23 | 6,070.15 | 4,157.43 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 11,463.76 | 14,652.90 | 11,357.38 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 11,662.82 | 17,078.03 | 13,330.40 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 3,567.45 | 3,904.52 | 2,371.64 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 86,965.69 | 125,451.26 | 94,991.85 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,307.31 | 1,859.89 | 1,066.86 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 706.58 | 811.15 | 542.57 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 43,356.66 | 49,978.78 | 33,584.53 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 12,491.51 | 14,536.78 | 10,170.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,752.36 | 5,132.65 | 4,126.51 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 395.11 | 475.93 | 235.52 | 1,106.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,479.58 | 1,741.32 | 1,186.35 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 951.57 | 1,076.43 | 638.80 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 553.42 | 818.28 | 269.90 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 556.17 | 704.69 | 545.15 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 445.63 | 599.96 | 452.27 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,488.26 | 1,814.23 | 1,263.45 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,640.21 | 5,251.43 | 3,701.55 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 7,770.31 | 9,751.74 | 7,014.16 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,976.62 | 4,703.54 | 3,299.28 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 64,398.78 | 83,948.54 | 58,534.69 | 206,881.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 1,047.33 | 1,175.89 | 825.71 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 4,892.21 | 6,430.21 | 4,840.00 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,958.10 | 2,142.31 | 1,296.28 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 247.21 | 296.38 | 195.33 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 361.41 | 420.17 | 272.78 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 14,810.88 | 18,082.59 | 12,924.35 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 25,460.35 | 34,879.12 | 26,656.42 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 11,025.72 | 12,632.02 | 8,948.30 | 32,606.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,961.86 | 2,105.31 | 1,297.14 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 429.91 | 464.83 | 301.67 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 772.47 | 913.51 | 632.87 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 14,645.40 | 18,684.74 | 13,802.90 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 13,425.86 | 16,362.76 | 11,774.76 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,412.88 | 3,177.51 | 2,267.91 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 4,081.33 | 5,002.92 | 3,389.10 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 10,327.93 | 12,445.92 | 8,594.22 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 702.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,898.82 | 2,372.05 | 1,718.56 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 52,844.74 | 74,981.24 | 57,459.81 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 19,129.88 | 27,844.01 | 21,288.92 | 68,266.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 49,609.16 | 68,573.34 | 52,879.16 | 171,061.66 | 17,827.65 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 24,961.71 | 32,631.49 | 22,775.50 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 27,778.31 | 34,838.14 | 26,571.56 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 31,981.01 | 42,654.65 | 30,757.11 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 3,328.77 | 3,924.31 | 2,385.73 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 14,500.48 | 19,825.32 | 14,226.59 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 12,406.50 | 16,944.64 | 13,275.99 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 8,883.76 | 11,929.96 | 9,128.05 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 12,559.28 | 17,188.01 | 12,861.98 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 20,059.19 | 26,159.42 | 19,454.50 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,822.66 | 3,484.63 | 2,248.79 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 569.97 | 9,126.05 |
| 61 Suwannee | 1,908.53 | 2,292.62 | 1,681.28 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 946.08 | 1,061.09 | 587.59 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,324.73 | 24,300.80 | 17,300.16 | 60,925.69 | 1,991.78 | 576.45 | 34.27 | 2,135.58 | 4,738.08 | 65,663.77 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,357.78 | 5,045.38 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,184.76 |
| 66 Walton | 3,656.35 | 4,134.56 | 2,989.54 | 10,780.45 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,400.62 |
| 67 Washington | 1,098.61 | 1,219.19 | 895.75 | 3,213.55 | 12.02 | 37.56 | 14.86 | 67.92 | 132.36 | 3,345.91 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 690.02 | 565.54 | 1,698.16 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,789.79 |
| 74 UF Lab School | 217.70 | 517.23 | 479.37 | 1,214.30 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,231.96 |
| 75 Virtual School | 6,838.72 | 14,987.58 | 27,917.75 | 49,744.05 | 85.00 | 0.00 | 0.00 | 1,093.03 | 1,178.03 | 50,922.08 |

State 815,650.91 1,084,654.39 813,275.65 2,713,580.95 174,420.14 22,570.32 4,396.03 68,497.20 269,883.69 2,983,464.64

2022-23 FEFP Conference Calculation
Nonvirtual Unweighted FTE by Program

| District | Group 1 | | | | | | Group 1 Total | Group 2 | | | | Group 2 Total | Grand Total |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|----------|--------|----------|------------------|----------------|
| | 101 | 102 | 103 | 111 | 112 | 113 | | 130 | 254 | 255 | 300 | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- | -11- | -12- | -13- |
| 1 Alachua | 7,387.12 | 7,494.49 | 6,340.31 | 1,975.28 | 3,718.75 | 1,431.17 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 |
| 2 Baker | 1,345.26 | 1,480.86 | 877.24 | 241.28 | 317.06 | 195.18 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 |
| 3 Bay | 6,087.04 | 7,606.73 | 5,504.02 | 1,620.26 | 2,027.22 | 1,085.25 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 |
| 4 Bradford | 749.76 | 804.79 | 438.85 | 248.49 | 366.30 | 187.27 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 |
| 5 Brevard | 17,171.85 | 20,194.65 | 14,414.75 | 4,838.10 | 8,316.07 | 5,778.86 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 |
| 6 Broward | 54,976.58 | 72,676.36 | 56,382.03 | 13,098.90 | 22,193.32 | 15,464.41 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 |
| 7 Calhoun | 453.34 | 603.80 | 394.21 | 181.25 | 148.47 | 114.15 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 |
| 8 Charlotte | 3,748.05 | 4,289.31 | 3,847.81 | 1,072.11 | 1,663.22 | 1,026.36 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 |
| 9 Citrus | 4,105.36 | 4,599.04 | 3,439.04 | 838.82 | 1,311.89 | 592.12 | 14,886.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 |
| 10 Clay | 8,327.58 | 9,810.40 | 8,659.29 | 3,089.39 | 4,651.93 | 2,157.64 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 |
| 11 Collier | 9,316.99 | 12,624.82 | 10,079.08 | 2,205.32 | 4,238.20 | 3,137.45 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 |
| 12 Columbia | 2,889.69 | 3,081.94 | 1,834.32 | 649.37 | 772.86 | 454.81 | 9,682.99 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 |
| 13 Dade | 66,017.93 | 86,814.00 | 69,455.51 | 19,908.47 | 36,999.44 | 24,538.53 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 |
| 14 DeSoto | 1,049.66 | 1,516.89 | 854.21 | 240.97 | 320.17 | 192.20 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 |
| 15 Dixie | 484.26 | 654.28 | 396.79 | 218.78 | 151.21 | 141.24 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 |
| 16 Duval | 34,801.77 | 35,674.15 | 24,655.22 | 7,628.07 | 12,828.23 | 7,746.66 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 |
| 17 Escambia | 10,100.23 | 10,730.04 | 7,245.43 | 2,332.89 | 3,709.30 | 2,730.30 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 |
| 18 Flagler | 3,071.68 | 3,996.43 | 3,265.07 | 632.99 | 1,031.79 | 780.04 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 |
| 19 Franklin | 320.99 | 337.91 | 154.44 | 71.45 | 116.88 | 55.17 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 |
| 20 Gadsden | 1,219.54 | 1,403.31 | 956.25 | 253.75 | 323.63 | 214.88 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 |
| 21 Gilchrist | 667.55 | 814.08 | 465.97 | 281.22 | 252.79 | 132.56 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 |
| 22 Glades | 434.38 | 662.23 | 216.17 | 117.54 | 150.30 | 48.64 | 1,629.26 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 |
| 23 Gulf | 465.99 | 535.09 | 429.83 | 90.18 | 167.40 | 100.73 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 |
| 24 Hamilton | 378.28 | 505.88 | 361.37 | 58.19 | 77.52 | 69.79 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 |
| 25 Hardee | 1,243.20 | 1,491.10 | 978.56 | 240.82 | 316.10 | 251.65 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 |
| 26 Hendry | 1,652.74 | 2,123.12 | 1,699.08 | 277.62 | 441.86 | 387.51 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 |
| 27 Hernando | 6,018.84 | 7,585.02 | 5,423.16 | 1,736.44 | 1,964.57 | 1,321.26 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 |
| 28 Highlands | 3,132.05 | 3,598.80 | 2,472.35 | 801.49 | 992.49 | 637.89 | 11,635.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 |
| 29 Hillsborough | 49,731.19 | 60,708.21 | 47,520.08 | 12,549.87 | 20,591.12 | 8,966.19 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 |
| 30 Holmes | 896.98 | 976.05 | 639.19 | 145.39 | 171.39 | 145.23 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 |
| 31 Indian River | 3,872.62 | 4,931.89 | 3,833.66 | 993.61 | 1,448.57 | 945.31 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 |
| 32 Jackson | 1,479.02 | 1,730.42 | 1,068.88 | 464.04 | 379.67 | 205.14 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 |
| 33 Jefferson | 202.62 | 210.34 | 151.43 | 44.59 | 85.04 | 38.54 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 |
| 34 Lafayette | 265.13 | 301.63 | 195.70 | 96.28 | 118.54 | 74.26 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 |
| 35 Lake | 11,941.08 | 14,012.30 | 9,772.15 | 2,734.05 | 3,770.42 | 2,771.90 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 |
| 36 Lee | 21,723.42 | 27,699.04 | 20,626.54 | 3,602.69 | 6,714.03 | 5,633.83 | 85,999.55 | 9,742.95 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 |
| 37 Leon | 8,408.85 | 9,595.69 | 7,058.82 | 2,417.86 | 2,797.00 | 1,738.26 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 |
| 38 Levy | 1,485.32 | 1,590.48 | 944.80 | 464.14 | 493.42 | 328.93 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 |
| 39 Liberty | 322.25 | 365.83 | 239.03 | 107.11 | 96.42 | 53.72 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 |
| 40 Madison | 608.59 | 750.70 | 491.72 | 157.74 | 158.27 | 140.61 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 |
| 41 Manatee | 11,495.22 | 14,174.75 | 10,490.48 | 3,114.25 | 4,467.86 | 3,213.60 | 46,956.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 |
| 42 Marion | 10,950.69 | 12,560.49 | 8,694.12 | 2,368.77 | 3,564.32 | 2,626.98 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,562.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 1,839.24 | 2,249.91 | 1,650.65 | 569.22 | 913.67 | 580.10 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 |
| 45 Nassau | 3,296.75 | 4,020.33 | 2,581.09 | 751.90 | 904.95 | 725.69 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 |
| 46 Okaloosa | 8,379.06 | 9,477.96 | 6,639.95 | 1,916.22 | 2,849.12 | 1,430.37 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 |
| 47 Okeechobee | 1,433.49 | 1,541.03 | 1,148.25 | 438.56 | 790.04 | 506.53 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 |
| 48 Orange | 45,154.84 | 57,882.67 | 43,688.06 | 7,031.88 | 15,847.51 | 11,122.55 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 |
| 49 Osceola | 15,704.14 | 21,636.38 | 16,746.97 | 2,850.35 | 5,505.76 | 4,105.98 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 |
| 50 Palm Beach | 37,775.03 | 50,195.75 | 43,201.75 | 11,633.18 | 18,085.14 | 9,457.20 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 |
| 51 Pasco | 20,653.59 | 24,495.11 | 17,084.94 | 4,012.26 | 7,440.07 | 4,517.95 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 |
| 52 Pinellas | 20,979.10 | 24,553.11 | 22,460.27 | 6,683.39 | 10,075.26 | 3,904.03 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 |
| 53 Polk | 26,090.29 | 31,649.05 | 23,119.27 | 5,649.44 | 10,572.94 | 7,248.95 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 |
| 54 Putnam | 2,614.58 | 2,718.51 | 1,663.64 | 688.34 | 1,172.23 | 668.13 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 |
| 55 St. Johns | 11,570.59 | 13,959.94 | 10,108.32 | 2,831.09 | 5,516.29 | 3,715.74 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 |
| 56 St. Lucie | 10,360.98 | 13,435.78 | 11,009.23 | 1,945.07 | 3,318.45 | 2,109.13 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 |
| 57 Santa Rosa | 7,111.53 | 8,958.97 | 6,693.67 | 1,465.19 | 2,375.59 | 1,666.19 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 |
| 58 Sarasota | 9,465.90 | 11,826.85 | 9,608.03 | 3,076.94 | 5,332.94 | 3,093.52 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 |
| 59 Seminole | 15,654.42 | 17,758.92 | 13,854.74 | 4,074.90 | 7,654.10 | 4,739.01 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 |
| 60 Sumter | 2,274.00 | 2,643.54 | 1,674.18 | 540.21 | 821.82 | 531.60 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 |
| 61 Suwannee | 1,567.83 | 1,780.15 | 1,234.88 | 312.51 | 444.46 | 336.33 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 |
| 62 Taylor | 741.85 | 792.72 | 456.51 | 203.16 | 263.71 | 113.43 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 15,242.53 | 17,691.47 | 12,035.82 | 3,811.48 | 5,846.17 | 4,398.09 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 |
| 65 Wakulla | 1,343.92 | 1,505.09 | 1,076.22 | 450.42 | 388.17 | 280.26 | 5,044.08 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,183.46 |
| 66 Walton | 2,917.24 | 3,243.26 | 2,542.94 | 731.22 | 862.44 | 380.08 | 10,677.18 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,297.35 |
| 67 Washington | 878.47 | 914.57 | 616.06 | 216.60 | 295.03 | 256.85 | 3,177.58 | 12.02 | 37.56 | 14.86 | 67.51 | 131.95 | 3,309.53 |
| 69 FAMU Lab School | 168.40 | 237.93 | 170.23 | 7.00 | 15.81 | 12.24 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 207.87 | 346.52 | 670.34 | 26.03 | 34.50 | 8.51 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 510.22 | 752.61 | 1.00 | 55.20 | 94.59 | 2.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 341.9 | | | | | | | | | | | | |

2022-23 FEFP Conference Calculation
Nonvirtual Unweighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|---|---|--|------------------|---|-----------------------------|----------------------------|-------------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,362.40 | 11,213.24 | 7,771.48 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 |
| 2 Baker | 1,586.54 | 1,797.92 | 1,072.42 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 |
| 3 Bay | 7,707.30 | 9,633.95 | 6,589.27 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 |
| 4 Bradford | 998.25 | 1,171.09 | 626.12 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 |
| 5 Brevard | 22,009.95 | 28,510.72 | 20,193.61 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 |
| 6 Broward | 68,075.48 | 94,869.68 | 71,846.44 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 |
| 7 Calhoun | 634.59 | 752.27 | 508.36 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 |
| 8 Charlotte | 4,820.16 | 5,952.53 | 4,874.17 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 |
| 9 Citrus | 4,944.18 | 5,910.93 | 4,031.16 | 14,886.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 |
| 10 Clay | 11,416.97 | 14,462.33 | 10,816.93 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 |
| 11 Collier | 11,522.31 | 16,863.02 | 13,216.53 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 |
| 12 Columbia | 3,539.06 | 3,854.80 | 2,289.13 | 9,682.99 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 |
| 13 Dade | 85,926.40 | 123,813.44 | 93,994.04 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 |
| 14 DeSoto | 1,290.63 | 1,837.06 | 1,046.41 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 |
| 15 Dixie | 703.04 | 805.49 | 538.03 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 |
| 16 Duval | 42,429.84 | 48,502.38 | 32,401.88 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 |
| 17 Escambia | 12,433.12 | 14,439.34 | 9,975.73 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 |
| 18 Flagler | 3,704.67 | 5,028.22 | 4,045.11 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 |
| 19 Franklin | 392.44 | 454.79 | 209.61 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 |
| 20 Gadsden | 1,473.29 | 1,726.94 | 1,171.13 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 |
| 21 Gilchrist | 948.77 | 1,066.87 | 598.53 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 |
| 22 Glades | 551.92 | 812.53 | 264.81 | 1,629.26 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 |
| 23 Gulf | 556.17 | 702.49 | 530.56 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 |
| 24 Hamilton | 436.47 | 583.40 | 431.16 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 |
| 25 Hardee | 1,484.02 | 1,807.20 | 1,230.21 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 |
| 26 Hendry | 1,930.36 | 2,564.98 | 2,086.59 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 |
| 27 Hernando | 7,755.28 | 9,549.59 | 6,744.42 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 |
| 28 Highlands | 3,933.54 | 4,591.29 | 3,110.24 | 11,635.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 |
| 29 Hillsborough | 62,281.06 | 81,299.33 | 56,486.27 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 |
| 30 Holmes | 1,042.37 | 1,147.44 | 784.42 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 |
| 31 Indian River | 4,866.23 | 6,380.46 | 4,778.97 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 |
| 32 Jackson | 1,943.06 | 2,110.09 | 1,274.02 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 |
| 33 Jefferson | 247.21 | 295.38 | 189.97 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 |
| 34 Lafayette | 361.41 | 420.17 | 269.96 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 |
| 35 Lake | 14,675.13 | 17,782.72 | 12,544.05 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 |
| 36 Lee | 25,326.11 | 34,413.07 | 26,260.37 | 85,999.55 | 9,742.59 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 |
| 37 Leon | 10,826.71 | 12,392.69 | 8,797.08 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 |
| 38 Levy | 1,949.46 | 2,083.90 | 1,273.73 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 |
| 39 Liberty | 429.36 | 462.25 | 292.75 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 |
| 40 Madison | 766.33 | 908.97 | 632.33 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 |
| 41 Manatee | 14,609.47 | 18,642.61 | 13,704.08 | 46,956.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 |
| 42 Marion | 13,319.46 | 16,124.81 | 11,321.10 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,408.46 | 3,163.58 | 2,230.75 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 |
| 45 Nassau | 4,048.65 | 4,925.28 | 3,306.78 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 |
| 46 Okaloosa | 10,295.28 | 12,327.08 | 8,070.32 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 |
| 47 Okeechobee | 1,872.05 | 2,331.07 | 1,654.78 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 |
| 48 Orange | 52,183.72 | 73,730.18 | 54,810.61 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 |
| 49 Osceola | 18,554.49 | 27,142.14 | 20,852.95 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 |
| 50 Palm Beach | 49,408.21 | 68,280.89 | 52,658.95 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 |
| 51 Pasco | 24,665.85 | 31,935.18 | 21,602.89 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 |
| 52 Pinellas | 27,662.49 | 34,628.37 | 26,364.30 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 |
| 53 Polk | 31,739.73 | 42,221.99 | 30,368.22 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 |
| 54 Putnam | 3,302.92 | 3,890.74 | 2,331.77 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 |
| 55 St. Johns | 14,401.68 | 19,476.23 | 13,824.06 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 |
| 56 St. Lucie | 12,306.05 | 16,754.23 | 13,118.36 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 |
| 57 Santa Rosa | 8,576.72 | 11,334.56 | 8,359.86 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 |
| 58 Sarasota | 12,542.84 | 17,159.79 | 12,701.55 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 |
| 59 Seminole | 19,729.32 | 25,413.02 | 18,593.75 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 |
| 60 Sumter | 2,814.21 | 3,465.36 | 2,205.78 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 |
| 61 Suwannee | 1,880.34 | 2,224.61 | 1,571.21 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 |
| 62 Taylor | 945.01 | 1,056.43 | 569.94 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,054.01 | 23,537.64 | 16,433.91 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,356.48 | 5,044.08 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,183.46 |
| 66 Walton | 3,648.46 | 4,105.70 | 2,923.02 | 10,677.18 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,297.35 |
| 67 Washington | 1,095.07 | 1,209.60 | 872.91 | 3,177.58 | 12.02 | 37.56 | 14.86 | 67.51 | 131.95 | 3,309.53 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 688.97 | 565.44 | 1,697.01 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,788.64 |
| 74 UF Lab School | 217.70 | 516.81 | 474.29 | 1,208.80 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,226.46 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| State | 797,803.55 | 1,050,770.86 | 765,213.87 | 2,613,788.28 | 173,723.88 | 22,473.50 | 4,375.59 | 66,678.26 | 267,251.23 | 2,881,039.51 |

2022-23 FEFP Conference Calculation
Program Cost Factors

| Program Name | Program Number | Program Cost Factor |
|--|----------------|---------------------|
| 1 Basic Programs | | |
| Basic Education Grades K-3 | 101 | 1.126 |
| Basic Education Grades 4-8 | 102 | 1.000 |
| Basic Education Grades 9-12 | 103 | 0.999 |
| 2 Special Programs for At-Risk Students | | |
| ESOL/Intensive English Grades K-12 | 130 | 1.206 |
| 3 Special Programs for Exceptional Students | | |
| ESE Support Level IV | 254 | 3.674 |
| ESE Support Level V | 255 | 5.401 |
| 4 Special Programs for Career Education (9-12) | | |
| Career Education Grades 9-12 | 300 | 0.999 |

2022-23 FEFP Conference Calculation
Reported Weighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Subtotal Group 2 | Total Reported Weighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------|------------------------------------|----------------------|---------------------|------------------------------|------------------|-----------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 30,197.30 | 708.02 | 155.19 | 44.40 | 528.82 | 1,436.43 | 31,633.73 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 4,657.41 | 10.13 | 83.77 | 14.31 | 345.19 | 453.40 | 5,110.81 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 25,199.95 | 910.11 | 2,355.14 | 522.55 | 557.58 | 4,345.38 | 29,545.33 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 2,957.70 | 3.27 | 59.30 | 8.86 | 111.48 | 182.91 | 3,140.61 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 74,475.67 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 5,880.45 | 80,356.12 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 244,357.20 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 38,527.59 | 282,884.79 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 2,056.37 | 3.86 | 89.61 | 15.45 | 79.65 | 188.57 | 2,244.94 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 16,460.91 | 349.90 | 604.59 | 91.11 | 448.98 | 1,494.58 | 17,955.49 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 15,893.09 | 106.49 | 331.95 | 26.68 | 508.53 | 973.65 | 16,866.74 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 38,907.11 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 3,080.17 | 41,987.28 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 43,527.44 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 9,549.64 | 53,077.08 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 10,290.74 | 74.99 | 153.83 | 8.53 | 424.25 | 661.60 | 10,952.34 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 318,271.49 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 57,852.22 | 376,123.71 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 4,397.71 | 257.73 | 15.25 | 1.24 | 138.45 | 412.67 | 4,810.38 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 2,148.79 | 14.89 | 47.54 | 8.10 | 86.89 | 157.42 | 2,306.21 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 132,349.33 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 12,323.30 | 144,672.63 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 38,762.85 | 619.03 | 581.52 | 575.53 | 1,184.63 | 2,960.71 | 41,723.56 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 13,480.19 | 304.59 | 236.53 | 120.33 | 318.92 | 980.37 | 14,460.56 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 1,156.10 | 27.44 | 48.75 | 6.10 | 33.64 | 115.93 | 1,272.03 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 4,592.49 | 187.30 | 127.12 | 22.36 | 81.06 | 417.84 | 5,010.33 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 2,786.06 | 59.15 | 170.03 | 22.41 | 90.71 | 342.30 | 3,128.36 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 1,711.06 | 46.12 | 19.25 | 12.26 | 19.46 | 97.09 | 1,808.15 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 1,875.54 | 22.91 | 135.94 | 12.80 | 17.98 | 189.63 | 2,065.17 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 1,553.56 | 104.38 | 13.45 | 19.93 | 57.55 | 195.31 | 1,748.87 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 4,752.20 | 241.68 | 57.42 | 3.94 | 144.09 | 447.13 | 5,199.33 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 13,048.16 | 672.97 | 116.87 | 96.46 | 569.95 | 1,456.25 | 14,504.41 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 25,508.26 | 418.11 | 744.76 | 326.71 | 515.15 | 2,004.73 | 27,512.99 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 12,477.19 | 383.97 | 157.03 | 77.83 | 379.82 | 998.65 | 13,475.84 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 214,937.73 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 32,007.58 | 246,945.31 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 3,180.06 | 7.59 | 3.67 | 7.67 | 101.55 | 120.48 | 3,300.54 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 16,774.00 | 686.52 | 418.17 | 200.27 | 432.61 | 1,737.57 | 18,511.57 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 5,642.11 | 54.85 | 281.76 | 19.17 | 218.18 | 573.96 | 6,216.07 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 769.87 | 45.86 | 33.87 | 0.00 | 8.80 | 88.53 | 858.40 |
| 34 Lafayette | 406.95 | 420.17 | 272.51 | 1,099.63 | 48.38 | 3.67 | 5.40 | 61.37 | 118.82 | 1,218.45 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 47,671.07 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 4,061.05 | 51,732.12 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 90,177.23 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 17,041.96 | 107,219.19 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 33,986.33 | 570.56 | 643.87 | 100.46 | 601.83 | 1,916.72 | 35,903.05 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 5,610.20 | 136.52 | 41.99 | 33.38 | 191.81 | 403.70 | 6,013.90 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 1,250.28 | 18.33 | 68.30 | 44.40 | 53.08 | 184.11 | 1,434.39 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 2,415.55 | 19.30 | 31.45 | 5.78 | 78.20 | 134.73 | 2,550.28 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 48,964.56 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 6,155.54 | 55,120.10 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 43,243.27 | 1,789.15 | 2,683.60 | 636.24 | 1,465.26 | 6,574.25 | 49,817.52 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 17,585.96 | 1,620.07 | 193.44 | 777.85 | 477.53 | 3,068.89 | 20,654.85 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 8,160.05 | 808.02 | 214.97 | 72.37 | 216.79 | 1,312.15 | 9,472.20 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 12,984.21 | 149.07 | 249.32 | 42.13 | 431.59 | 872.11 | 13,856.32 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 32,660.80 | 1,218.39 | 922.28 | 265.51 | 701.81 | 3,107.99 | 35,768.79 |
| 47 Okeechobee | 2,138.07 | 2,372.05 | 1,716.84 | 6,226.96 | 434.75 | 27.00 | 8.70 | 194.36 | 664.81 | 6,891.77 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 191,886.77 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 44,549.35 | 236,436.12 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 70,651.88 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 13,757.25 | 84,409.13 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 177,259.53 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 31,757.26 | 209,016.79 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 83,491.10 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 8,989.08 | 92,480.18 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 92,661.51 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 10,525.17 | 103,186.68 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 109,391.62 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 15,057.20 | 124,448.82 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 10,055.85 | 450.10 | 58.89 | 27.28 | 328.81 | 865.08 | 10,920.93 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 50,365.22 | 381.45 | 1,561.60 | 466.59 | 817.13 | 3,226.77 | 53,591.99 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 44,177.07 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 4,622.83 | 48,799.90 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 31,051.99 | 214.90 | 1,433.85 | 321.47 | 604.79 | 2,575.01 | 33,627.00 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 44,178.88 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 5,029.91 | 49,208.79 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 68,181.12 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 5,613.14 | 73,794.26 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 8,909.49 | 228.30 | 200.09 | 8.37 | 324.34 | 761.10 | 9,670.59 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 6,121.22 | 254.22 | 7.35 | 0.00 | 199.98 | 461.55 | 6,582.77 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 2,713.38 | 0.00 | 44.68 | 0.00 | 51.52 | 96.20 | 2,809.58 |
| 63 Union | 939.38 | 891.12 | 472.12 | 2,302.62 | 0.00 | 12.79 | 2.86 | 88.20 | 103.85 | 2,406.47 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 63,343.31 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 6,830.50 | 70,181.81 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 5,270.11 | 8.92 | 104.71 | 70.86 | 90.27 | 274.76 | 5,544.87 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 11,238.16 | 558.97 | 43.06 | 15.45 | 141.96 | 759.44 | 11,997.60 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 3,351.07 | 14.50 | 138.00 | 80.26 | 67.85 | 300.61 | 3,651.68 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 633.53 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 634.72 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 1,322.56 | 8.90 | 0.00 | 0.00 | 0.00 | 8.90 | 1,331.46 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 1,487.72 | 48.05 | 3.67 | 0.00 | 0.00 | 51.72 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 729.81 | 35.49 | 0.00 | 0.00 | 0.00 | 35.49 | 765.30 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 1,753.36 | 5.96 | 0.00 | 0.00 | 86.60 | 92.56 | 1,845.92 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 1,241.25 | 0.00 | 0.00 | 10.80 | 15.64 | 26.44 | 1,267.69 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 50,577.81 | 102.51 | 0.00 | 0.00 | 1,091.94 | 1,194.45 | 51,772.26 |
| State | 918,422.94 | 1,084,654.39 | 812,462.35 | 2,815,539.68 | 210,350.69 | 82,923.36 | 23,742.95 | 68,428.68 | 385,445.68 | 3,200,985.36 |

2022-23 FEFP Conference Calculation
Add-On Weighted FTE

| District | Advanced Placement | Advanced Placement Capstone Diploma | IB Exam | IB Diploma | AICE Diploma | AICE Score | Isolated Schools | ESE Supplement | Early Graduation | Industry-Certified Career Ed. Supplement | Dual Enrollment Degree | Dual Enrollment Diploma | Total Add-On FTE |
|----------------------|--------------------|-------------------------------------|---------|------------|--------------|------------|------------------|----------------|------------------|--|------------------------|-------------------------|------------------|
| | FTE | Diploma | FTE | FTE | FTE | FTE | FTE | FTE | FTE | FTE | FTE | FTE | FTE |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- | -11- | -12- | -13- |
| 1 Alachua | 461.44 | 11.10 | 85.76 | 24.90 | 22.80 | 143.20 | 0.00 | 0.00 | 1.00 | 190.58 | 9.30 | 120.56 | 1,070.64 |
| 2 Baker | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.75 | 69.50 | 3.30 | 27.92 | 103.23 |
| 3 Bay | 200.80 | 5.10 | 13.28 | 2.10 | 20.10 | 171.68 | 0.00 | 0.00 | 51.00 | 168.99 | 0.00 | 44.32 | 677.37 |
| 4 Bradford | 3.68 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 25.70 | 0.00 | 2.48 | 32.36 |
| 5 Brevard | 641.92 | 43.50 | 75.84 | 21.00 | 60.90 | 413.60 | 0.00 | 0.00 | 123.25 | 718.20 | 122.70 | 392.16 | 2,613.07 |
| 6 Broward | 2,223.04 | 80.40 | 109.76 | 24.90 | 336.90 | 2,854.40 | 0.00 | 0.00 | 125.25 | 824.68 | 77.10 | 1,669.52 | 8,325.95 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 39.68 | 0.00 | 6.64 | 46.32 |
| 8 Charlotte | 89.60 | 2.40 | 0.00 | 0.00 | 2.70 | 218.72 | 0.00 | 0.00 | 2.00 | 184.85 | 23.40 | 56.96 | 580.63 |
| 9 Citrus | 77.76 | 0.90 | 45.44 | 13.20 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 80.20 | 0.90 | 60.80 | 284.45 |
| 10 Clay | 147.04 | 9.30 | 4.16 | 0.00 | 40.50 | 253.12 | 0.00 | 0.00 | 1.50 | 293.95 | 14.10 | 0.00 | 763.67 |
| 11 Collier | 355.20 | 0.00 | 0.00 | 0.00 | 31.80 | 526.56 | 77.15 | 0.00 | 15.25 | 317.73 | 0.00 | 148.00 | 1,471.69 |
| 12 Columbia | 36.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.75 | 32.60 | 12.00 | 25.04 | 119.35 |
| 13 Dade | 3,742.56 | 82.50 | 433.60 | 134.10 | 256.20 | 1,826.08 | 0.00 | 0.00 | 113.00 | 869.60 | 172.50 | 810.40 | 8,440.54 |
| 14 DeSoto | 8.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.06 | 9.00 | 20.00 | 3.30 | 15.92 | 57.24 |
| 15 Dixie | 10.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.01 | 1.50 | 20.13 | 2.70 | 10.96 | 46.54 |
| 16 Duval | 911.36 | 10.50 | 303.52 | 73.50 | 49.20 | 270.40 | 0.00 | 0.00 | 114.50 | 189.37 | 55.20 | 218.08 | 2,195.63 |
| 17 Escambia | 175.04 | 0.00 | 82.88 | 27.60 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 500.76 | 0.00 | 51.04 | 842.57 |
| 18 Flagler | 63.20 | 0.00 | 27.04 | 7.80 | 1.80 | 61.60 | 0.00 | 0.00 | 24.50 | 49.10 | 24.30 | 42.40 | 301.74 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 5.33 | 0.00 | 1.12 | 6.95 |
| 20 Gadsden | 0.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.00 | 19.10 | 2.10 | 22.08 | 51.92 |
| 21 Gilchrist | 0.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.50 | 54.15 | 4.80 | 21.28 | 87.69 |
| 22 Glades | 0.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 0.40 | 0.30 | 0.00 | 4.18 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.83 | 0.00 | 5.20 | 9.03 |
| 24 Hamilton | 2.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 7.20 | 0.00 | 5.92 | 15.86 |
| 25 Hardee | 10.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.85 | 0.25 | 40.88 | 0.00 | 17.36 | 77.74 |
| 26 Hendry | 27.84 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.00 | 86.90 | 0.00 | 0.00 | 124.74 |
| 27 Hernando | 130.08 | 0.00 | 58.08 | 13.50 | 9.90 | 65.92 | 0.00 | 0.00 | 19.00 | 129.65 | 6.60 | 129.68 | 562.41 |
| 28 Highlands | 37.60 | 0.30 | 22.08 | 4.50 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 48.68 | 6.00 | 40.08 | 165.24 |
| 29 Hillsborough | 2,332.48 | 34.20 | 400.80 | 126.60 | 5.70 | 160.80 | 0.00 | 0.00 | 118.75 | 1,419.00 | 56.70 | 835.44 | 5,490.47 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.60 | 0.50 | 20.80 | 0.00 | 7.28 | 31.18 |
| 31 Indian River | 129.76 | 1.50 | 44.00 | 12.60 | 0.00 | 0.00 | 0.00 | 0.00 | 8.50 | 81.95 | 9.90 | 40.88 | 329.09 |
| 32 Jackson | 4.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 84.20 | 0.00 | 22.08 | 111.42 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 1.60 | 0.00 | 0.00 | 3.60 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 14.90 | 0.00 | 39.00 | 0.90 | 15.04 | 69.84 |
| 35 Lake | 243.52 | 10.50 | 0.00 | 0.00 | 2.40 | 52.32 | 0.00 | 0.00 | 22.00 | 399.75 | 31.20 | 174.08 | 935.77 |
| 36 Lee | 353.60 | 9.60 | 256.96 | 75.90 | 171.60 | 1,003.04 | 0.00 | 0.00 | 21.25 | 472.15 | 36.60 | 469.52 | 2,870.22 |
| 37 Leon | 467.20 | 0.00 | 51.84 | 13.80 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 204.41 | 0.00 | 48.08 | 790.58 |
| 38 Levy | 8.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 139.55 | 8.85 | 4.75 | 44.60 | 0.00 | 24.32 | 230.55 |
| 39 Liberty | 0.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 26.30 | 0.00 | 4.24 | 30.70 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 3.00 | 19.52 | 28.52 |
| 41 Manatee | 286.24 | 0.00 | 38.56 | 10.50 | 50.70 | 304.96 | 0.00 | 0.00 | 7.00 | 256.95 | 0.00 | 45.68 | 1,000.59 |
| 42 Marion | 146.56 | 0.00 | 80.80 | 24.60 | 20.70 | 206.08 | 0.00 | 0.00 | 5.50 | 225.11 | 0.00 | 0.00 | 709.35 |
| 43 Martin | 184.16 | 4.80 | 45.76 | 12.30 | 0.00 | 112.80 | 0.00 | 0.00 | 14.75 | 129.45 | 29.70 | 78.00 | 611.72 |
| 44 Monroe | 92.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 43.13 | 0.00 | 12.88 | 149.17 |
| 45 Nassau | 84.32 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 | 149.58 | 0.00 | 28.48 | 271.38 |
| 46 Okaloosa | 225.92 | 0.00 | 23.20 | 5.40 | 0.30 | 155.68 | 0.00 | 0.00 | 0.00 | 241.13 | 23.10 | 0.00 | 674.73 |
| 47 Okeechobee | 18.72 | 2.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 1.50 | 58.60 | 4.20 | 13.52 | 99.09 |
| 48 Orange | 2,425.92 | 34.20 | 277.12 | 56.70 | 44.70 | 414.72 | 0.00 | 0.00 | 58.75 | 883.58 | 45.90 | 1,119.68 | 5,361.27 |
| 49 Osceola | 458.40 | 0.90 | 94.40 | 30.00 | 0.00 | 16.48 | 0.00 | 0.00 | 19.50 | 284.35 | 30.60 | 134.32 | 1,068.95 |
| 50 Palm Beach | 1,914.88 | 0.00 | 438.56 | 114.30 | 537.90 | 4,439.84 | 0.00 | 0.00 | 67.25 | 1,288.53 | 1.50 | 267.04 | 9,069.80 |
| 51 Pasco | 789.12 | 30.00 | 91.84 | 27.00 | 31.20 | 468.96 | 0.00 | 0.00 | 33.50 | 164.71 | 21.30 | 174.64 | 1,832.27 |
| 52 Pinellas | 887.04 | 17.40 | 248.00 | 66.60 | 42.90 | 336.96 | 0.00 | 0.00 | 103.00 | 490.60 | 89.70 | 532.08 | 2,814.28 |
| 53 Polk | 334.56 | 5.40 | 130.24 | 26.10 | 19.80 | 138.40 | 0.00 | 0.00 | 44.75 | 390.75 | 3.30 | 121.44 | 1,214.74 |
| 54 Putnam | 5.28 | 0.00 | 0.00 | 0.00 | 18.30 | 140.48 | 0.00 | 0.00 | 10.75 | 33.20 | 5.70 | 19.12 | 232.83 |
| 55 St. Johns | 1,000.96 | 0.00 | 135.84 | 32.40 | 36.60 | 218.72 | 0.00 | 0.00 | 12.50 | 547.61 | 0.00 | 125.84 | 2,110.47 |
| 56 St. Lucie | 39.68 | 0.30 | 50.72 | 10.50 | 14.70 | 390.56 | 0.00 | 0.00 | 20.25 | 354.20 | 72.60 | 338.48 | 1,291.99 |
| 57 Santa Rosa | 229.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 274.05 | 0.00 | 122.96 | 627.27 |
| 58 Sarasota | 514.56 | 3.90 | 230.88 | 58.50 | 83.70 | 630.08 | 0.00 | 0.00 | 16.00 | 310.50 | 8.40 | 121.52 | 1,978.04 |
| 59 Seminole | 1,177.44 | 7.50 | 127.36 | 37.80 | 0.00 | 0.00 | 0.00 | 0.00 | 20.50 | 569.65 | 16.50 | 170.96 | 2,127.71 |
| 60 Sumter | 69.12 | 1.50 | 0.00 | 0.00 | 0.00 | 21.28 | 0.00 | 1.03 | 0.00 | 151.65 | 9.00 | 59.36 | 312.94 |
| 61 Suwannee | 17.12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.25 | 53.25 | 0.00 | 10.64 | 83.26 |
| 62 Taylor | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 140.75 | 0.00 | 0.00 | 11.30 | 0.00 | 0.00 | 153.81 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5.90 | 0.00 | 53.33 | 0.00 | 10.08 | 69.31 |
| 64 Volusia | 251.68 | 0.00 | 216.64 | 53.40 | 38.10 | 237.44 | 0.00 | 0.00 | 81.50 | 433.28 | 41.10 | 134.40 | 1,487.54 |
| 65 Wakulla | 9.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.25 | 45.30 | 0.30 | 0.00 | 59.61 |
| 66 Walton | 88.80 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 125.03 | 0.00 | 53.52 | 270.35 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 88.28 | 0.00 | 7.76 | 96.04 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.72 | 0.72 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.90 | 0.00 | 1.15 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 112.08 | 112.08 |
| 73 FSU Lab - Leon | 17.92 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.50 | 14.00 | 1.20 | 18.08 | 52.70 |
| 74 UF Lab School | 15.52 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.00 | 9.12 | 24.89 |
| 75 Virtual School | 668.96 | 0.00 | 0.00 | 0.00 | 0.00 | 13.60 | 0.00 | 0.00 | 24.50 | 18.99 | 0.00 | 5.20 | 731.25 |

State 24,856.96 410.10 4,244.96 1,142.10 1,952.10 16,268.48 357.45 43.35 1,407.00 15,481.59 1,083.90 9,454.00 76,701.99

2022-23 FEFP Conference Calculation
Funded Weighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Total Weighted FTE ¹ | Additional Weighted FTE ² | Total Reported Weighted FTE |
|----------------------|---|---|--|---|-----------------------------|----------------------------|-------------------------------------|---------------------------------|--------------------------------------|-----------------------------|
| District | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 708.02 | 155.19 | 44.40 | 528.82 | 31,633.73 | 1,070.64 | 32,704.37 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 10.13 | 83.77 | 14.31 | 345.19 | 5,110.81 | 103.23 | 5,214.04 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 910.11 | 2,355.14 | 522.55 | 557.58 | 29,545.33 | 677.37 | 30,222.70 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 3.27 | 59.30 | 8.86 | 111.48 | 3,140.61 | 32.36 | 3,172.97 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 80,356.12 | 2,613.07 | 82,969.19 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 282,884.79 | 8,325.95 | 291,210.74 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 3.86 | 89.61 | 15.45 | 79.65 | 2,244.94 | 46.32 | 2,291.26 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 349.90 | 604.59 | 91.11 | 448.98 | 17,955.49 | 580.63 | 18,536.12 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 106.49 | 331.95 | 26.68 | 508.53 | 16,866.74 | 284.45 | 17,151.19 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 41,987.28 | 763.67 | 42,750.95 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 53,077.08 | 1,471.69 | 54,548.77 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 74.99 | 153.83 | 8.53 | 424.25 | 10,952.34 | 119.35 | 11,071.69 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 376,123.71 | 8,440.54 | 384,564.25 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 257.73 | 15.25 | 1.24 | 138.45 | 4,810.38 | 57.24 | 4,867.62 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 14.89 | 47.54 | 8.10 | 86.89 | 2,306.21 | 46.54 | 2,352.75 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 144,672.63 | 2,195.63 | 146,868.26 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 619.03 | 581.52 | 575.53 | 1,184.63 | 41,723.56 | 842.57 | 42,566.13 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 304.59 | 236.53 | 120.33 | 318.92 | 14,460.56 | 301.74 | 14,762.30 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 27.44 | 48.75 | 6.10 | 33.64 | 1,272.03 | 6.95 | 1,278.98 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 187.30 | 127.12 | 22.36 | 81.06 | 5,010.33 | 51.92 | 5,062.25 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 59.15 | 170.03 | 22.41 | 90.71 | 3,128.36 | 87.69 | 3,216.05 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 46.12 | 19.25 | 12.26 | 19.46 | 1,808.15 | 4.18 | 1,812.33 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 22.91 | 135.94 | 12.80 | 17.98 | 2,065.17 | 9.03 | 2,074.20 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 104.38 | 13.45 | 19.93 | 57.55 | 1,748.87 | 15.86 | 1,764.73 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 241.68 | 57.42 | 3.94 | 144.09 | 5,199.33 | 77.74 | 5,277.07 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 672.97 | 116.87 | 96.46 | 569.95 | 14,504.41 | 124.74 | 14,629.15 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 418.11 | 744.76 | 326.71 | 515.15 | 27,512.99 | 562.41 | 28,075.40 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 383.97 | 157.03 | 77.83 | 379.82 | 13,475.84 | 165.24 | 13,641.08 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 246,945.31 | 5,490.47 | 252,435.78 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 7.59 | 3.67 | 7.67 | 101.55 | 3,300.54 | 31.18 | 3,331.72 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 686.52 | 418.17 | 200.27 | 432.61 | 18,511.57 | 329.09 | 18,840.66 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 54.85 | 281.76 | 19.17 | 218.18 | 6,216.07 | 111.42 | 6,327.49 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 45.86 | 33.87 | 0.00 | 8.80 | 858.40 | 3.60 | 862.00 |
| 34 Lafayette | 406.95 | 420.17 | 272.51 | 48.38 | 3.67 | 5.40 | 61.37 | 1,218.45 | 69.84 | 1,288.29 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 51,732.12 | 935.77 | 52,667.89 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 107,219.19 | 2,870.22 | 110,089.41 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 570.56 | 643.87 | 100.46 | 601.83 | 35,903.05 | 790.58 | 36,693.63 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 136.52 | 41.99 | 33.38 | 191.81 | 6,013.90 | 230.55 | 6,244.45 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 18.33 | 68.30 | 44.40 | 53.08 | 1,434.39 | 30.70 | 1,465.09 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 19.30 | 31.45 | 5.78 | 78.20 | 2,550.28 | 28.52 | 2,578.80 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 55,120.10 | 1,000.59 | 56,120.69 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 1,789.15 | 2,683.60 | 636.24 | 1,465.26 | 49,817.52 | 709.35 | 50,526.87 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 808.02 | 214.97 | 72.37 | 216.79 | 9,472.20 | 149.17 | 9,621.37 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 149.07 | 249.32 | 42.13 | 431.59 | 13,856.32 | 271.38 | 14,127.70 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 1,218.39 | 922.28 | 265.51 | 701.81 | 35,768.79 | 674.73 | 36,443.52 |
| 47 Okeechobee | 2,138.07 | 2,372.05 | 1,716.84 | 434.75 | 27.00 | 8.70 | 194.36 | 6,891.77 | 99.09 | 6,990.86 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 236,436.12 | 5,361.27 | 241,797.39 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 84,409.13 | 1,068.95 | 85,478.08 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 209,016.79 | 9,069.80 | 218,086.59 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 92,480.18 | 1,832.27 | 94,312.45 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 103,186.68 | 2,814.28 | 106,000.96 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 124,448.82 | 1,214.74 | 125,663.56 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 450.10 | 58.89 | 27.28 | 328.81 | 10,920.93 | 232.83 | 11,153.76 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 381.45 | 1,561.80 | 466.59 | 817.13 | 53,591.99 | 2,110.47 | 55,702.46 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 48,799.90 | 1,291.99 | 50,091.89 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 214.90 | 1,433.85 | 321.47 | 604.79 | 33,627.00 | 627.27 | 34,254.27 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 49,208.79 | 1,978.04 | 51,186.83 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 73,794.26 | 2,127.71 | 75,921.97 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 228.30 | 200.09 | 8.37 | 324.34 | 9,670.59 | 132.94 | 9,803.53 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 254.22 | 7.35 | 0.00 | 199.98 | 6,582.77 | 83.26 | 6,666.03 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 0.00 | 44.68 | 0.00 | 51.52 | 2,809.58 | 153.81 | 2,963.39 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 70,181.81 | 1,487.54 | 71,669.35 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 8.92 | 104.71 | 70.86 | 90.27 | 5,544.87 | 59.61 | 5,604.48 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 558.97 | 43.06 | 15.45 | 141.96 | 11,997.60 | 270.35 | 12,267.95 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 14.50 | 138.00 | 80.26 | 67.85 | 3,651.68 | 96.04 | 3,747.72 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 5.96 | 0.00 | 0.00 | 86.60 | 1,845.92 | 52.70 | 1,898.62 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 0.00 | 0.00 | 10.80 | 15.64 | 1,267.69 | 24.89 | 1,292.58 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 102.51 | 0.00 | 0.00 | 1,091.94 | 51,772.26 | 731.25 | 52,503.51 |
| State | 918,422.94 | 1,084,654.39 | 812,462.35 | 210,350.69 | 82,923.36 | 23,742.95 | 68,428.68 | 3,200,985.36 | 76,701.99 | 3,277,687.35 |

1. The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
 2. Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
Funded Nonvirtual Weighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Total Weighted FTE ¹ | Additional Weighted FTE ² | Total Reported Weighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------------------------|----------------------|---------------------|------------------------------|---------------------------------|--------------------------------------|-----------------------------|
| | 101 & 111 | 102 & 112 | 103 & 113 | 130 | 254 | 255 | 300 | -7- | -8- | -9- |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,542.06 | 11,213.24 | 7,763.70 | 704.46 | 154.79 | 44.40 | 528.24 | 30,950.89 | 1,070.64 | 32,021.53 |
| 2 Baker | 1,786.44 | 1,797.92 | 1,071.35 | 10.13 | 83.77 | 14.31 | 345.19 | 5,109.11 | 103.23 | 5,212.34 |
| 3 Bay | 8,678.42 | 9,633.95 | 6,582.68 | 907.17 | 2,351.98 | 522.55 | 552.73 | 29,229.48 | 677.37 | 29,906.85 |
| 4 Bradford | 1,124.03 | 1,171.09 | 625.49 | 3.27 | 59.30 | 7.89 | 111.48 | 3,102.55 | 32.36 | 3,134.91 |
| 5 Brevard | 24,783.20 | 28,510.72 | 20,173.41 | 1,758.59 | 2,201.02 | 408.75 | 1,503.08 | 79,338.77 | 2,613.07 | 81,951.84 |
| 6 Broward | 76,652.99 | 94,869.68 | 71,774.60 | 23,393.67 | 6,145.28 | 2,783.30 | 6,198.44 | 281,817.96 | 8,325.95 | 290,143.91 |
| 7 Calhoun | 714.55 | 752.27 | 507.85 | 3.86 | 87.00 | 12.64 | 78.48 | 2,156.65 | 46.32 | 2,202.97 |
| 8 Charlotte | 5,427.50 | 5,952.53 | 4,869.30 | 349.90 | 604.59 | 91.11 | 447.64 | 17,742.57 | 580.63 | 18,323.20 |
| 9 Citrus | 5,567.15 | 5,910.93 | 4,027.13 | 99.88 | 331.95 | 26.68 | 498.00 | 16,461.72 | 284.45 | 16,746.17 |
| 10 Clay | 12,855.50 | 14,462.33 | 10,806.11 | 775.88 | 1,051.57 | 163.22 | 1,055.85 | 41,170.46 | 763.67 | 41,934.13 |
| 11 Collier | 12,974.13 | 16,863.02 | 13,203.31 | 5,720.08 | 2,353.05 | 477.29 | 962.25 | 52,553.13 | 1,471.69 | 54,024.82 |
| 12 Columbia | 3,984.98 | 3,854.80 | 2,286.84 | 74.99 | 153.83 | 8.53 | 422.11 | 10,786.08 | 119.35 | 10,905.43 |
| 13 Dade | 96,753.13 | 123,813.44 | 93,900.05 | 40,311.21 | 8,554.25 | 1,452.76 | 7,241.09 | 372,025.93 | 8,440.54 | 380,466.47 |
| 14 DeSoto | 1,453.25 | 1,837.06 | 1,045.36 | 254.24 | 15.25 | 1.24 | 136.07 | 4,742.47 | 57.24 | 4,799.71 |
| 15 Dixie | 791.62 | 805.49 | 537.49 | 14.89 | 47.54 | 8.10 | 86.89 | 2,292.02 | 46.54 | 2,338.56 |
| 16 Duval | 47,776.00 | 48,502.38 | 32,369.48 | 6,094.93 | 3,424.53 | 1,025.38 | 1,707.25 | 140,899.95 | 2,195.63 | 143,095.58 |
| 17 Escambia | 13,999.69 | 14,439.34 | 9,965.76 | 617.06 | 581.52 | 575.53 | 1,179.44 | 41,358.34 | 842.57 | 42,200.91 |
| 18 Flagler | 4,171.46 | 5,028.22 | 4,041.06 | 303.02 | 236.53 | 120.33 | 318.74 | 14,219.36 | 301.74 | 14,521.10 |
| 19 Franklin | 441.88 | 454.79 | 209.40 | 27.44 | 48.75 | 6.10 | 33.50 | 1,221.86 | 6.95 | 1,228.81 |
| 20 Gadsden | 1,658.93 | 1,726.94 | 1,169.96 | 187.30 | 127.12 | 22.36 | 80.79 | 4,973.40 | 51.92 | 5,025.32 |
| 21 Gilchrist | 1,068.32 | 1,066.87 | 597.93 | 59.15 | 170.03 | 22.41 | 90.39 | 3,075.10 | 87.69 | 3,162.79 |
| 22 Glades | 621.46 | 812.53 | 264.55 | 46.12 | 19.25 | 12.26 | 19.31 | 1,795.48 | 4.18 | 1,799.66 |
| 23 Gulf | 626.25 | 702.49 | 530.02 | 22.91 | 135.94 | 12.80 | 17.98 | 2,048.39 | 9.03 | 2,057.42 |
| 24 Hamilton | 491.47 | 583.40 | 430.73 | 104.38 | 13.45 | 19.93 | 57.44 | 1,700.80 | 15.86 | 1,716.66 |
| 25 Hardee | 1,671.01 | 1,807.20 | 1,228.98 | 241.68 | 57.42 | 3.94 | 143.82 | 5,154.05 | 77.74 | 5,231.79 |
| 26 Hendry | 2,173.59 | 2,564.98 | 2,084.50 | 571.52 | 113.12 | 96.46 | 283.38 | 7,887.55 | 124.74 | 8,012.29 |
| 27 Hernando | 8,732.45 | 9,549.59 | 6,737.68 | 415.28 | 744.76 | 324.98 | 504.46 | 27,009.20 | 562.41 | 27,571.61 |
| 28 Highlands | 4,429.16 | 4,591.29 | 3,107.13 | 380.94 | 157.03 | 77.83 | 368.86 | 13,112.24 | 165.24 | 13,277.48 |
| 29 Hillsborough | 70,128.48 | 81,299.33 | 56,429.79 | 17,222.57 | 7,273.67 | 1,538.47 | 5,892.74 | 239,785.05 | 5,490.47 | 245,275.52 |
| 30 Holmes | 1,173.71 | 1,147.44 | 783.63 | 7.59 | 3.67 | 7.67 | 101.55 | 3,225.26 | 31.18 | 3,256.44 |
| 31 Indian River | 5,479.38 | 6,380.46 | 4,774.19 | 685.60 | 418.17 | 200.27 | 429.81 | 18,367.88 | 329.09 | 18,696.97 |
| 32 Jackson | 2,187.88 | 2,110.09 | 1,272.74 | 54.71 | 281.76 | 19.17 | 217.55 | 6,143.90 | 111.42 | 6,255.32 |
| 33 Jefferson | 278.36 | 295.38 | 189.78 | 45.86 | 33.87 | 0.00 | 8.80 | 855.05 | 3.60 | 858.65 |
| 34 Lafayette | 406.95 | 420.17 | 269.69 | 48.38 | 3.67 | 5.40 | 61.37 | 1,215.63 | 69.84 | 1,285.47 |
| 35 Lake | 16,524.20 | 17,782.72 | 12,531.51 | 1,464.15 | 1,096.14 | 112.18 | 1,369.92 | 50,880.82 | 935.77 | 51,816.59 |
| 36 Lee | 28,517.20 | 34,413.07 | 26,234.11 | 11,749.99 | 2,484.95 | 377.91 | 2,361.51 | 106,138.74 | 2,870.22 | 109,008.96 |
| 37 Leon | 12,190.87 | 12,392.69 | 8,788.28 | 569.85 | 629.03 | 95.55 | 597.78 | 35,264.05 | 790.58 | 36,054.63 |
| 38 Levy | 2,195.09 | 2,083.90 | 1,272.45 | 136.52 | 41.99 | 33.38 | 189.72 | 5,953.05 | 230.55 | 6,183.60 |
| 39 Liberty | 483.46 | 462.25 | 292.46 | 18.33 | 68.30 | 44.40 | 53.08 | 1,422.28 | 30.70 | 1,452.98 |
| 40 Madison | 862.89 | 908.97 | 631.70 | 19.30 | 31.45 | 5.78 | 78.20 | 2,538.29 | 28.52 | 2,566.81 |
| 41 Manatee | 16,450.26 | 18,642.61 | 13,690.38 | 3,926.82 | 718.93 | 439.86 | 1,069.00 | 54,937.86 | 1,000.59 | 55,938.45 |
| 42 Marion | 14,997.71 | 16,124.81 | 11,309.78 | 1,789.15 | 2,683.60 | 636.24 | 1,449.40 | 48,990.69 | 709.35 | 49,700.04 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,711.92 | 3,163.58 | 2,228.52 | 808.02 | 214.97 | 72.37 | 216.79 | 9,416.17 | 149.17 | 9,565.34 |
| 45 Nassau | 4,558.78 | 4,925.28 | 3,303.47 | 149.07 | 249.32 | 42.13 | 431.03 | 13,659.08 | 271.38 | 13,930.46 |
| 46 Okaloosa | 11,592.49 | 12,327.08 | 8,062.25 | 1,218.39 | 922.28 | 265.51 | 695.81 | 35,083.81 | 674.73 | 35,758.54 |
| 47 Okeechobee | 2,107.93 | 2,331.07 | 1,653.12 | 433.38 | 27.00 | 8.70 | 193.66 | 6,754.86 | 99.09 | 6,853.95 |
| 48 Orange | 58,758.87 | 73,730.18 | 54,755.80 | 26,013.38 | 12,144.45 | 2,408.03 | 3,767.58 | 231,578.29 | 5,361.27 | 236,939.56 |
| 49 Osceola | 20,892.35 | 27,142.14 | 20,832.10 | 9,864.38 | 1,534.92 | 566.29 | 1,756.40 | 82,588.58 | 1,068.95 | 83,657.53 |
| 50 Palm Beach | 55,633.64 | 68,280.89 | 52,606.29 | 21,489.24 | 4,248.03 | 1,832.07 | 4,171.09 | 208,261.25 | 9,069.80 | 217,331.05 |
| 51 Pasco | 27,773.75 | 31,935.18 | 21,581.28 | 2,709.50 | 3,724.22 | 758.35 | 1,603.17 | 90,085.45 | 1,832.27 | 91,917.72 |
| 52 Pinellas | 31,147.97 | 34,628.37 | 26,337.94 | 3,567.78 | 3,228.27 | 933.40 | 2,777.61 | 102,621.34 | 2,814.28 | 105,435.62 |
| 53 Polk | 35,738.94 | 42,221.99 | 30,337.85 | 8,247.91 | 1,525.26 | 2,141.01 | 3,096.83 | 123,309.79 | 1,214.74 | 124,524.53 |
| 54 Putnam | 3,719.09 | 3,890.74 | 2,329.43 | 450.10 | 58.89 | 27.28 | 328.01 | 10,803.54 | 232.83 | 11,036.37 |
| 55 St. Johns | 16,216.29 | 19,476.23 | 13,810.23 | 381.45 | 1,555.72 | 449.31 | 817.13 | 52,706.36 | 2,110.47 | 54,816.83 |
| 56 St. Lucie | 13,856.61 | 16,754.23 | 13,105.24 | 2,970.28 | 397.60 | 89.28 | 1,159.80 | 48,333.04 | 1,291.99 | 49,625.03 |
| 57 Santa Rosa | 9,657.38 | 11,334.56 | 8,351.50 | 205.38 | 1,430.76 | 321.47 | 596.41 | 31,897.46 | 627.27 | 32,524.73 |
| 58 Sarasota | 14,123.24 | 17,159.79 | 12,688.85 | 1,980.59 | 1,731.19 | 495.70 | 820.95 | 49,000.31 | 1,978.04 | 50,978.35 |
| 59 Seminole | 22,215.22 | 25,413.02 | 18,575.16 | 2,689.80 | 1,026.92 | 210.75 | 1,649.76 | 71,780.63 | 2,127.71 | 73,908.34 |
| 60 Sumter | 3,168.81 | 3,465.36 | 2,203.57 | 227.49 | 200.09 | 8.37 | 323.91 | 9,957.60 | 312.94 | 9,910.54 |
| 61 Suwannee | 2,117.26 | 2,224.61 | 1,569.64 | 251.48 | 7.35 | 0.00 | 198.48 | 6,368.82 | 83.26 | 6,452.08 |
| 62 Taylor | 1,064.09 | 1,056.43 | 569.37 | 0.00 | 44.68 | 0.00 | 51.52 | 2,786.09 | 153.81 | 2,939.90 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,454.82 | 23,537.64 | 16,417.48 | 2,359.75 | 2,006.23 | 185.09 | 2,133.44 | 68,094.45 | 1,487.54 | 69,581.99 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,355.12 | 8.92 | 104.71 | 70.86 | 90.27 | 5,543.57 | 59.61 | 5,603.18 |
| 66 Walton | 4,108.17 | 4,105.70 | 2,920.10 | 558.97 | 43.06 | 15.45 | 141.96 | 11,893.41 | 270.35 | 12,163.76 |
| 67 Washington | 1,233.04 | 1,209.60 | 872.03 | 14.50 | 138.00 | 80.26 | 67.44 | 3,614.87 | 96.04 | 3,710.91 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 688.97 | 564.87 | 5.96 | 0.00 | 0.00 | 86.60 | 1,844.77 | 52.70 | 1,897.47 |
| 74 UF Lab School | 245.13 | 516.81 | 473.82 | 0.00 | 0.00 | 10.80 | 15.64 | 1,262.20 | 24.89 | 1,287.09 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

State 898,326.83 1,050,770.86 764,448.62 209,511.00 82,567.64 23,632.55 66,611.54 3,095,869.04 75,970.74 3,171,839.78

- The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
- Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
 Florida Price Level Index (FPLI) and District Cost Differential (DCD)

| District | 2019 | 2020 | 2021 | Three-Year | Three-Year | 80% | District Cost Differential |
|----------------------|--------|--------|--------|------------|------------|--------|----------------------------------|
| | FPLI | FPLI | FPLI | Average | Average | Add | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 2 Baker | 96.45 | 96.21 | 92.56 | 95.07 | 76.06 | 96.06 | 0.9606 |
| 3 Bay | 95.83 | 95.94 | 96.49 | 96.09 | 76.87 | 96.87 | 0.9687 |
| 4 Bradford | 95.83 | 95.58 | 90.31 | 93.91 | 75.13 | 95.13 | 0.9513 |
| 5 Brevard | 98.36 | 98.64 | 99.41 | 98.80 | 79.04 | 99.04 | 0.9904 |
| 6 Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 7 Calhoun | 91.43 | 91.54 | 87.86 | 90.28 | 72.22 | 92.22 | 0.9222 |
| 8 Charlotte | 98.71 | 98.68 | 96.79 | 98.06 | 78.45 | 98.45 | 0.9845 |
| 9 Citrus | 92.98 | 93.25 | 92.38 | 92.87 | 74.30 | 94.30 | 0.9430 |
| 10 Clay | 98.38 | 98.13 | 95.90 | 97.47 | 77.98 | 97.98 | 0.9798 |
| 11 Collier | 106.47 | 106.45 | 106.70 | 106.54 | 85.23 | 105.23 | 1.0523 |
| 12 Columbia | 93.08 | 92.78 | 91.89 | 92.58 | 74.07 | 94.07 | 0.9407 |
| 13 Dade | 101.92 | 101.96 | 102.34 | 102.07 | 81.66 | 101.66 | 1.0166 |
| 14 DeSoto | 97.26 | 97.55 | 91.89 | 95.57 | 76.45 | 96.45 | 0.9645 |
| 15 Dixie | 92.54 | 92.23 | 87.40 | 90.72 | 72.58 | 92.58 | 0.9258 |
| 16 Duval | 100.68 | 100.43 | 101.05 | 100.72 | 80.58 | 100.58 | 1.0058 |
| 17 Escambia | 96.75 | 96.79 | 96.94 | 96.83 | 77.46 | 97.46 | 0.9746 |
| 18 Flagler | 94.58 | 94.80 | 94.11 | 94.50 | 75.60 | 95.60 | 0.9560 |
| 19 Franklin | 90.28 | 90.81 | 91.73 | 90.94 | 72.75 | 92.75 | 0.9275 |
| 20 Gadsden | 93.91 | 93.62 | 91.30 | 92.94 | 74.35 | 94.35 | 0.9435 |
| 21 Gilchrist | 94.34 | 94.03 | 90.02 | 92.80 | 74.24 | 94.24 | 0.9424 |
| 22 Glades | 98.79 | 98.77 | 92.46 | 96.67 | 77.34 | 97.34 | 0.9734 |
| 23 Gulf | 92.43 | 92.54 | 92.13 | 92.37 | 73.89 | 93.89 | 0.9389 |
| 24 Hamilton | 90.22 | 89.99 | 88.58 | 89.60 | 71.68 | 91.68 | 0.9168 |
| 25 Hardee | 95.64 | 96.31 | 91.45 | 94.47 | 75.57 | 95.57 | 0.9557 |
| 26 Hendry | 100.27 | 100.25 | 92.83 | 97.78 | 78.23 | 98.23 | 0.9823 |
| 27 Hernando | 95.99 | 96.07 | 92.46 | 94.84 | 75.87 | 95.87 | 0.9587 |
| 28 Highlands | 94.67 | 94.65 | 91.52 | 93.61 | 74.89 | 94.89 | 0.9489 |
| 29 Hillsborough | 100.64 | 100.73 | 101.33 | 100.90 | 80.72 | 100.72 | 1.0072 |
| 30 Holmes | 92.40 | 92.12 | 87.69 | 90.74 | 72.59 | 92.59 | 0.9259 |
| 31 Indian River | 99.93 | 99.93 | 99.75 | 99.87 | 79.90 | 99.90 | 0.9990 |
| 32 Jackson | 90.30 | 90.08 | 90.35 | 90.24 | 72.19 | 92.19 | 0.9219 |
| 33 Jefferson | 93.62 | 93.33 | 90.39 | 92.45 | 73.96 | 93.96 | 0.9396 |
| 34 Lafayette | 90.75 | 90.45 | 88.32 | 89.84 | 71.87 | 91.87 | 0.9187 |
| 35 Lake | 97.80 | 97.46 | 95.21 | 96.82 | 77.46 | 97.46 | 0.9746 |
| 36 Lee | 102.78 | 102.75 | 100.96 | 102.16 | 81.73 | 101.73 | 1.0173 |
| 37 Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 38 Levy | 94.28 | 93.97 | 90.41 | 92.89 | 74.31 | 94.31 | 0.9431 |
| 39 Liberty | 91.80 | 91.52 | 88.37 | 90.56 | 72.45 | 92.45 | 0.9245 |
| 40 Madison | 90.37 | 90.09 | 89.12 | 89.86 | 71.89 | 91.89 | 0.9189 |
| 41 Manatee | 98.73 | 99.42 | 99.49 | 99.21 | 79.37 | 99.37 | 0.9937 |
| 42 Marion | 93.37 | 93.51 | 93.31 | 93.40 | 74.72 | 94.72 | 0.9472 |
| 43 Martin | 102.17 | 102.11 | 101.86 | 102.05 | 81.64 | 101.64 | 1.0164 |
| 44 Monroe | 106.07 | 106.51 | 106.78 | 106.45 | 85.16 | 105.16 | 1.0516 |
| 45 Nassau | 98.62 | 98.69 | 97.82 | 98.38 | 78.70 | 98.70 | 0.9870 |
| 46 Okaloosa | 98.89 | 98.59 | 98.78 | 98.75 | 79.00 | 99.00 | 0.9900 |
| 47 Okeechobee | 97.49 | 97.44 | 91.51 | 95.48 | 76.38 | 96.38 | 0.9638 |
| 48 Orange | 101.13 | 100.78 | 101.50 | 101.14 | 80.91 | 100.91 | 1.0091 |
| 49 Osceola | 98.81 | 98.46 | 97.84 | 98.37 | 78.70 | 98.70 | 0.9870 |
| 50 Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 51 Pasco | 98.01 | 98.10 | 96.87 | 97.66 | 78.13 | 98.13 | 0.9813 |
| 52 Pinellas | 99.85 | 100.03 | 100.52 | 100.13 | 80.11 | 100.11 | 1.0011 |
| 53 Polk | 96.00 | 96.08 | 96.82 | 96.30 | 77.04 | 97.04 | 0.9704 |
| 54 Putnam | 94.62 | 94.38 | 90.56 | 93.19 | 74.55 | 94.55 | 0.9455 |
| 55 St. Johns | 100.95 | 100.26 | 99.66 | 100.29 | 80.23 | 100.23 | 1.0023 |
| 56 St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 57 Santa Rosa | 96.37 | 95.85 | 93.81 | 95.34 | 76.27 | 96.27 | 0.9627 |
| 58 Sarasota | 101.23 | 101.94 | 102.55 | 101.91 | 81.53 | 101.53 | 1.0153 |
| 59 Seminole | 99.58 | 99.24 | 99.36 | 99.39 | 79.51 | 99.51 | 0.9951 |
| 60 Sumter | 95.74 | 96.20 | 97.11 | 96.35 | 77.08 | 97.08 | 0.9708 |
| 61 Suwannee | 91.07 | 90.77 | 90.07 | 90.64 | 72.51 | 92.51 | 0.9251 |
| 62 Taylor | 90.51 | 90.24 | 89.80 | 90.18 | 72.15 | 92.15 | 0.9215 |
| 63 Union | 94.61 | 94.37 | 89.08 | 92.69 | 74.15 | 94.15 | 0.9415 |
| 64 Volusia | 96.00 | 95.67 | 94.81 | 95.49 | 76.39 | 96.39 | 0.9639 |
| 65 Wakulla | 94.02 | 93.73 | 92.36 | 93.37 | 74.70 | 94.70 | 0.9470 |
| 66 Walton | 97.37 | 98.03 | 98.74 | 98.05 | 78.44 | 98.44 | 0.9844 |
| 67 Washington | 92.14 | 92.25 | 89.48 | 91.29 | 73.03 | 93.03 | 0.9303 |
| 69 FAMU Lab School | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 70 FAU - Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 71 FAU - St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 72 FSU Lab - Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 73 FSU Lab - Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 74 UF Lab School | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 75 Virtual School | 100.00 | 100.00 | 100.00 | 100.00 | 80.00 | 100.00 | 1.0000 |

2022-23 FEFP Conference Calculation
0.748 Mill Discretionary Effort and Compression Adjustment

| District | 2022 | 0.748 | Value of 0.748 | 0.748 Mill | 2022-23 | Value of | Col. 4 | Compress |
|----------------------|-------------------|---------------|----------------|---------------|--------------|----------|----------|-------------|
| | Tax Roll | Discretionary | Mills & | Discretionary | Unweighted | 0.748 | Amount | to |
| | -1- | Millage | Discretionary | Local Effort | FTE | Mills | Below | \$645.02 |
| | | Levied | Contribution | | | per FTE | \$645.02 | per FTE |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 20,520,373,756 | 0.748 | 14,735,270 | 14,735,270 | 30,172.37 | 488.37 | 156.65 | 4,726,502 |
| 2 Baker | 1,343,553,361 | 0.748 | 964,779 | 964,779 | 4,837.86 | 199.42 | 445.60 | 2,155,750 |
| 3 Bay | 22,725,307,613 | 0.748 | 16,318,589 | 16,318,589 | 26,279.15 | 620.97 | 24.05 | 632,014 |
| 4 Bradford | 1,265,702,764 | 0.748 | 908,876 | 908,876 | 2,963.82 | 306.66 | 338.36 | 1,002,838 |
| 5 Brevard | 56,420,395,985 | 0.748 | 40,514,358 | 40,514,358 | 75,349.51 | 537.69 | 107.33 | 8,087,263 |
| 6 Broward | 253,695,847,899 | 0.748 | 182,173,914 | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 519,487,536 | 0.748 | 373,034 | 373,034 | 2,085.53 | 178.87 | 466.15 | 972,170 |
| 8 Charlotte | 24,708,997,813 | 0.748 | 17,743,037 | 17,743,037 | 16,776.84 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 13,086,676,855 | 0.748 | 9,397,281 | 9,397,281 | 15,955.44 | 588.97 | 56.05 | 894,302 |
| 10 Clay | 15,234,822,670 | 0.748 | 10,939,821 | 10,939,821 | 39,517.35 | 276.84 | 368.18 | 14,549,498 |
| 11 Collier | 120,611,020,848 | 0.748 | 86,608,362 | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 3,748,903,779 | 0.748 | 2,692,013 | 2,692,013 | 10,373.91 | 259.50 | 385.52 | 3,999,350 |
| 13 Dade | 388,228,128,887 | 0.748 | 278,778,855 | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 2,297,979,186 | 0.748 | 1,650,133 | 1,650,133 | 4,590.74 | 359.45 | 285.57 | 1,310,978 |
| 15 Dixie | 672,045,006 | 0.748 | 482,582 | 482,582 | 2,174.07 | 221.97 | 423.05 | 919,740 |
| 16 Duval | 92,595,282,579 | 0.748 | 66,490,821 | 66,490,821 | 134,868.07 | 493.01 | 152.01 | 20,501,295 |
| 17 Escambia | 25,013,559,167 | 0.748 | 17,961,737 | 17,961,737 | 39,163.04 | 458.64 | 186.38 | 7,299,207 |
| 18 Flagler | 12,936,608,164 | 0.748 | 9,289,520 | 9,289,520 | 13,669.98 | 679.56 | 0.00 | 0 |
| 19 Franklin | 2,742,700,201 | 0.748 | 1,969,478 | 1,969,478 | 1,177.38 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 1,891,409,679 | 0.748 | 1,358,183 | 1,358,183 | 4,682.44 | 290.06 | 354.96 | 1,662,079 |
| 21 Gilchrist | 1,124,217,394 | 0.748 | 807,278 | 807,278 | 2,857.08 | 282.55 | 362.47 | 1,035,606 |
| 22 Glades | 887,439,813 | 0.748 | 637,253 | 637,253 | 1,706.83 | 373.35 | 271.67 | 463,695 |
| 23 Gulf | 2,435,271,643 | 0.748 | 1,748,720 | 1,748,720 | 1,882.38 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,105,628,270 | 0.748 | 793,930 | 793,930 | 1,649.37 | 481.35 | 163.67 | 269,952 |
| 25 Hardee | 2,029,995,744 | 0.748 | 1,457,699 | 1,457,699 | 4,926.93 | 295.86 | 349.16 | 1,120,287 |
| 26 Hendry | 3,146,417,240 | 0.748 | 2,259,379 | 2,259,379 | 13,771.40 | 164.06 | 480.96 | 6,623,493 |
| 27 Hernando | 13,196,819,602 | 0.748 | 9,476,372 | 9,476,372 | 25,661.77 | 369.28 | 275.74 | 7,075,976 |
| 28 Highlands | 6,786,818,809 | 0.748 | 4,873,479 | 4,873,479 | 12,735.17 | 382.68 | 262.34 | 3,340,944 |
| 29 Hillsborough | 143,480,426,626 | 0.748 | 103,030,425 | 103,030,425 | 229,392.45 | 449.14 | 195.88 | 44,933,393 |
| 30 Holmes | 586,806,746 | 0.748 | 421,374 | 421,374 | 3,159.29 | 133.38 | 511.64 | 1,616,419 |
| 31 Indian River | 23,875,762,069 | 0.748 | 17,144,707 | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 |
| 32 Jackson | 2,004,072,630 | 0.748 | 1,439,084 | 1,439,084 | 5,740.81 | 250.68 | 394.34 | 2,263,831 |
| 33 Jefferson | 831,035,300 | 0.748 | 596,750 | 596,750 | 794.98 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 332,271,861 | 0.748 | 238,598 | 238,598 | 1,157.91 | 206.06 | 438.96 | 508,276 |
| 35 Lake | 31,324,591,815 | 0.748 | 22,493,563 | 22,493,563 | 48,736.76 | 461.53 | 183.49 | 8,942,708 |
| 36 Lee | 115,602,844,272 | 0.748 | 83,012,090 | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 |
| 37 Leon | 22,187,140,031 | 0.748 | 15,932,142 | 15,932,142 | 33,875.42 | 470.32 | 174.70 | 5,918,036 |
| 38 Levy | 2,725,948,224 | 0.748 | 1,957,449 | 1,957,449 | 5,687.12 | 344.19 | 300.83 | 1,710,856 |
| 39 Liberty | 363,351,669 | 0.748 | 260,916 | 260,916 | 1,291.55 | 202.02 | 443.00 | 572,157 |
| 40 Madison | 920,272,410 | 0.748 | 660,829 | 660,829 | 2,422.76 | 272.76 | 372.26 | 901,897 |
| 41 Manatee | 52,225,328,280 | 0.748 | 37,501,964 | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 |
| 42 Marion | 26,590,550,776 | 0.748 | 19,094,143 | 19,094,143 | 45,361.88 | 420.93 | 224.09 | 10,165,144 |
| 43 Martin | 27,822,032,144 | 0.748 | 19,978,445 | 19,978,445 | 19,007.19 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 34,612,887,850 | 0.748 | 24,854,823 | 24,854,823 | 8,817.22 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 12,864,523,195 | 0.748 | 9,237,757 | 9,237,757 | 13,104.64 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 24,415,716,559 | 0.748 | 17,532,438 | 17,532,438 | 33,381.04 | 525.22 | 119.80 | 3,999,049 |
| 47 Okeechobee | 4,069,736,409 | 0.748 | 2,922,396 | 2,922,396 | 6,553.43 | 445.93 | 199.09 | 1,304,722 |
| 48 Orange | 184,988,161,276 | 0.748 | 132,836,299 | 132,836,299 | 214,553.60 | 619.13 | 25.89 | 5,554,793 |
| 49 Osceola | 39,640,650,545 | 0.748 | 28,465,158 | 28,465,158 | 78,752.26 | 361.45 | 283.57 | 22,331,778 |
| 50 Palm Beach | 252,297,700,383 | 0.748 | 181,169,933 | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 |
| 51 Pasco | 41,997,039,731 | 0.748 | 30,157,234 | 30,157,234 | 85,550.75 | 352.51 | 292.51 | 25,024,450 |
| 52 Pinellas | 114,401,925,682 | 0.748 | 82,149,735 | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 |
| 53 Polk | 52,912,905,808 | 0.748 | 37,995,699 | 37,995,699 | 116,184.44 | 327.03 | 317.99 | 36,945,490 |
| 54 Putnam | 5,578,705,482 | 0.748 | 4,005,957 | 4,005,957 | 10,362.25 | 386.59 | 258.43 | 2,677,916 |
| 55 St. Johns | 40,108,949,231 | 0.748 | 28,801,434 | 28,801,434 | 50,198.06 | 573.76 | 71.26 | 3,577,114 |
| 56 St. Lucie | 31,774,034,363 | 0.748 | 22,816,299 | 22,816,299 | 46,381.29 | 491.93 | 153.09 | 7,100,512 |
| 57 Santa Rosa | 14,687,573,365 | 0.748 | 10,546,853 | 10,546,853 | 31,175.15 | 338.31 | 306.71 | 9,561,730 |
| 58 Sarasota | 81,348,312,816 | 0.748 | 58,414,596 | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 45,411,005,981 | 0.748 | 32,608,735 | 32,608,735 | 69,901.86 | 466.49 | 178.53 | 12,479,579 |
| 60 Sumter | 18,192,035,361 | 0.748 | 13,063,337 | 13,063,337 | 9,126.05 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 2,408,389,437 | 0.748 | 1,729,416 | 1,729,416 | 6,295.41 | 274.71 | 370.31 | 2,331,253 |
| 62 Taylor | 1,851,930,894 | 0.748 | 1,329,835 | 1,329,835 | 2,658.49 | 500.22 | 144.80 | 384,949 |
| 63 Union | 342,690,184 | 0.748 | 246,079 | 246,079 | 2,290.27 | 107.45 | 537.57 | 1,231,180 |
| 64 Volusia | 51,528,704,143 | 0.748 | 37,001,732 | 37,001,732 | 65,663.77 | 563.50 | 81.52 | 5,352,911 |
| 65 Wakulla | 1,796,203,212 | 0.748 | 1,289,818 | 1,289,818 | 5,184.76 | 248.77 | 396.25 | 2,054,461 |
| 66 Walton | 29,021,561,569 | 0.748 | 20,839,803 | 20,839,803 | 11,400.62 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 1,168,811,093 | 0.748 | 839,300 | 839,300 | 3,345.91 | 250.84 | 394.18 | 1,318,891 |
| 69 FAMU Lab School | 0 | 0.000 | 288,212 | 0 | 612.80 | 470.32 | 174.70 | 107,056 |
| 70 FAU - Palm Beach | 0 | 0.000 | 1,211,579 | 0 | 1,301.15 | 931.16 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 716,899 | 0 | 1,457.32 | 491.93 | 153.09 | 223,101 |
| 72 FSU Lab - Broward | 0 | 0.000 | 488,455 | 0 | 706.84 | 691.04 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 841,774 | 0 | 1,789.79 | 470.32 | 174.70 | 312,676 |
| 74 UF Lab School | 0 | 0.000 | 601,652 | 0 | 1,231.96 | 488.37 | 156.65 | 192,987 |
| 75 Virtual School | 0 | 0.000 | 32,225,020 | 0 | 50,922.08 | 632.83 | 12.19 | 620,740 |
| State | 2,629,264,001,685 | | 1,924,395,489 | 1,888,021,898 | 2,983,464.64 | 645.02 | | 311,462,994 |

2022-23 FEFP Conference Calculation
DJJ Supplemental Allocation

| District | 2022-23 | 2022-23 | \$922.54 x WFTE | District Cost Differential | Grades PK-12 DJJ Total Allocation |
|----------------------|-----------------------------------|---------------------------------|-----------------------|----------------------------------|--|
| | Grades PK-12 Unweighted FTE | Grades PK-12 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 127.63 | 130.04 | 119,967 | 0.9796 | 117,520 |
| 2 Baker | 0.00 | 0.00 | 0 | 0.9606 | 0 |
| 3 Bay | 29.43 | 29.41 | 27,132 | 0.9687 | 26,283 |
| 4 Bradford | 0.00 | 0.00 | 0 | 0.9513 | 0 |
| 5 Brevard | 100.93 | 100.88 | 93,066 | 0.9904 | 92,173 |
| 6 Broward | 211.52 | 220.55 | 203,466 | 1.0196 | 207,454 |
| 7 Calhoun | 0.00 | 0.00 | 0 | 0.9222 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0 | 0.9845 | 0 |
| 9 Citrus | 156.79 | 156.66 | 144,525 | 0.9430 | 136,287 |
| 10 Clay | 106.70 | 106.64 | 98,380 | 0.9798 | 96,393 |
| 11 Collier | 65.57 | 67.64 | 62,401 | 1.0523 | 65,665 |
| 12 Columbia | 0.00 | 0.00 | 0 | 0.9407 | 0 |
| 13 Dade | 174.46 | 175.09 | 161,528 | 1.0166 | 164,209 |
| 14 DeSoto | 0.00 | 0.00 | 0 | 0.9645 | 0 |
| 15 Dixie | 0.00 | 0.00 | 0 | 0.9258 | 0 |
| 16 Duval | 168.90 | 169.69 | 156,546 | 1.0058 | 157,454 |
| 17 Escambia | 120.41 | 120.34 | 111,018 | 0.9746 | 108,198 |
| 18 Flagler | 0.00 | 0.00 | 0 | 0.9560 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0 | 0.9275 | 0 |
| 20 Gadsden | 0.00 | 0.00 | 0 | 0.9435 | 0 |
| 21 Gilchrist | 0.00 | 0.00 | 0 | 0.9424 | 0 |
| 22 Glades | 0.00 | 0.00 | 0 | 0.9734 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0 | 0.9389 | 0 |
| 24 Hamilton | 35.77 | 35.74 | 32,972 | 0.9168 | 30,229 |
| 25 Hardee | 0.00 | 0.00 | 0 | 0.9557 | 0 |
| 26 Hendry | 0.00 | 0.00 | 0 | 0.9823 | 0 |
| 27 Hernando | 70.62 | 72.14 | 66,552 | 0.9587 | 63,803 |
| 28 Highlands | 0.00 | 0.00 | 0 | 0.9489 | 0 |
| 29 Hillsborough | 359.25 | 380.87 | 351,368 | 1.0072 | 353,898 |
| 30 Holmes | 0.00 | 0.00 | 0 | 0.9259 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0 | 0.9990 | 0 |
| 32 Jackson | 27.03 | 27.00 | 24,909 | 0.9219 | 22,964 |
| 33 Jefferson | 0.00 | 0.00 | 0 | 0.9396 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0 | 0.9187 | 0 |
| 35 Lake | 9.12 | 9.11 | 8,404 | 0.9746 | 8,191 |
| 36 Lee | 117.69 | 122.68 | 113,177 | 1.0173 | 115,135 |
| 37 Leon | 106.67 | 109.68 | 101,184 | 0.9718 | 98,331 |
| 38 Levy | 0.00 | 0.00 | 0 | 0.9431 | 0 |
| 39 Liberty | 53.88 | 65.33 | 60,270 | 0.9245 | 55,720 |
| 40 Madison | 20.99 | 20.98 | 19,355 | 0.9189 | 17,785 |
| 41 Manatee | 166.93 | 166.84 | 153,917 | 0.9937 | 152,947 |
| 42 Marion | 166.84 | 166.74 | 153,824 | 0.9472 | 145,702 |
| 43 Martin | 0.00 | 0.00 | 0 | 1.0164 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0 | 1.0516 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0 | 0.9870 | 0 |
| 46 Okaloosa | 113.04 | 113.09 | 104,330 | 0.9900 | 103,287 |
| 47 Okeechobee | 102.82 | 102.73 | 94,773 | 0.9638 | 91,342 |
| 48 Orange | 188.62 | 188.67 | 174,056 | 1.0091 | 175,640 |
| 49 Osceola | 59.33 | 59.30 | 54,707 | 0.9870 | 53,996 |
| 50 Palm Beach | 125.29 | 128.41 | 118,463 | 1.0438 | 123,652 |
| 51 Pasco | 95.22 | 96.21 | 88,758 | 0.9813 | 87,098 |
| 52 Pinellas | 170.34 | 170.29 | 157,099 | 1.0011 | 157,272 |
| 53 Polk | 163.54 | 163.42 | 150,761 | 0.9704 | 146,298 |
| 54 Putnam | 0.00 | 0.00 | 0 | 0.9455 | 0 |
| 55 St. Johns | 88.11 | 88.04 | 81,220 | 1.0023 | 81,407 |
| 56 St. Lucie | 88.05 | 87.98 | 81,165 | 0.9935 | 80,637 |
| 57 Santa Rosa | 0.00 | 0.00 | 0 | 0.9627 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0 | 1.0153 | 0 |
| 59 Seminole | 0.00 | 0.00 | 0 | 0.9951 | 0 |
| 60 Sumter | 0.00 | 0.00 | 0 | 0.9708 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0 | 0.9251 | 0 |
| 62 Taylor | 0.00 | 0.00 | 0 | 0.9215 | 0 |
| 63 Union | 0.00 | 0.00 | 0 | 0.9415 | 0 |
| 64 Volusia | 110.52 | 110.86 | 102,273 | 0.9639 | 98,581 |
| 65 Wakulla | 0.00 | 0.00 | 0 | 0.9470 | 0 |
| 66 Walton | 28.25 | 28.38 | 26,182 | 0.9844 | 25,774 |
| 67 Washington | 0.00 | 0.00 | 0 | 0.9303 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0 | 1.0438 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0 | 0.9935 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0 | 1.0196 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0 | 0.9796 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0 | 1.0000 | 0 |

State 3,730.26 3,791.43 3,497,748 3,461,325

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 1

| District | 2021-22 | 2021-22 | 2021-22 | 2022-23 | Change | Percentage | Basic ESE | 2021-22 | 2022-23 |
|----------------------|---------------------------------|-----------------------------------|---------------------|-----------------------------------|-----------|------------|---------------------------------|-----------------------------------|-----------------------------------|
| | ESE Guaranteed Allocation | FTE Programs 111, 112 & 113 | Funds Per FTE | FTE Programs 111, 112 & 113 | | | FTE as a Pct of Total FTE | Unweighted FTE All Programs | Unweighted FTE All Programs |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 11,215,210 | 6,715.46 | 1,670.06 | 7,006.54 | 291.08 | 4.33% | 22.87% | 29,368.47 | 30,172.37 |
| 2 Baker | 1,276,820 | 706.37 | 1,807.58 | 709.23 | 2.86 | 0.40% | 14.55% | 4,854.76 | 4,837.86 |
| 3 Bay | 8,725,746 | 4,666.18 | 1,870.00 | 4,775.73 | 109.55 | 2.35% | 18.06% | 25,834.14 | 26,279.15 |
| 4 Bradford | 1,267,836 | 753.83 | 1,681.86 | 773.48 | 19.65 | 2.61% | 26.18% | 2,879.94 | 2,963.82 |
| 5 Brevard | 28,488,265 | 16,460.60 | 1,730.69 | 17,029.15 | 568.55 | 3.45% | 22.32% | 73,759.06 | 75,349.51 |
| 6 Broward | 98,587,382 | 45,813.91 | 2,151.91 | 46,417.17 | 603.26 | 1.32% | 17.47% | 262,289.18 | 263,621.47 |
| 7 Calhoun | 782,480 | 454.04 | 1,723.37 | 456.90 | 2.86 | 0.63% | 21.91% | 2,072.30 | 2,085.53 |
| 8 Charlotte | 6,419,736 | 3,649.13 | 1,759.25 | 3,788.40 | 139.27 | 3.82% | 22.29% | 16,372.51 | 16,776.84 |
| 9 Citrus | 7,501,581 | 2,754.56 | 2,723.33 | 2,823.24 | 68.68 | 2.49% | 17.54% | 15,700.94 | 15,955.44 |
| 10 Clay | 13,329,772 | 9,396.76 | 1,418.55 | 9,827.45 | 430.69 | 4.58% | 24.21% | 38,820.59 | 39,517.35 |
| 11 Collier | 23,174,934 | 8,381.66 | 2,764.96 | 8,594.66 | 213.00 | 2.54% | 17.65% | 47,478.47 | 48,534.91 |
| 12 Columbia | 4,077,866 | 1,799.99 | 2,265.49 | 1,866.27 | 66.28 | 3.68% | 17.74% | 10,143.84 | 10,373.91 |
| 13 Dade | 131,111,588 | 67,828.96 | 1,932.97 | 69,584.76 | 1,755.80 | 2.59% | 19.91% | 340,648.40 | 350,795.41 |
| 14 DeSoto | 1,944,905 | 718.88 | 2,705.47 | 733.06 | 14.18 | 1.97% | 15.56% | 4,619.49 | 4,590.74 |
| 15 Dixie | 713,472 | 473.12 | 1,508.01 | 499.05 | 25.93 | 5.48% | 22.20% | 2,131.54 | 2,174.07 |
| 16 Duval | 49,865,837 | 26,107.19 | 1,910.04 | 26,846.59 | 739.40 | 2.83% | 19.73% | 132,333.68 | 134,868.07 |
| 17 Escambia | 13,925,081 | 7,718.38 | 1,804.15 | 7,836.57 | 118.19 | 1.53% | 19.90% | 38,792.75 | 39,163.04 |
| 18 Flagler | 6,607,599 | 2,337.74 | 2,826.49 | 2,430.35 | 92.61 | 3.96% | 17.49% | 13,364.38 | 13,669.98 |
| 19 Franklin | 497,291 | 259.47 | 1,916.56 | 252.74 | (6.73) | -2.59% | 21.99% | 1,179.70 | 1,177.38 |
| 20 Gadsden | 1,623,284 | 784.36 | 2,069.56 | 779.86 | (4.50) | -0.57% | 16.64% | 4,714.60 | 4,682.44 |
| 21 Gilchrist | 1,058,604 | 601.91 | 1,758.74 | 623.00 | 21.09 | 3.50% | 21.82% | 2,758.82 | 2,857.08 |
| 22 Glades | 512,347 | 318.86 | 1,606.81 | 317.40 | (1.46) | -0.46% | 18.61% | 1,713.49 | 1,706.83 |
| 23 Gulf | 447,336 | 384.35 | 1,163.88 | 345.57 | (38.78) | -10.09% | 20.20% | 1,903.11 | 1,882.38 |
| 24 Hamilton | 515,830 | 195.87 | 2,633.53 | 202.43 | 6.56 | 3.35% | 11.96% | 1,637.35 | 1,649.37 |
| 25 Hardee | 1,879,106 | 775.50 | 2,423.09 | 772.71 | (2.79) | -0.36% | 15.70% | 4,939.10 | 4,926.93 |
| 26 Hendry | 3,717,176 | 1,798.16 | 2,067.21 | 1,845.49 | 47.33 | 2.63% | 13.49% | 13,326.22 | 13,771.40 |
| 27 Hernando | 10,899,727 | 4,308.48 | 2,529.83 | 4,796.15 | 487.67 | 11.32% | 17.70% | 24,336.31 | 25,661.77 |
| 28 Highlands | 4,452,991 | 2,266.16 | 1,964.99 | 2,308.03 | 41.87 | 1.85% | 18.08% | 12,530.86 | 12,735.17 |
| 29 Hillsborough | 81,822,654 | 41,145.04 | 1,988.64 | 42,613.74 | 1,468.70 | 3.57% | 18.40% | 223,611.75 | 229,392.45 |
| 30 Holmes | 1,020,817 | 460.83 | 2,215.17 | 470.79 | 9.96 | 2.16% | 14.96% | 3,079.98 | 3,159.29 |
| 31 Indian River | 6,119,529 | 3,130.37 | 1,954.89 | 3,173.88 | 43.51 | 1.39% | 18.18% | 17,219.39 | 17,315.61 |
| 32 Jackson | 2,307,318 | 1,063.12 | 2,170.33 | 1,057.31 | (5.81) | -0.55% | 18.26% | 5,823.47 | 5,740.81 |
| 33 Jefferson | 380,573 | 155.95 | 2,440.35 | 158.98 | 3.03 | 1.94% | 20.64% | 755.75 | 794.98 |
| 34 Lafayette | 377,700 | 273.78 | 1,379.57 | 273.16 | (0.62) | -0.23% | 23.77% | 1,151.79 | 1,157.91 |
| 35 Lake | 17,638,852 | 8,532.99 | 2,067.14 | 9,099.25 | 566.26 | 6.64% | 18.27% | 46,707.55 | 48,736.76 |
| 36 Lee | 35,377,829 | 13,592.67 | 2,602.71 | 13,954.71 | 362.04 | 2.66% | 13.98% | 97,209.16 | 99,908.05 |
| 37 Leon | 17,443,429 | 6,350.61 | 2,746.73 | 6,555.40 | 204.79 | 3.22% | 19.14% | 33,172.17 | 33,875.42 |
| 38 Levy | 1,954,215 | 1,170.72 | 1,669.24 | 1,197.84 | 27.12 | 2.32% | 20.89% | 5,605.42 | 5,687.12 |
| 39 Liberty | 489,305 | 252.69 | 1,936.38 | 257.95 | 5.26 | 2.08% | 19.90% | 1,270.09 | 1,291.55 |
| 40 Madison | 1,014,193 | 432.18 | 2,346.69 | 432.46 | 0.28 | 0.06% | 18.09% | 2,388.67 | 2,422.76 |
| 41 Manatee | 20,081,025 | 9,586.17 | 2,094.79 | 9,816.57 | 230.40 | 2.40% | 18.93% | 50,645.04 | 51,737.07 |
| 42 Marion | 14,790,025 | 7,417.32 | 1,993.99 | 7,702.97 | 285.65 | 3.85% | 16.75% | 44,274.12 | 45,361.88 |
| 43 Martin | 6,852,867 | 3,323.20 | 2,062.13 | 3,450.97 | 127.77 | 3.84% | 17.92% | 18,543.82 | 19,007.19 |
| 44 Monroe | 3,454,888 | 1,903.06 | 1,815.44 | 1,940.21 | 37.15 | 1.95% | 22.09% | 8,616.34 | 8,817.22 |
| 45 Nassau | 3,641,611 | 2,135.29 | 1,705.44 | 2,244.48 | 109.19 | 5.11% | 16.87% | 12,657.79 | 13,104.64 |
| 46 Okaloosa | 13,658,624 | 5,973.68 | 2,286.47 | 6,142.20 | 168.52 | 2.82% | 18.33% | 32,591.86 | 33,381.04 |
| 47 Okeechobee | 2,787,507 | 1,637.05 | 1,702.76 | 1,689.62 | 52.57 | 3.21% | 25.91% | 6,319.08 | 6,553.43 |
| 48 Orange | 56,561,292 | 29,028.54 | 1,948.47 | 29,993.20 | 964.66 | 3.32% | 13.88% | 209,157.20 | 214,553.60 |
| 49 Osceola | 22,465,066 | 10,922.55 | 2,056.76 | 11,702.67 | 780.12 | 7.14% | 14.55% | 75,055.39 | 78,752.26 |
| 50 Palm Beach | 68,240,490 | 38,256.17 | 1,783.78 | 39,209.72 | 953.55 | 2.49% | 20.05% | 190,767.03 | 194,563.49 |
| 51 Pasco | 31,426,755 | 14,524.60 | 2,163.69 | 15,451.26 | 926.66 | 6.38% | 17.78% | 81,675.00 | 85,550.75 |
| 52 Pinellas | 42,548,408 | 20,490.51 | 2,076.49 | 20,633.39 | 142.88 | 0.70% | 21.27% | 96,332.15 | 95,991.09 |
| 53 Polk | 43,006,338 | 20,402.03 | 2,107.94 | 21,375.18 | 973.15 | 4.77% | 18.17% | 112,267.81 | 116,184.44 |
| 54 Putnam | 3,330,469 | 2,374.87 | 1,402.38 | 2,387.42 | 12.55 | 0.53% | 23.21% | 10,232.43 | 10,362.25 |
| 55 St. Johns | 15,465,356 | 9,993.86 | 1,547.49 | 10,588.17 | 594.31 | 5.95% | 20.95% | 47,700.35 | 50,198.06 |
| 56 St. Lucie | 19,158,602 | 6,769.83 | 2,830.00 | 7,135.70 | 365.87 | 5.40% | 15.25% | 44,393.99 | 46,381.29 |
| 57 Santa Rosa | 10,818,937 | 4,939.37 | 2,190.35 | 5,113.94 | 174.57 | 3.53% | 16.26% | 30,370.21 | 31,175.15 |
| 58 Sarasota | 23,180,193 | 10,075.87 | 2,300.56 | 10,373.89 | 298.02 | 2.96% | 22.54% | 44,707.01 | 45,637.78 |
| 59 Seminole | 20,309,858 | 14,294.03 | 1,420.86 | 14,928.46 | 634.43 | 4.44% | 21.14% | 67,605.38 | 69,901.86 |
| 60 Sumter | 3,866,523 | 1,718.53 | 2,249.90 | 1,758.36 | 39.83 | 2.32% | 19.31% | 8,900.78 | 9,126.05 |
| 61 Suwannee | 1,432,315 | 1,041.22 | 1,375.61 | 1,051.53 | 10.31 | 0.99% | 17.09% | 6,092.34 | 6,295.41 |
| 62 Taylor | 1,105,696 | 570.52 | 1,938.05 | 570.44 | (0.08) | -0.01% | 21.54% | 2,649.23 | 2,658.49 |
| 63 Union | 675,257 | 480.05 | 1,406.64 | 493.14 | 13.09 | 2.73% | 21.13% | 2,272.40 | 2,290.27 |
| 64 Volusia | 24,310,831 | 13,001.27 | 1,869.88 | 13,413.52 | 412.25 | 3.17% | 20.37% | 63,837.23 | 65,663.77 |
| 65 Wakulla | 1,886,468 | 1,081.64 | 1,744.08 | 1,102.45 | 20.81 | 1.92% | 21.33% | 5,071.75 | 5,184.76 |
| 66 Walton | 4,172,865 | 1,843.69 | 2,263.32 | 1,933.46 | 89.77 | 4.87% | 16.75% | 11,008.56 | 11,400.62 |
| 67 Washington | 754,021 | 701.80 | 1,074.41 | 710.02 | 8.22 | 1.17% | 21.31% | 3,292.95 | 3,345.91 |
| 69 FAMU Lab School | 54,012 | 32.25 | 1,674.79 | 32.25 | 0.00 | 0.00% | 5.26% | 612.80 | 612.80 |
| 70 FAU - Palm Beach | 130,364 | 69.04 | 1,888.24 | 69.04 | 0.00 | 0.00% | 5.35% | 1,289.62 | 1,301.15 |
| 71 FAU - St. Lucie | 222,724 | 152.65 | 1,459.05 | 152.65 | 0.00 | 0.00% | 10.70% | 1,426.55 | 1,457.32 |
| 72 FSU Lab - Broward | 168,429 | 165.79 | 1,015.92 | 165.79 | 0.00 | 0.00% | 23.46% | 706.84 | 706.84 |
| 73 FSU Lab - Leon | 353,520 | 177.54 | 1,991.21 | 177.54 | 0.00 | 0.00% | 9.92% | 1,789.79 | 1,789.79 |
| 74 UF Lab School | 421,347 | 176.00 | 2,394.02 | 176.00 | 0.00 | 0.00% | 14.29% | 1,231.96 | 1,231.96 |
| 75 Virtual School | 2,685,164 | 1,458.45 | 1,841.11 | 1,433.98 | (24.47) | -1.68% | 2.90% | 50,293.38 | 50,922.08 |
| State | 1,064,584,063 | 531,709.27 | 1,989.82 | 548,607.64 | 16,898.37 | 3.18% | 19.09% | 2,912,887.37 | 2,983,464.64 |

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 2

| District | Total FTE | | 2021-22 ESE | | Projected Increase (Decrease) Programs | | Maximum Workload FTE | | Workload FTE | Workload Adjustment | ESE Guaranteed Allocation |
|----------------------|-----------|----------------|-----------------------|-----------|--|-------------------------------|-------------------------------|------------|---------------|---------------------|---------------------------|
| | Change | Percent Change | Guaranteed Allocation | | 111, 112 & 113 | Districts > 19.09% Prevalence | Districts < 19.09% Prevalence | | | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | | |
| 1 Alachua | 803.90 | 2.74% | 11,215,210 | 291.08 | 184.00 | 0.00 | 184.00 | 366,127 | 11,581,337 | | |
| 2 Baker | (16.90) | -0.35% | 1,276,820 | 2.86 | 0.00 | 217.18 | 2.86 | 5,691 | 1,282,511 | | |
| 3 Bay | 445.01 | 1.72% | 8,725,746 | 109.55 | 0.00 | 350.51 | 109.55 | 217,985 | 8,943,731 | | |
| 4 Bradford | 83.88 | 2.91% | 1,267,836 | 19.65 | 21.94 | 0.00 | 19.65 | 39,100 | 1,306,936 | | |
| 5 Brevard | 1,590.45 | 2.16% | 28,488,265 | 568.55 | 355.55 | 0.00 | 355.55 | 707,481 | 29,195,746 | | |
| 6 Broward | 1,332.29 | 0.51% | 98,587,382 | 603.26 | 0.00 | 4,511.43 | 603.26 | 1,200,379 | 99,787,761 | | |
| 7 Calhoun | 13.23 | 0.64% | 782,480 | 2.86 | 2.91 | 0.00 | 2.86 | 5,691 | 788,171 | | |
| 8 Charlotte | 404.33 | 2.47% | 6,419,736 | 139.27 | 90.13 | 0.00 | 90.13 | 179,342 | 6,599,078 | | |
| 9 Citrus | 254.50 | 1.62% | 7,501,581 | 68.68 | 0.00 | 291.33 | 68.68 | 136,661 | 7,638,242 | | |
| 10 Clay | 696.76 | 1.79% | 13,329,772 | 430.69 | 168.20 | 0.00 | 168.20 | 334,688 | 13,664,460 | | |
| 11 Collier | 1,056.44 | 2.23% | 23,174,934 | 213.00 | 0.00 | 883.65 | 213.00 | 423,832 | 23,598,766 | | |
| 12 Columbia | 230.07 | 2.27% | 4,077,866 | 66.28 | 0.00 | 180.39 | 66.28 | 131,885 | 4,209,751 | | |
| 13 Dade | 10,147.01 | 2.98% | 131,111,588 | 1,755.80 | 2,021.30 | 0.00 | 1,755.80 | 3,493,726 | 134,605,314 | | |
| 14 DeSoto | (28.75) | -0.62% | 1,944,905 | 14.18 | 0.00 | 157.49 | 14.18 | 28,216 | 1,973,121 | | |
| 15 Dixie | 42.53 | 2.00% | 713,472 | 25.93 | 9.46 | 0.00 | 9.46 | 18,824 | 732,296 | | |
| 16 Duval | 2,534.39 | 1.92% | 49,865,837 | 739.40 | 501.26 | 0.00 | 501.26 | 997,417 | 50,863,254 | | |
| 17 Escambia | 370.29 | 0.95% | 13,925,081 | 118.19 | 73.32 | 0.00 | 73.32 | 145,894 | 14,070,975 | | |
| 18 Flagler | 305.60 | 2.29% | 6,607,599 | 92.61 | 0.00 | 271.86 | 92.61 | 184,277 | 6,791,876 | | |
| 19 Franklin | (2.32) | -0.20% | 497,291 | (6.73) | 0.00 | 0.00 | (6.73) | (12,898) | 484,393 | | |
| 20 Gadsden | (32.16) | -0.68% | 1,623,284 | (4.50) | 0.00 | 109.52 | (4.50) | (9,313) | 1,613,971 | | |
| 21 Gilchrist | 98.26 | 3.56% | 1,058,604 | 21.09 | 21.43 | 0.00 | 21.09 | 41,965 | 1,100,569 | | |
| 22 Glades | (6.66) | -0.39% | 512,347 | (1.46) | 0.00 | 6.97 | (1.46) | (2,346) | 510,001 | | |
| 23 Gulf | (20.73) | -1.09% | 447,336 | (38.78) | 0.00 | 0.00 | (38.78) | (45,135) | 402,201 | | |
| 24 Hamilton | 12.02 | 0.73% | 515,830 | 6.56 | 0.00 | 118.99 | 6.56 | 13,053 | 528,883 | | |
| 25 Hardee | (12.17) | -0.25% | 1,879,106 | (2.79) | 0.00 | 165.05 | (2.79) | (6,760) | 1,872,346 | | |
| 26 Hendry | 445.18 | 3.34% | 3,717,176 | 47.33 | 0.00 | 830.80 | 47.33 | 94,178 | 3,811,354 | | |
| 27 Hernando | 1,325.46 | 5.45% | 10,899,727 | 487.67 | 0.00 | 590.35 | 487.67 | 970,376 | 11,870,103 | | |
| 28 Highlands | 204.31 | 1.63% | 4,452,991 | 41.87 | 0.00 | 164.98 | 41.87 | 83,314 | 4,536,305 | | |
| 29 Hillsborough | 5,780.70 | 2.59% | 81,822,654 | 1,468.70 | 0.00 | 2,645.98 | 1,468.70 | 2,922,449 | 84,745,103 | | |
| 30 Holmes | 79.31 | 2.58% | 1,020,817 | 9.96 | 0.00 | 142.28 | 9.96 | 19,819 | 1,040,636 | | |
| 31 Indian River | 96.22 | 0.56% | 6,119,529 | 43.51 | 0.00 | 175.18 | 43.51 | 86,577 | 6,206,106 | | |
| 32 Jackson | (82.66) | -1.42% | 2,307,318 | (5.81) | 0.00 | 32.80 | (5.81) | (12,610) | 2,294,708 | | |
| 33 Jefferson | 39.23 | 5.19% | 380,573 | 3.03 | 8.09 | 0.00 | 3.03 | 6,029 | 386,602 | | |
| 34 Lafayette | 6.12 | 0.53% | 377,700 | (0.62) | 1.45 | 0.00 | (0.62) | (855) | 376,845 | | |
| 35 Lake | 2,029.21 | 4.34% | 17,638,852 | 566.26 | 0.00 | 770.86 | 566.26 | 1,126,755 | 18,765,607 | | |
| 36 Lee | 2,698.89 | 2.78% | 35,377,829 | 362.04 | 0.00 | 5,479.78 | 362.04 | 720,394 | 36,098,223 | | |
| 37 Leon | 703.25 | 2.12% | 17,443,429 | 204.79 | 134.63 | 0.00 | 134.63 | 267,889 | 17,711,318 | | |
| 38 Levy | 81.70 | 1.46% | 1,954,215 | 27.12 | 17.09 | 0.00 | 17.09 | 34,006 | 1,988,221 | | |
| 39 Liberty | 21.46 | 1.69% | 489,305 | 5.26 | 4.27 | 0.00 | 4.27 | 8,497 | 497,802 | | |
| 40 Madison | 34.09 | 1.43% | 1,014,193 | 0.28 | 0.00 | 30.32 | 0.28 | 557 | 1,014,750 | | |
| 41 Manatee | 1,092.03 | 2.16% | 20,081,025 | 230.40 | 0.00 | 290.44 | 230.40 | 458,455 | 20,539,480 | | |
| 42 Marion | 1,087.76 | 2.46% | 14,790,025 | 285.65 | 0.00 | 1,242.26 | 285.65 | 568,392 | 15,358,417 | | |
| 43 Martin | 463.37 | 2.50% | 6,852,867 | 127.77 | 0.00 | 305.27 | 127.77 | 254,239 | 7,107,106 | | |
| 44 Monroe | 200.88 | 2.33% | 3,454,888 | 37.15 | 44.34 | 0.00 | 37.15 | 73,922 | 3,528,810 | | |
| 45 Nassau | 446.85 | 3.53% | 3,641,611 | 109.19 | 0.00 | 366.39 | 109.19 | 217,268 | 3,858,879 | | |
| 46 Okaloosa | 789.18 | 2.42% | 13,658,624 | 168.52 | 0.00 | 398.76 | 168.52 | 335,324 | 13,993,948 | | |
| 47 Okeechobee | 234.35 | 3.71% | 2,787,507 | 52.57 | 60.73 | 0.00 | 52.57 | 104,605 | 2,892,112 | | |
| 48 Orange | 5,396.40 | 2.58% | 56,561,292 | 964.66 | 0.00 | 11,929.74 | 964.66 | 1,919,500 | 58,480,792 | | |
| 49 Osceola | 3,696.87 | 4.93% | 22,465,066 | 780.12 | 0.00 | 4,111.26 | 780.12 | 1,552,298 | 24,017,364 | | |
| 50 Palm Beach | 3,796.46 | 1.99% | 68,240,490 | 953.55 | 761.30 | 0.00 | 761.30 | 1,514,850 | 69,755,340 | | |
| 51 Pasco | 3,875.75 | 4.75% | 31,426,755 | 926.66 | 0.00 | 1,807.04 | 926.66 | 1,843,887 | 33,270,642 | | |
| 52 Pinellas | (341.06) | -0.35% | 42,548,408 | 142.88 | 0.00 | 0.00 | 0.00 | 0 | 42,548,408 | | |
| 53 Polk | 3,916.63 | 3.49% | 43,006,338 | 973.15 | 0.00 | 1,777.58 | 973.15 | 1,936,393 | 44,942,731 | | |
| 54 Putnam | 129.82 | 1.27% | 3,330,469 | 12.55 | 30.16 | 0.00 | 12.55 | 24,972 | 3,355,441 | | |
| 55 St. Johns | 2,497.71 | 5.24% | 15,465,356 | 594.31 | 523.68 | 0.00 | 523.68 | 1,042,029 | 16,507,385 | | |
| 56 St. Lucie | 1,987.30 | 4.48% | 19,158,602 | 365.87 | 0.00 | 2,084.36 | 365.87 | 728,015 | 19,886,617 | | |
| 57 Santa Rosa | 804.94 | 2.65% | 10,818,937 | 174.57 | 0.00 | 1,011.97 | 174.57 | 347,363 | 11,166,300 | | |
| 58 Sarasota | 930.77 | 2.08% | 23,180,193 | 298.02 | 209.58 | 0.00 | 209.58 | 417,026 | 23,597,219 | | |
| 59 Seminole | 2,296.48 | 3.40% | 20,309,858 | 634.43 | 486.00 | 0.00 | 486.00 | 967,053 | 21,276,911 | | |
| 60 Sumter | 225.27 | 2.53% | 3,866,523 | 39.83 | 43.48 | 0.00 | 39.83 | 79,255 | 3,945,778 | | |
| 61 Suwannee | 203.07 | 3.33% | 1,432,315 | 10.31 | 0.00 | 160.57 | 10.31 | 20,515 | 1,452,830 | | |
| 62 Taylor | 9.26 | 0.35% | 1,105,696 | (0.08) | 2.00 | 0.00 | (0.08) | (155) | 1,105,541 | | |
| 63 Union | 17.87 | 0.79% | 675,257 | 13.09 | 3.79 | 0.00 | 3.79 | 7,541 | 682,798 | | |
| 64 Volusia | 1,826.54 | 2.86% | 24,310,831 | 412.25 | 371.84 | 0.00 | 371.84 | 739,895 | 25,050,726 | | |
| 65 Wakulla | 113.01 | 2.23% | 1,886,468 | 20.81 | 24.12 | 0.00 | 20.81 | 41,408 | 1,927,876 | | |
| 66 Walton | 392.06 | 3.56% | 4,172,865 | 89.77 | 0.00 | 332.69 | 89.77 | 178,626 | 4,351,491 | | |
| 67 Washington | 52.96 | 1.61% | 754,021 | 8.22 | 11.30 | 0.00 | 8.22 | 16,356 | 770,377 | | |
| 69 FAMU Lab School | 0.00 | 0.00% | 54,012 | 0.00 | 0.00 | 84.73 | 0.00 | 0 | 54,012 | | |
| 70 FAU - Palm Beach | 11.53 | 0.89% | 130,364 | 0.00 | 0.00 | 179.35 | 0.00 | 0 | 130,364 | | |
| 71 FAU - St. Lucie | 30.77 | 2.16% | 222,724 | 0.00 | 0.00 | 125.55 | 0.00 | 0 | 222,724 | | |
| 72 FSU Lab - Broward | 0.00 | 0.00% | 168,429 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 168,429 | | |
| 73 FSU Lab - Leon | 0.00 | 0.00% | 353,520 | 0.00 | 0.00 | 164.13 | 0.00 | 0 | 353,520 | | |
| 74 UF Lab School | 0.00 | 0.00% | 421,347 | 0.00 | 0.00 | 59.18 | 0.00 | 0 | 421,347 | | |
| 75 Virtual School | 628.70 | 1.25% | 2,685,164 | (24.47) | 0.00 | 8,262.58 | (24.47) | (45,052) | 2,640,112 | | |
| State | 70,577.27 | | 1,064,584,063 | 16,898.37 | 6,187.35 | 52,821.55 | 15,193.66 | 30,267,137 | 1,094,851,200 | | |

2022-23 FEFP Conference Calculation
Federally Connected Students Supplement

| District | Student Allocation -1- | Exempt Property Allocation -2- | Total Allocation -3- |
|----------------------|---------------------------|-----------------------------------|-------------------------|
| 1 Alachua | 0 | 0 | 0 |
| 2 Baker | 0 | 0 | 0 |
| 3 Bay | 249,228 | 650,405 | 899,633 |
| 4 Bradford | 0 | 0 | 0 |
| 5 Brevard | 550,656 | 2,360,813 | 2,911,469 |
| 6 Broward | 0 | 0 | 0 |
| 7 Calhoun | 0 | 0 | 0 |
| 8 Charlotte | 0 | 0 | 0 |
| 9 Citrus | 0 | 0 | 0 |
| 10 Clay | 758,633 | 0 | 758,633 |
| 11 Collier | 0 | 0 | 0 |
| 12 Columbia | 0 | 0 | 0 |
| 13 Dade | 132,988 | 0 | 132,988 |
| 14 DeSoto | 0 | 0 | 0 |
| 15 Dixie | 0 | 0 | 0 |
| 16 Duval | 602,583 | 406,358 | 1,008,941 |
| 17 Escambia | 450,582 | 1,068,398 | 1,518,980 |
| 18 Flagler | 0 | 0 | 0 |
| 19 Franklin | 0 | 0 | 0 |
| 20 Gadsden | 0 | 0 | 0 |
| 21 Gilchrist | 0 | 0 | 0 |
| 22 Glades | 56,718 | 228,883 | 285,601 |
| 23 Gulf | 0 | 0 | 0 |
| 24 Hamilton | 0 | 0 | 0 |
| 25 Hardee | 0 | 0 | 0 |
| 26 Hendry | 0 | 0 | 0 |
| 27 Hernando | 0 | 0 | 0 |
| 28 Highlands | 0 | 0 | 0 |
| 29 Hillsborough | 1,102,396 | 337,394 | 1,439,790 |
| 30 Holmes | 0 | 0 | 0 |
| 31 Indian River | 0 | 0 | 0 |
| 32 Jackson | 0 | 0 | 0 |
| 33 Jefferson | 0 | 0 | 0 |
| 34 Lafayette | 0 | 0 | 0 |
| 35 Lake | 0 | 0 | 0 |
| 36 Lee | 75,306 | 0 | 75,306 |
| 37 Leon | 0 | 0 | 0 |
| 38 Levy | 0 | 0 | 0 |
| 39 Liberty | 0 | 0 | 0 |
| 40 Madison | 0 | 0 | 0 |
| 41 Manatee | 0 | 0 | 0 |
| 42 Marion | 0 | 0 | 0 |
| 43 Martin | 0 | 0 | 0 |
| 44 Monroe | 95,111 | 915,189 | 1,010,300 |
| 45 Nassau | 0 | 0 | 0 |
| 46 Okaloosa | 1,463,169 | 1,427,110 | 2,890,279 |
| 47 Okeechobee | 0 | 0 | 0 |
| 48 Orange | 0 | 0 | 0 |
| 49 Osceola | 0 | 0 | 0 |
| 50 Palm Beach | 25,789 | 0 | 25,789 |
| 51 Pasco | 0 | 0 | 0 |
| 52 Pinellas | 32,136 | 0 | 32,136 |
| 53 Polk | 0 | 0 | 0 |
| 54 Putnam | 0 | 0 | 0 |
| 55 St. Johns | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 0 | 0 |
| 57 Santa Rosa | 577,443 | 822,891 | 1,400,334 |
| 58 Sarasota | 0 | 0 | 0 |
| 59 Seminole | 0 | 0 | 0 |
| 60 Sumter | 0 | 0 | 0 |
| 61 Suwannee | 0 | 0 | 0 |
| 62 Taylor | 0 | 0 | 0 |
| 63 Union | 0 | 0 | 0 |
| 64 Volusia | 0 | 0 | 0 |
| 65 Wakulla | 0 | 0 | 0 |
| 66 Walton | 0 | 0 | 0 |
| 67 Washington | 0 | 0 | 0 |
| 69 FAMU Lab School | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 |
| State | 6,172,738 | 8,217,441 | 14,390,179 |

2022-23 FEFP Conference Calculation
Funding Compression Allocation

| District | 2021-22 Total Funding | 2021-22 Unweighted FTE | 2021-22 Total Funding Per FTE | Col. 3 Amount Below \$7,758.30 | 25% of Funding Difference Capped at \$100 Per FTE | Funding Compression |
|----------------------|-----------------------------|------------------------------|-------------------------------------|---|--|------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 220,139,800 | 29,368.47 | 7,495.79 | 262.51 | 65.63 | 1,927,453 |
| 2 Baker | 38,058,088 | 4,854.76 | 7,839.33 | 0.00 | 0.00 | 0 |
| 3 Bay | 201,588,093 | 25,834.14 | 7,803.17 | 0.00 | 0.00 | 0 |
| 4 Bradford | 23,412,846 | 2,879.94 | 8,129.63 | 0.00 | 0.00 | 0 |
| 5 Brevard | 564,926,346 | 73,759.06 | 7,659.08 | 99.22 | 24.81 | 1,829,962 |
| 6 Broward | 2,032,921,147 | 262,289.18 | 7,750.69 | 7.61 | 1.90 | 498,349 |
| 7 Calhoun | 17,355,699 | 2,072.30 | 8,375.09 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 131,927,543 | 16,372.51 | 8,057.87 | 0.00 | 0.00 | 0 |
| 9 Citrus | 119,846,393 | 15,700.94 | 7,633.07 | 125.23 | 31.31 | 491,596 |
| 10 Clay | 292,839,225 | 38,820.59 | 7,543.40 | 214.90 | 53.73 | 2,085,830 |
| 11 Collier | 438,772,301 | 47,478.47 | 9,241.50 | 0.00 | 0.00 | 0 |
| 12 Columbia | 77,009,833 | 10,143.84 | 7,591.78 | 166.52 | 41.63 | 422,288 |
| 13 Dade | 2,681,959,658 | 340,648.40 | 7,873.10 | 0.00 | 0.00 | 0 |
| 14 DeSoto | 36,050,993 | 4,619.49 | 7,804.11 | 0.00 | 0.00 | 0 |
| 15 Dixie | 17,035,857 | 2,131.54 | 7,992.28 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,009,787,980 | 132,333.68 | 7,630.62 | 127.68 | 31.92 | 4,224,091 |
| 17 Escambia | 293,963,013 | 38,792.75 | 7,577.78 | 180.52 | 45.13 | 1,750,717 |
| 18 Flagler | 102,119,158 | 13,364.38 | 7,641.14 | 117.16 | 29.29 | 391,443 |
| 19 Franklin | 10,176,002 | 1,179.70 | 8,625.92 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 36,513,927 | 4,714.60 | 7,744.86 | 13.44 | 3.36 | 15,841 |
| 21 Gilchrist | 23,425,798 | 2,758.82 | 8,491.24 | 0.00 | 0.00 | 0 |
| 22 Glades | 14,470,261 | 1,713.49 | 8,444.91 | 0.00 | 0.00 | 0 |
| 23 Gulf | 15,982,030 | 1,903.11 | 8,397.85 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 13,271,760 | 1,637.35 | 8,105.63 | 0.00 | 0.00 | 0 |
| 25 Hardee | 37,989,875 | 4,939.10 | 7,691.66 | 66.64 | 16.66 | 82,285 |
| 26 Hendry | 94,777,153 | 13,326.22 | 7,112.08 | 646.22 | 100.00 | 1,332,622 |
| 27 Hernando | 183,855,009 | 24,336.31 | 7,554.76 | 203.54 | 50.89 | 1,238,475 |
| 28 Highlands | 95,060,445 | 12,530.86 | 7,586.11 | 172.19 | 43.05 | 539,454 |
| 29 Hillsborough | 1,712,781,447 | 223,611.75 | 7,659.62 | 98.68 | 24.67 | 5,516,502 |
| 30 Holmes | 24,888,076 | 3,079.98 | 8,080.60 | 0.00 | 0.00 | 0 |
| 31 Indian River | 134,912,447 | 17,219.39 | 7,834.91 | 0.00 | 0.00 | 0 |
| 32 Jackson | 46,813,787 | 5,823.47 | 8,038.81 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 7,184,110 | 755.75 | 9,505.93 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 9,752,008 | 1,151.79 | 8,466.83 | 0.00 | 0.00 | 0 |
| 35 Lake | 348,953,277 | 46,707.55 | 7,471.03 | 287.27 | 71.82 | 3,354,536 |
| 36 Lee | 779,633,100 | 97,209.16 | 8,020.16 | 0.00 | 0.00 | 0 |
| 37 Leon | 251,672,705 | 33,172.17 | 7,586.86 | 171.44 | 42.86 | 1,421,759 |
| 38 Levy | 45,323,069 | 5,605.42 | 8,085.58 | 0.00 | 0.00 | 0 |
| 39 Liberty | 11,043,110 | 1,270.09 | 8,694.75 | 0.00 | 0.00 | 0 |
| 40 Madison | 18,822,866 | 2,388.67 | 7,880.06 | 0.00 | 0.00 | 0 |
| 41 Manatee | 387,330,534 | 50,645.04 | 7,647.95 | 110.35 | 27.59 | 1,397,297 |
| 42 Marion | 332,992,207 | 44,274.12 | 7,521.15 | 237.15 | 59.29 | 2,625,013 |
| 43 Martin | 153,876,519 | 18,543.82 | 8,297.99 | 0.00 | 0.00 | 0 |
| 44 Monroe | 88,589,828 | 8,616.34 | 10,281.61 | 0.00 | 0.00 | 0 |
| 45 Nassau | 98,199,629 | 12,657.79 | 7,758.04 | 0.26 | 0.07 | 886 |
| 46 Okaloosa | 253,130,969 | 32,591.86 | 7,766.69 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 49,181,836 | 6,319.08 | 7,783.07 | 0.00 | 0.00 | 0 |
| 48 Orange | 1,610,112,114 | 209,157.20 | 7,698.10 | 60.20 | 15.05 | 3,147,816 |
| 49 Osceola | 565,100,243 | 75,055.39 | 7,529.11 | 229.19 | 57.30 | 4,300,674 |
| 50 Palm Beach | 1,567,565,970 | 190,767.03 | 8,217.17 | 0.00 | 0.00 | 0 |
| 51 Pasco | 627,196,486 | 81,675.00 | 7,679.17 | 79.13 | 19.78 | 1,615,532 |
| 52 Pinellas | 758,663,501 | 96,332.15 | 7,875.50 | 0.00 | 0.00 | 0 |
| 53 Polk | 844,291,563 | 112,267.81 | 7,520.34 | 237.96 | 59.49 | 6,678,812 |
| 54 Putnam | 78,979,263 | 10,232.43 | 7,718.52 | 39.78 | 9.94 | 101,710 |
| 55 St. Johns | 370,690,842 | 47,700.35 | 7,771.24 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 343,567,905 | 44,393.99 | 7,739.06 | 19.24 | 4.81 | 213,535 |
| 57 Santa Rosa | 231,045,101 | 30,370.21 | 7,607.62 | 150.68 | 37.67 | 1,144,046 |
| 58 Sarasota | 381,613,515 | 44,707.01 | 8,535.88 | 0.00 | 0.00 | 0 |
| 59 Seminole | 507,203,398 | 67,605.38 | 7,502.41 | 255.89 | 63.97 | 4,324,716 |
| 60 Sumter | 73,044,422 | 8,900.78 | 8,206.52 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 45,354,512 | 6,092.34 | 7,444.51 | 313.79 | 78.45 | 477,944 |
| 62 Taylor | 21,344,464 | 2,649.23 | 8,056.86 | 0.00 | 0.00 | 0 |
| 63 Union | 18,345,477 | 2,272.40 | 8,073.17 | 0.00 | 0.00 | 0 |
| 64 Volusia | 476,420,907 | 63,837.23 | 7,463.06 | 295.24 | 73.81 | 4,711,826 |
| 65 Wakulla | 38,720,709 | 5,071.75 | 7,634.59 | 123.71 | 30.93 | 156,869 |
| 66 Walton | 95,440,333 | 11,008.56 | 8,669.65 | 0.00 | 0.00 | 0 |
| 67 Washington | 27,192,422 | 3,292.95 | 8,257.77 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 5,372,437 | 612.80 | 8,767.03 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 10,882,016 | 1,289.62 | 8,438.16 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 10,820,309 | 1,426.55 | 7,584.95 | 173.35 | 43.34 | 61,827 |
| 72 FSU Lab - Broward | 6,269,714 | 706.84 | 8,870.06 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 14,114,477 | 1,789.79 | 7,886.11 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 10,196,084 | 1,231.96 | 8,276.31 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 279,187,001 | 50,293.38 | 5,551.17 | 0.00 | 0.00 | 0 |
| State | 22,599,052,942 | 2,912,887.37 | 7,758.30 | | | 58,081,706 |

2022-23 FEFP Conference Calculation
Funding Compression and Hold Harmless Allocation - Page 2

| District | 2020-21 District Cost Differential | 2022-23 District Cost Differential | Current DCD Amount Below Prior Year DCD | DCD Hold Harmless Index ¹ | 2022-23 Funded Weighted FTE | Hold Harmless Allocation ² | Funding Compression and Hold Harmless Allocation |
|----------------------|------------------------------------|------------------------------------|---|--------------------------------------|-----------------------------|---------------------------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 32,704.37 | 0 | 1,927,453 |
| 2 Baker | 0.9722 | 0.9606 | 0.0116 | 0.0116 | 5,214.04 | 277,459 | 277,459 |
| 3 Bay | 0.9688 | 0.9687 | 0.0001 | 0.0001 | 30,222.70 | 13,864 | 13,864 |
| 4 Bradford | 0.9672 | 0.9513 | 0.0159 | 0.0159 | 3,172.97 | 231,435 | 231,435 |
| 5 Brevard | 0.9882 | 0.9904 | 0.0000 | 0.0000 | 82,969.19 | 0 | 1,829,962 |
| 6 Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 291,210.74 | 0 | 498,349 |
| 7 Calhoun | 0.9335 | 0.9222 | 0.0113 | 0.0113 | 2,291.26 | 118,773 | 118,773 |
| 8 Charlotte | 0.9891 | 0.9845 | 0.0046 | 0.0046 | 18,536.12 | 391,150 | 391,150 |
| 9 Citrus | 0.9464 | 0.9430 | 0.0034 | 0.0034 | 17,151.19 | 267,510 | 491,596 |
| 10 Clay | 0.9876 | 0.9798 | 0.0078 | 0.0078 | 42,750.95 | 1,529,703 | 2,085,830 |
| 11 Collier | 1.0512 | 1.0523 | 0.0000 | 0.0000 | 54,548.77 | 0 | 0 |
| 12 Columbia | 0.9458 | 0.9407 | 0.0051 | 0.0051 | 11,071.69 | 259,030 | 422,288 |
| 13 Dade | 1.0147 | 1.0166 | 0.0000 | 0.0000 | 384,564.25 | 0 | 0 |
| 14 DeSoto | 0.9784 | 0.9645 | 0.0139 | 0.0139 | 4,867.62 | 310,383 | 310,383 |
| 15 Dixie | 0.9396 | 0.9258 | 0.0138 | 0.0138 | 2,352.75 | 148,943 | 148,943 |
| 16 Duval | 1.0061 | 1.0058 | 0.0003 | 0.0003 | 146,868.26 | 202,123 | 4,224,091 |
| 17 Escambia | 0.9746 | 0.9746 | 0.0000 | 0.0000 | 42,566.13 | 0 | 1,750,717 |
| 18 Flagler | 0.9575 | 0.9560 | 0.0015 | 0.0015 | 14,762.30 | 101,581 | 391,443 |
| 19 Franklin | 0.9285 | 0.9275 | 0.0010 | 0.0010 | 1,278.98 | 5,867 | 5,867 |
| 20 Gadsden | 0.9515 | 0.9435 | 0.0080 | 0.0080 | 5,062.25 | 185,781 | 185,781 |
| 21 Gilchrist | 0.9541 | 0.9424 | 0.0117 | 0.0117 | 3,216.05 | 172,614 | 172,614 |
| 22 Glades | 0.9898 | 0.9734 | 0.0164 | 0.0164 | 1,812.33 | 136,348 | 136,348 |
| 23 Gulf | 0.9415 | 0.9389 | 0.0026 | 0.0026 | 2,074.20 | 24,739 | 24,739 |
| 24 Hamilton | 0.9223 | 0.9168 | 0.0055 | 0.0055 | 1,764.73 | 44,525 | 44,525 |
| 25 Hardee | 0.9662 | 0.9557 | 0.0105 | 0.0105 | 5,277.07 | 254,184 | 254,184 |
| 26 Hendry | 1.0016 | 0.9823 | 0.0193 | 0.0193 | 14,629.15 | 1,295,218 | 1,332,622 |
| 27 Hernando | 0.9675 | 0.9587 | 0.0088 | 0.0088 | 28,075.40 | 1,133,379 | 1,238,475 |
| 28 Highlands | 0.9569 | 0.9489 | 0.0080 | 0.0080 | 13,641.08 | 500,617 | 539,454 |
| 29 Hillsborough | 1.0047 | 1.0072 | 0.0000 | 0.0000 | 252,435.78 | 0 | 5,516,502 |
| 30 Holmes | 0.9394 | 0.9259 | 0.0135 | 0.0135 | 3,331.72 | 206,333 | 206,333 |
| 31 Indian River | 0.9999 | 0.9990 | 0.0009 | 0.0009 | 18,840.66 | 77,787 | 77,787 |
| 32 Jackson | 0.9270 | 0.9219 | 0.0051 | 0.0051 | 6,327.49 | 148,036 | 148,036 |
| 33 Jefferson | 0.9492 | 0.9396 | 0.0096 | 0.0096 | 862.00 | 37,962 | 37,962 |
| 34 Lafayette | 0.9253 | 0.9187 | 0.0066 | 0.0066 | 1,288.29 | 39,005 | 39,005 |
| 35 Lake | 0.9807 | 0.9746 | 0.0061 | 0.0061 | 52,667.89 | 1,473,813 | 3,354,536 |
| 36 Lee | 1.0217 | 1.0173 | 0.0044 | 0.0044 | 110,089.41 | 2,222,106 | 2,222,106 |
| 37 Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 36,693.63 | 0 | 1,421,759 |
| 38 Levy | 0.9536 | 0.9431 | 0.0105 | 0.0105 | 6,244.45 | 300,781 | 300,781 |
| 39 Liberty | 0.9346 | 0.9245 | 0.0101 | 0.0101 | 1,465.09 | 67,882 | 67,882 |
| 40 Madison | 0.9251 | 0.9189 | 0.0062 | 0.0062 | 2,578.80 | 73,346 | 73,346 |
| 41 Manatee | 0.9909 | 0.9937 | 0.0000 | 0.0000 | 56,120.69 | 0 | 1,397,297 |
| 42 Marion | 0.9479 | 0.9472 | 0.0007 | 0.0007 | 50,526.87 | 162,251 | 2,625,013 |
| 43 Martin | 1.0173 | 1.0164 | 0.0009 | 0.0009 | 21,266.57 | 87,802 | 87,802 |
| 44 Monroe | 1.0506 | 1.0516 | 0.0000 | 0.0000 | 9,621.37 | 0 | 0 |
| 45 Nassau | 0.9898 | 0.9870 | 0.0028 | 0.0028 | 14,127.70 | 181,466 | 181,466 |
| 46 Okaloosa | 0.9913 | 0.9900 | 0.0013 | 0.0013 | 36,443.52 | 217,335 | 217,335 |
| 47 Okeechobee | 0.9799 | 0.9638 | 0.0161 | 0.0161 | 6,990.86 | 516,325 | 516,325 |
| 48 Orange | 1.0074 | 1.0091 | 0.0000 | 0.0000 | 241,797.39 | 0 | 3,147,816 |
| 49 Osceola | 0.9888 | 0.9870 | 0.0018 | 0.0018 | 85,478.08 | 705,820 | 4,300,674 |
| 50 Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 218,086.59 | 0 | 0 |
| 51 Pasco | 0.9837 | 0.9813 | 0.0024 | 0.0024 | 94,312.45 | 1,038,357 | 1,615,532 |
| 52 Pinellas | 0.9986 | 1.0011 | 0.0000 | 0.0000 | 106,000.96 | 0 | 0 |
| 53 Polk | 0.9683 | 0.9704 | 0.0000 | 0.0000 | 125,663.56 | 0 | 6,678,812 |
| 54 Putnam | 0.9575 | 0.9455 | 0.0120 | 0.0120 | 11,153.76 | 614,001 | 614,001 |
| 55 St. Johns | 1.0058 | 1.0023 | 0.0035 | 0.0035 | 55,702.46 | 894,353 | 894,353 |
| 56 St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 50,091.89 | 1,953,228 | 1,953,228 |
| 57 Santa Rosa | 0.9710 | 0.9627 | 0.0083 | 0.0083 | 34,254.27 | 1,304,246 | 1,304,246 |
| 58 Sarasota | 1.0110 | 1.0153 | 0.0000 | 0.0000 | 51,186.83 | 0 | 0 |
| 59 Seminole | 0.9950 | 0.9951 | 0.0000 | 0.0000 | 75,921.97 | 0 | 4,324,716 |
| 60 Sumter | 0.9691 | 0.9708 | 0.0000 | 0.0000 | 9,983.53 | 0 | 0 |
| 61 Suwannee | 0.9313 | 0.9251 | 0.0062 | 0.0062 | 6,666.03 | 189,594 | 477,944 |
| 62 Taylor | 0.9251 | 0.9215 | 0.0036 | 0.0036 | 2,963.39 | 48,939 | 48,939 |
| 63 Union | 0.9574 | 0.9415 | 0.0159 | 0.0159 | 2,475.78 | 180,583 | 180,583 |
| 64 Volusia | 0.9664 | 0.9639 | 0.0025 | 0.0025 | 71,669.35 | 821,940 | 4,711,826 |
| 65 Wakulla | 0.9524 | 0.9470 | 0.0054 | 0.0054 | 5,604.48 | 138,834 | 156,869 |
| 66 Walton | 0.9824 | 0.9844 | 0.0000 | 0.0000 | 12,267.95 | 0 | 0 |
| 67 Washington | 0.9392 | 0.9303 | 0.0089 | 0.0089 | 3,747.72 | 153,011 | 153,011 |
| 69 FAMU Lab School | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 635.44 | 0 | 0 |
| 70 FAU - Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 1,332.61 | 0 | 0 |
| 71 FAU - St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 1,539.44 | 60,027 | 61,827 |
| 72 FSU Lab - Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 877.38 | 0 | 0 |
| 73 FSU Lab - Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 1,898.62 | 0 | 0 |
| 74 UF Lab School | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 1,292.58 | 0 | 0 |
| 75 Virtual School | 1.0000 | 1.0000 | 0.0000 | 0.0000 | 52,503.51 | 0 | 0 |

State 3,277,687.35 21,520,389 68,163,995

1. Amount Below Prior Year DCD (column 3) x 1.0
2. DCD Hold Harmless Index x WFTE x BSA (column 4 x column 5 x BSA)

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 1

| District | 2021-22 Unweighted FTE | 2022-23 Unweighted FTE | FTE Growth | FTE Growth x \$325.05 | Prorated Maintenance Allocation |
|----------------------|------------------------------|------------------------------|---------------|-----------------------------|---------------------------------------|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 261,308 | 2,111,931 |
| 2 Baker | 4,854.76 | 4,837.86 | 0.00 | 0 | 349,113 |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 144,651 | 1,857,772 |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 27,265 | 207,101 |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 516,976 | 5,304,126 |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 433,061 | 18,861,612 |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 4,300 | 149,022 |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 131,427 | 1,177,372 |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 82,725 | 1,129,078 |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 226,482 | 2,791,647 |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 343,396 | 3,414,249 |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 74,784 | 729,459 |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 3,298,286 | 24,496,543 |
| 14 DeSoto | 4,619.49 | 4,590.74 | 0.00 | 0 | 332,195 |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 13,824 | 153,282 |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 823,803 | 9,516,316 |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 120,363 | 2,789,645 |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 99,335 | 961,053 |
| 19 Franklin | 1,179.70 | 1,177.38 | 0.00 | 0 | 84,834 |
| 20 Gadsden | 4,714.60 | 4,682.44 | 0.00 | 0 | 339,034 |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 31,939 | 198,391 |
| 22 Glades | 1,713.49 | 1,706.83 | 0.00 | 0 | 123,220 |
| 23 Gulf | 1,903.11 | 1,882.38 | 0.00 | 0 | 136,856 |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 3,907 | 117,744 |
| 25 Hardee | 4,939.10 | 4,926.93 | 0.00 | 0 | 355,178 |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 144,706 | 958,309 |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 430,841 | 1,750,061 |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 66,411 | 901,113 |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 1,879,017 | 16,080,260 |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 25,780 | 221,486 |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 31,276 | 1,238,272 |
| 32 Jackson | 5,823.47 | 5,740.81 | 0.00 | 0 | 418,775 |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 12,752 | 54,347 |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 1,989 | 82,827 |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 659,595 | 3,358,811 |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 877,274 | 6,990,458 |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 228,591 | 2,385,461 |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 26,557 | 403,094 |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 6,976 | 91,334 |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 11,081 | 171,773 |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 354,964 | 3,641,962 |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 353,576 | 3,183,819 |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 150,618 | 1,333,514 |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 65,296 | 619,614 |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 145,249 | 910,241 |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 256,523 | 2,343,730 |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 76,175 | 454,415 |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 1,754,100 | 15,040,811 |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 1,201,668 | 5,397,347 |
| 50 Palm Beach | 190,767.03 | 194,563.49 | 3,796.46 | 1,234,039 | 13,718,346 |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 1,259,813 | 5,873,373 |
| 52 Pinellas | 96,332.15 | 95,991.09 | 0.00 | 0 | 6,927,391 |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 1,273,101 | 8,073,348 |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 42,198 | 735,830 |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 811,881 | 3,430,204 |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 645,972 | 3,192,439 |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 261,646 | 2,183,968 |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 302,547 | 3,214,949 |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 746,471 | 4,861,605 |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 73,224 | 640,069 |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 66,008 | 438,109 |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 3,010 | 190,510 |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 5,809 | 163,412 |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 593,717 | 4,590,632 |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 36,734 | 364,717 |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 127,439 | 791,642 |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 17,215 | 236,801 |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0 | 44,067 |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 3,748 | 92,739 |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 10,002 | 102,585 |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0 | 50,830 |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0 | 128,707 |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0 | 88,592 |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 204,359 | 3,616,673 |
| State | 2,912,887.37 | 2,983,464.64 | 71,120.68 | 23,117,780.00 | 209,470,145 |

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 2

| District | Dual Enrollment FTE | Dual Enrollment Allocation | ESE FTE | ESE Apps Allocation | Total Instructional Materials Allocation | Library Media Allocation | Science Lab Materials Allocation | Net Growth & Maintenance |
|----------------------|---------------------|----------------------------|-------------------|---------------------|--|--------------------------|----------------------------------|--------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 345.89 | 145,638 | 4,658.28 | 33,046 | 2,551,923 | 136,896 | 37,418 | 2,377,609 |
| 2 Baker | 35.62 | 14,998 | 703.84 | 4,993 | 369,104 | 19,800 | 5,412 | 343,892 |
| 3 Bay | 240.47 | 101,251 | 5,299.25 | 37,593 | 2,141,267 | 114,867 | 31,397 | 1,995,003 |
| 4 Bradford | 13.16 | 5,541 | 732.00 | 5,193 | 245,100 | 13,148 | 3,594 | 228,358 |
| 5 Brevard | 1,071.63 | 451,213 | 14,854.26 | 105,377 | 6,377,692 | 342,127 | 93,515 | 5,942,050 |
| 6 Broward | 2,267.25 | 954,632 | 41,638.05 | 295,384 | 20,544,689 | 1,102,106 | 301,242 | 19,141,341 |
| 7 Calhoun | 23.41 | 9,857 | 478.38 | 3,394 | 166,573 | 8,936 | 2,442 | 155,195 |
| 8 Charlotte | 336.03 | 141,486 | 3,611.01 | 25,617 | 1,475,902 | 79,174 | 21,641 | 1,375,087 |
| 9 Citrus | 131.57 | 55,398 | 2,419.49 | 17,164 | 1,284,365 | 68,899 | 18,832 | 1,196,634 |
| 10 Clay | 438.59 | 184,670 | 8,387.45 | 59,501 | 3,262,300 | 175,004 | 47,834 | 3,039,462 |
| 11 Collier | 705.00 | 296,842 | 7,888.92 | 55,965 | 4,110,452 | 220,502 | 60,271 | 3,829,679 |
| 12 Columbia | 90.94 | 38,291 | 1,863.27 | 13,218 | 855,752 | 45,906 | 12,548 | 797,298 |
| 13 Dade | 2,271.08 | 956,245 | 47,062.47 | 333,865 | 29,084,939 | 1,560,242 | 426,466 | 27,098,231 |
| 14 DeSoto | 68.81 | 28,973 | 719.35 | 5,103 | 366,271 | 19,648 | 5,370 | 341,253 |
| 15 Dixie | 18.24 | 7,680 | 508.88 | 3,610 | 178,396 | 9,570 | 2,616 | 166,210 |
| 16 Duval | 836.90 | 352,379 | 23,897.47 | 169,531 | 10,862,029 | 582,686 | 159,268 | 10,120,075 |
| 17 Escambia | 178.91 | 75,331 | 6,722.03 | 47,687 | 3,033,026 | 162,705 | 44,473 | 2,825,848 |
| 18 Flagler | 234.73 | 98,834 | 2,386.13 | 16,927 | 1,176,149 | 63,094 | 17,246 | 1,095,809 |
| 19 Franklin | 6.44 | 2,712 | 251.45 | 1,784 | 89,330 | 4,792 | 1,310 | 83,228 |
| 20 Gadsden | 23.86 | 10,046 | 802.08 | 5,690 | 354,770 | 19,031 | 5,202 | 330,537 |
| 21 Gilchrist | 27.76 | 11,688 | 622.97 | 4,419 | 246,437 | 13,220 | 3,613 | 229,604 |
| 22 Glades | 37.48 | 15,781 | 314.52 | 2,231 | 141,232 | 7,576 | 2,071 | 131,585 |
| 23 Gulf | 20.61 | 8,678 | 362.78 | 2,574 | 148,108 | 7,945 | 2,172 | 137,991 |
| 24 Hamilton | 17.27 | 7,272 | 204.11 | 1,448 | 130,371 | 6,994 | 1,912 | 121,465 |
| 25 Hardee | 69.10 | 29,095 | 738.52 | 5,239 | 389,512 | 20,895 | 5,711 | 362,906 |
| 26 Hendry | 163.90 | 69,011 | 1,782.96 | 12,649 | 1,184,675 | 63,551 | 17,371 | 1,103,753 |
| 27 Hernando | 154.93 | 65,234 | 4,665.80 | 33,100 | 2,279,236 | 122,268 | 33,420 | 2,123,548 |
| 28 Highlands | 189.04 | 79,596 | 2,127.33 | 15,092 | 1,062,212 | 56,982 | 15,575 | 989,655 |
| 29 Hillsborough | 1,276.96 | 537,668 | 36,493.31 | 258,887 | 18,755,832 | 1,006,144 | 275,013 | 17,474,675 |
| 30 Holmes | 24.51 | 10,320 | 467.58 | 3,317 | 260,903 | 13,996 | 3,825 | 243,082 |
| 31 Indian River | 252.33 | 106,244 | 2,902.75 | 20,592 | 1,396,384 | 74,908 | 20,475 | 1,301,001 |
| 32 Jackson | 60.90 | 25,642 | 1,072.90 | 7,611 | 452,028 | 24,249 | 6,628 | 421,151 |
| 33 Jefferson | 5.71 | 2,404 | 159.34 | 1,130 | 70,633 | 3,789 | 1,036 | 65,808 |
| 34 Lafayette | 41.29 | 17,385 | 246.90 | 1,752 | 103,953 | 5,576 | 1,524 | 96,853 |
| 35 Lake | 512.78 | 215,907 | 8,996.78 | 63,824 | 4,298,137 | 230,571 | 63,023 | 4,004,543 |
| 36 Lee | 862.63 | 363,213 | 12,205.85 | 86,589 | 8,317,534 | 446,189 | 121,958 | 7,749,387 |
| 37 Leon | 197.68 | 83,234 | 5,884.42 | 41,745 | 2,739,031 | 146,934 | 40,162 | 2,551,935 |
| 38 Levy | 60.29 | 25,385 | 1,075.49 | 7,630 | 462,666 | 24,819 | 6,784 | 431,063 |
| 39 Liberty | 13.70 | 5,768 | 283.88 | 2,014 | 106,092 | 5,691 | 1,556 | 98,845 |
| 40 Madison | 30.92 | 13,019 | 423.00 | 3,001 | 198,874 | 10,668 | 2,916 | 185,290 |
| 41 Manatee | 398.27 | 167,693 | 8,902.78 | 63,157 | 4,227,776 | 226,796 | 61,991 | 3,938,989 |
| 42 Marion | 236.43 | 99,550 | 7,437.50 | 52,762 | 3,689,707 | 197,932 | 54,101 | 3,437,674 |
| 43 Martin | 429.85 | 180,990 | 3,180.05 | 22,560 | 1,687,682 | 90,535 | 24,746 | 1,572,401 |
| 44 Monroe | 43.90 | 18,484 | 1,772.86 | 12,577 | 715,971 | 38,408 | 10,498 | 667,065 |
| 45 Nassau | 136.48 | 57,465 | 2,167.75 | 15,378 | 1,128,333 | 60,529 | 16,544 | 1,051,260 |
| 46 Okaloosa | 274.07 | 115,398 | 6,019.67 | 42,704 | 2,758,355 | 147,970 | 40,445 | 2,569,940 |
| 47 Okeechobee | 63.37 | 26,682 | 1,511.18 | 10,720 | 567,992 | 30,470 | 8,328 | 529,194 |
| 48 Orange | 2,319.79 | 976,754 | 26,574.83 | 188,524 | 17,960,189 | 963,462 | 263,346 | 16,733,381 |
| 49 Osceola | 750.97 | 316,198 | 10,974.96 | 77,857 | 6,993,070 | 375,139 | 102,538 | 6,515,393 |
| 50 Palm Beach | 596.00 | 250,948 | 33,278.48 | 236,080 | 15,439,413 | 828,237 | 226,385 | 14,384,791 |
| 51 Pasco | 770.30 | 324,337 | 14,340.18 | 101,731 | 7,559,254 | 405,511 | 110,840 | 7,042,903 |
| 52 Pinellas | 1,293.87 | 544,788 | 15,407.79 | 109,304 | 7,581,483 | 406,704 | 111,166 | 7,063,613 |
| 53 Polk | 1,314.15 | 553,327 | 18,658.17 | 132,363 | 10,032,139 | 538,167 | 147,099 | 9,346,873 |
| 54 Putnam | 58.93 | 24,813 | 2,241.40 | 15,901 | 818,742 | 43,921 | 12,005 | 762,816 |
| 55 St. Johns | 336.20 | 141,558 | 8,957.35 | 63,544 | 4,447,187 | 238,566 | 65,208 | 4,143,413 |
| 56 St. Lucie | 588.72 | 247,882 | 6,714.15 | 47,631 | 4,133,924 | 221,762 | 60,615 | 3,851,547 |
| 57 Santa Rosa | 402.70 | 169,558 | 4,807.66 | 34,106 | 2,649,278 | 142,119 | 38,846 | 2,468,313 |
| 58 Sarasota | 526.65 | 221,747 | 8,157.52 | 57,870 | 3,797,113 | 203,694 | 55,676 | 3,537,743 |
| 59 Seminole | 400.68 | 168,707 | 11,745.69 | 83,325 | 5,860,108 | 314,362 | 85,925 | 5,459,821 |
| 60 Sumter | 91.83 | 38,665 | 1,594.87 | 11,314 | 763,272 | 40,945 | 11,192 | 711,135 |
| 61 Suwannee | 80.97 | 34,093 | 1,003.07 | 7,116 | 545,326 | 29,254 | 7,996 | 508,076 |
| 62 Taylor | 30.53 | 12,855 | 575.33 | 4,081 | 210,456 | 11,290 | 3,086 | 196,080 |
| 63 Union | 13.07 | 5,503 | 454.78 | 3,226 | 177,950 | 9,546 | 2,609 | 165,795 |
| 64 Volusia | 532.53 | 224,223 | 12,470.28 | 88,465 | 5,497,037 | 294,885 | 80,602 | 5,121,550 |
| 65 Wakulla | 148.19 | 62,396 | 1,107.56 | 7,857 | 471,704 | 25,304 | 6,916 | 439,484 |
| 66 Walton | 259.49 | 109,259 | 1,808.74 | 12,831 | 1,041,171 | 55,853 | 15,266 | 970,052 |
| 67 Washington | 68.23 | 28,728 | 739.31 | 5,245 | 287,989 | 15,449 | 4,223 | 268,317 |
| 69 FAMU Lab School | 3.21 | 1,352 | 27.00 | 192 | 45,611 | 2,447 | 669 | 42,495 |
| 70 FAU - Palm Beach | 571.20 | 240,505 | 69.04 | 490 | 337,482 | 18,104 | 4,948 | 314,430 |
| 71 FAU - St. Lucie | 0.00 | 0 | 151.68 | 1,076 | 113,663 | 6,097 | 1,667 | 105,899 |
| 72 FSU Lab - Broward | 0.00 | 0 | 99.07 | 703 | 51,533 | 2,764 | 756 | 48,013 |
| 73 FSU Lab - Leon | 46.01 | 19,373 | 124.73 | 885 | 148,965 | 7,991 | 2,184 | 138,790 |
| 74 UF Lab School | 30.28 | 12,749 | 116.07 | 823 | 102,164 | 5,481 | 1,498 | 95,185 |
| 75 Virtual School | 83.45 | 35,137 | 884.38 | 6,274 | 3,862,443 | 0 | 0 | 3,862,443 |
| State | 26,258.64 | 11,056,278 | 469,991.13 | 3,334,158 | 246,978,361 | 13,041,792 | 3,564,756 | 230,371,813 |

2022-23 FEFP Conference Calculation
Mental Health Assistance Allocation

| District | Minimum Mental Health Assistance Allocation | 2022-23 UFTE | Mental Health UFTE Allocation | Total Mental Health Assistance Allocation |
|----------------------|---|--------------|-------------------------------|---|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 100,000 | 30,172.37 | 1,341,010 | 1,441,010 |
| 2 Baker | 100,000 | 4,837.86 | 215,019 | 315,019 |
| 3 Bay | 100,000 | 26,279.15 | 1,167,976 | 1,267,976 |
| 4 Bradford | 100,000 | 2,963.82 | 131,727 | 231,727 |
| 5 Brevard | 100,000 | 75,349.51 | 3,348,907 | 3,448,907 |
| 6 Broward | 100,000 | 263,621.47 | 11,716,649 | 11,816,649 |
| 7 Calhoun | 100,000 | 2,085.53 | 92,691 | 192,691 |
| 8 Charlotte | 100,000 | 16,776.84 | 745,646 | 845,646 |
| 9 Citrus | 100,000 | 15,955.44 | 709,139 | 809,139 |
| 10 Clay | 100,000 | 39,517.35 | 1,756,347 | 1,856,347 |
| 11 Collier | 100,000 | 48,534.91 | 2,157,133 | 2,257,133 |
| 12 Columbia | 100,000 | 10,373.91 | 461,068 | 561,068 |
| 13 Dade | 100,000 | 350,795.41 | 15,591,092 | 15,691,092 |
| 14 DeSoto | 100,000 | 4,590.74 | 204,035 | 304,035 |
| 15 Dixie | 100,000 | 2,174.07 | 96,626 | 196,626 |
| 16 Duval | 100,000 | 134,868.07 | 5,994,208 | 6,094,208 |
| 17 Escambia | 100,000 | 39,163.04 | 1,740,600 | 1,840,600 |
| 18 Flagler | 100,000 | 13,669.98 | 607,562 | 707,562 |
| 19 Franklin | 100,000 | 1,177.38 | 52,329 | 152,329 |
| 20 Gadsden | 100,000 | 4,682.44 | 208,111 | 308,111 |
| 21 Gilchrist | 100,000 | 2,857.08 | 126,983 | 226,983 |
| 22 Glades | 100,000 | 1,706.83 | 75,860 | 175,860 |
| 23 Gulf | 100,000 | 1,882.38 | 83,662 | 183,662 |
| 24 Hamilton | 100,000 | 1,649.37 | 73,306 | 173,306 |
| 25 Hardee | 100,000 | 4,926.93 | 218,977 | 318,977 |
| 26 Hendry | 100,000 | 13,771.40 | 612,069 | 712,069 |
| 27 Hernando | 100,000 | 25,661.77 | 1,140,537 | 1,240,537 |
| 28 Highlands | 100,000 | 12,735.17 | 566,014 | 666,014 |
| 29 Hillsborough | 100,000 | 229,392.45 | 10,195,341 | 10,295,341 |
| 30 Holmes | 100,000 | 3,159.29 | 140,415 | 240,415 |
| 31 Indian River | 100,000 | 17,315.61 | 769,592 | 869,592 |
| 32 Jackson | 100,000 | 5,740.81 | 255,150 | 355,150 |
| 33 Jefferson | 100,000 | 794.98 | 35,333 | 135,333 |
| 34 Lafayette | 100,000 | 1,157.91 | 51,463 | 151,463 |
| 35 Lake | 100,000 | 48,736.76 | 2,166,104 | 2,266,104 |
| 36 Lee | 100,000 | 99,908.05 | 4,440,410 | 4,540,410 |
| 37 Leon | 100,000 | 33,875.42 | 1,505,592 | 1,605,592 |
| 38 Levy | 100,000 | 5,687.12 | 252,764 | 352,764 |
| 39 Liberty | 100,000 | 1,291.55 | 57,403 | 157,403 |
| 40 Madison | 100,000 | 2,422.76 | 107,680 | 207,680 |
| 41 Manatee | 100,000 | 51,737.07 | 2,299,453 | 2,399,453 |
| 42 Marion | 100,000 | 45,361.88 | 2,016,107 | 2,116,107 |
| 43 Martin | 100,000 | 19,007.19 | 844,774 | 944,774 |
| 44 Monroe | 100,000 | 8,817.22 | 391,881 | 491,881 |
| 45 Nassau | 100,000 | 13,104.64 | 582,435 | 682,435 |
| 46 Okaloosa | 100,000 | 33,381.04 | 1,483,619 | 1,583,619 |
| 47 Okeechobee | 100,000 | 6,553.43 | 291,267 | 391,267 |
| 48 Orange | 100,000 | 214,553.60 | 9,535,829 | 9,635,829 |
| 49 Osceola | 100,000 | 78,752.26 | 3,500,142 | 3,600,142 |
| 50 Palm Beach | 100,000 | 194,563.49 | 8,647,369 | 8,747,369 |
| 51 Pasco | 100,000 | 85,550.75 | 3,802,301 | 3,902,301 |
| 52 Pinellas | 100,000 | 95,991.09 | 4,266,321 | 4,366,321 |
| 53 Polk | 100,000 | 116,184.44 | 5,163,814 | 5,263,814 |
| 54 Putnam | 100,000 | 10,362.25 | 460,550 | 560,550 |
| 55 St. Johns | 100,000 | 50,198.06 | 2,231,051 | 2,331,051 |
| 56 St. Lucie | 100,000 | 46,381.29 | 2,061,415 | 2,161,415 |
| 57 Santa Rosa | 100,000 | 31,175.15 | 1,385,579 | 1,485,579 |
| 58 Sarasota | 100,000 | 45,637.78 | 2,028,370 | 2,128,370 |
| 59 Seminole | 100,000 | 69,901.86 | 3,106,786 | 3,206,786 |
| 60 Sumter | 100,000 | 9,126.05 | 405,607 | 505,607 |
| 61 Suwannee | 100,000 | 6,295.41 | 279,799 | 379,799 |
| 62 Taylor | 100,000 | 2,658.49 | 118,157 | 218,157 |
| 63 Union | 100,000 | 2,290.27 | 101,791 | 201,791 |
| 64 Volusia | 100,000 | 65,663.77 | 2,918,424 | 3,018,424 |
| 65 Wakulla | 100,000 | 5,184.76 | 230,437 | 330,437 |
| 66 Walton | 100,000 | 11,400.62 | 506,700 | 606,700 |
| 67 Washington | 100,000 | 3,345.91 | 148,709 | 248,709 |
| 69 FAMU Lab School | 100,000 | 612.80 | 27,236 | 127,236 |
| 70 FAU - Palm Beach | 100,000 | 1,301.15 | 57,830 | 157,830 |
| 71 FAU - St. Lucie | 100,000 | 1,457.32 | 64,771 | 164,771 |
| 72 FSU Lab - Broward | 100,000 | 706.84 | 31,415 | 131,415 |
| 73 FSU Lab - Leon | 100,000 | 1,789.79 | 79,547 | 179,547 |
| 74 UF Lab School | 100,000 | 1,231.96 | 54,754 | 154,754 |
| 75 Virtual School | 100,000 | 50,922.08 | 2,263,230 | 2,363,230 |
| State | 7,400,000 | 2,983,464.64 | 132,600,000 | 140,000,000 |

2022-23 FEFP Conference Calculation
Reading Allocation

| District | Minimum Reading Allocation | FEFP Base Funding | Reading Base Allocation | Total Reading Allocation |
|----------------------|----------------------------|-------------------|-------------------------|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 115,000 | 146,967,455 | 1,578,170 | 1,693,170 |
| 2 Baker | 115,000 | 22,976,483 | 246,727 | 361,727 |
| 3 Bay | 115,000 | 134,304,069 | 1,442,187 | 1,557,187 |
| 4 Bradford | 115,000 | 13,846,821 | 148,690 | 263,690 |
| 5 Brevard | 115,000 | 376,958,979 | 4,047,871 | 4,162,871 |
| 6 Broward | 115,000 | 1,362,083,792 | 14,626,364 | 14,741,364 |
| 7 Calhoun | 115,000 | 9,693,176 | 104,088 | 219,088 |
| 8 Charlotte | 115,000 | 83,714,592 | 898,946 | 1,013,946 |
| 9 Citrus | 115,000 | 74,194,645 | 796,719 | 911,719 |
| 10 Clay | 115,000 | 192,154,171 | 2,063,395 | 2,178,395 |
| 11 Collier | 115,000 | 263,324,424 | 2,827,637 | 2,942,637 |
| 12 Columbia | 115,000 | 47,778,408 | 513,055 | 628,055 |
| 13 Dade | 115,000 | 1,793,434,931 | 19,258,310 | 19,373,310 |
| 14 DeSoto | 115,000 | 21,537,015 | 231,269 | 346,269 |
| 15 Dixie | 115,000 | 9,992,164 | 107,298 | 222,298 |
| 16 Duval | 115,000 | 677,651,168 | 7,276,771 | 7,391,771 |
| 17 Escambia | 115,000 | 190,308,061 | 2,043,571 | 2,158,571 |
| 18 Flagler | 115,000 | 64,740,870 | 695,202 | 810,202 |
| 19 Franklin | 115,000 | 5,441,822 | 58,436 | 173,436 |
| 20 Gadsden | 115,000 | 21,910,491 | 235,280 | 350,280 |
| 21 Gilchrist | 115,000 | 13,903,517 | 149,299 | 264,299 |
| 22 Glades | 115,000 | 8,092,734 | 86,902 | 201,902 |
| 23 Gulf | 115,000 | 8,933,807 | 95,933 | 210,933 |
| 24 Hamilton | 115,000 | 7,421,975 | 79,699 | 194,699 |
| 25 Hardee | 115,000 | 23,135,615 | 248,435 | 363,435 |
| 26 Hendry | 115,000 | 65,921,920 | 707,884 | 822,884 |
| 27 Hernando | 115,000 | 123,473,935 | 1,325,891 | 1,440,891 |
| 28 Highlands | 115,000 | 59,379,401 | 637,629 | 752,629 |
| 29 Hillsborough | 115,000 | 1,166,361,669 | 12,524,655 | 12,639,655 |
| 30 Holmes | 115,000 | 14,151,393 | 151,961 | 266,961 |
| 31 Indian River | 115,000 | 86,343,214 | 927,173 | 1,042,173 |
| 32 Jackson | 115,000 | 26,759,741 | 287,352 | 402,352 |
| 33 Jefferson | 115,000 | 3,715,497 | 39,898 | 154,898 |
| 34 Lafayette | 115,000 | 5,429,427 | 58,302 | 173,302 |
| 35 Lake | 115,000 | 235,471,819 | 2,528,550 | 2,643,550 |
| 36 Lee | 115,000 | 513,761,077 | 5,516,883 | 5,631,883 |
| 37 Leon | 115,000 | 163,581,498 | 1,756,575 | 1,871,575 |
| 38 Levy | 115,000 | 27,015,845 | 290,102 | 405,102 |
| 39 Liberty | 115,000 | 6,213,522 | 66,722 | 181,722 |
| 40 Madison | 115,000 | 10,870,575 | 116,731 | 231,731 |
| 41 Manatee | 115,000 | 255,826,130 | 2,747,119 | 2,862,119 |
| 42 Marion | 115,000 | 219,548,611 | 2,357,563 | 2,472,563 |
| 43 Martin | 115,000 | 99,158,219 | 1,064,783 | 1,179,783 |
| 44 Monroe | 115,000 | 46,414,546 | 498,410 | 613,410 |
| 45 Nassau | 115,000 | 63,966,889 | 686,891 | 801,891 |
| 46 Okaloosa | 115,000 | 165,509,194 | 1,777,275 | 1,892,275 |
| 47 Okeechobee | 115,000 | 30,908,942 | 331,907 | 446,907 |
| 48 Orange | 115,000 | 1,119,315,261 | 12,019,460 | 12,134,460 |
| 49 Osceola | 115,000 | 387,024,556 | 4,155,957 | 4,270,957 |
| 50 Palm Beach | 115,000 | 1,044,270,152 | 11,213,609 | 11,328,609 |
| 51 Pasco | 115,000 | 424,558,398 | 4,559,004 | 4,674,004 |
| 52 Pinellas | 115,000 | 486,803,700 | 5,227,408 | 5,342,408 |
| 53 Polk | 115,000 | 559,405,532 | 6,007,023 | 6,122,023 |
| 54 Putnam | 115,000 | 48,378,171 | 519,496 | 634,496 |
| 55 St. Johns | 115,000 | 256,117,183 | 2,750,244 | 2,865,244 |
| 56 St. Lucie | 115,000 | 228,297,891 | 2,451,514 | 2,566,514 |
| 57 Santa Rosa | 115,000 | 151,276,789 | 1,624,444 | 1,739,444 |
| 58 Sarasota | 115,000 | 238,407,125 | 2,560,070 | 2,675,070 |
| 59 Seminole | 115,000 | 346,577,851 | 3,721,631 | 3,836,631 |
| 60 Sumter | 115,000 | 44,461,131 | 477,434 | 592,434 |
| 61 Suwannee | 115,000 | 28,289,323 | 303,777 | 418,777 |
| 62 Taylor | 115,000 | 12,527,106 | 134,519 | 249,519 |
| 63 Union | 115,000 | 10,692,986 | 114,824 | 229,824 |
| 64 Volusia | 115,000 | 316,907,163 | 3,403,021 | 3,518,021 |
| 65 Wakulla | 115,000 | 24,347,362 | 261,448 | 376,448 |
| 66 Walton | 115,000 | 55,400,057 | 594,898 | 709,898 |
| 67 Washington | 115,000 | 15,993,988 | 171,747 | 286,747 |
| 69 FAMU Lab School | 115,000 | 2,832,814 | 30,419 | 145,419 |
| 70 FAU - Palm Beach | 115,000 | 6,380,974 | 68,520 | 183,520 |
| 71 FAU - St. Lucie | 115,000 | 7,016,124 | 75,341 | 190,341 |
| 72 FSU Lab - Broward | 115,000 | 4,103,781 | 44,067 | 159,067 |
| 73 FSU Lab - Leon | 115,000 | 8,464,115 | 90,890 | 205,890 |
| 74 UF Lab School | 115,000 | 5,808,618 | 62,374 | 177,374 |
| 75 Virtual School | 115,000 | 240,854,602 | 2,586,351 | 2,701,351 |

State 8,510,000 15,038,797,002 161,490,000 170,000,000

2022-23 FEFP Conference Calculation
Safe Schools Allocation

| District | Allocation Minimum | Crime Index | Allocation Based on Crime Index | 2022-23 Nonvirtual Unweighted FTE | Allocation Based on Unweighted FTE | Total Safe Schools Allocation |
|----------------------|--------------------|-------------|---------------------------------|-----------------------------------|------------------------------------|-------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 250,000 | 8,714 | 1,186,304 | 29,510.37 | 1,315,939 | 2,752,243 |
| 2 Baker | 250,000 | 406 | 55,272 | 4,836.27 | 215,661 | 520,933 |
| 3 Bay | 250,000 | 5,446 | 741,406 | 25,972.94 | 1,158,196 | 2,149,602 |
| 4 Bradford | 250,000 | 371 | 50,507 | 2,927.36 | 130,538 | 431,045 |
| 5 Brevard | 250,000 | 12,950 | 1,762,984 | 74,351.82 | 3,315,527 | 5,328,511 |
| 6 Broward | 250,000 | 47,045 | 6,404,600 | 262,581.95 | 11,709,162 | 18,363,762 |
| 7 Calhoun | 250,000 | 159 | 21,646 | 2,003.00 | 89,319 | 360,965 |
| 8 Charlotte | 250,000 | 1,943 | 264,516 | 16,566.51 | 738,741 | 1,253,257 |
| 9 Citrus | 250,000 | 2,333 | 317,609 | 15,562.88 | 693,986 | 1,261,595 |
| 10 Clay | 250,000 | 3,322 | 452,250 | 38,712.93 | 1,726,303 | 2,428,553 |
| 11 Collier | 250,000 | 4,682 | 637,397 | 48,036.93 | 2,142,083 | 3,029,480 |
| 12 Columbia | 250,000 | 1,849 | 251,719 | 10,211.15 | 455,340 | 957,059 |
| 13 Dade | 250,000 | 79,764 | 10,858,890 | 347,005.06 | 15,473,793 | 26,582,683 |
| 14 DeSoto | 250,000 | 736 | 100,197 | 4,525.51 | 201,803 | 552,000 |
| 15 Dixie | 250,000 | 262 | 35,668 | 2,160.33 | 96,334 | 382,002 |
| 16 Duval | 250,000 | 34,452 | 4,690,217 | 131,218.85 | 5,851,365 | 10,791,582 |
| 17 Escambia | 250,000 | 10,298 | 1,401,946 | 38,805.31 | 1,730,422 | 3,382,368 |
| 18 Flagler | 250,000 | 1,139 | 155,061 | 13,434.98 | 599,098 | 1,004,159 |
| 19 Franklin | 250,000 | 243 | 33,081 | 1,127.52 | 50,279 | 333,360 |
| 20 Gadsden | 250,000 | 498 | 67,797 | 4,646.28 | 207,189 | 524,986 |
| 21 Gilchrist | 250,000 | 121 | 16,473 | 2,804.13 | 125,043 | 391,516 |
| 22 Glades | 250,000 | 128 | 17,426 | 1,694.34 | 75,555 | 342,981 |
| 23 Gulf | 250,000 | 248 | 33,762 | 1,865.59 | 83,191 | 366,953 |
| 24 Hamilton | 250,000 | 324 | 44,109 | 1,602.43 | 71,456 | 365,565 |
| 25 Hardee | 250,000 | 574 | 78,143 | 4,882.15 | 217,707 | 545,850 |
| 26 Hendry | 250,000 | 868 | 118,168 | 7,388.14 | 329,455 | 697,623 |
| 27 Hernando | 250,000 | 2,785 | 379,144 | 25,161.48 | 1,122,011 | 1,751,155 |
| 28 Highlands | 250,000 | 2,185 | 297,461 | 12,377.32 | 551,935 | 1,099,396 |
| 29 Hillsborough | 250,000 | 20,705 | 2,818,732 | 222,510.66 | 9,922,287 | 12,991,019 |
| 30 Holmes | 250,000 | 248 | 33,762 | 3,084.59 | 137,549 | 421,311 |
| 31 Indian River | 250,000 | 2,099 | 285,753 | 17,175.29 | 765,888 | 1,301,641 |
| 32 Jackson | 250,000 | 374 | 50,915 | 5,670.54 | 252,863 | 553,778 |
| 33 Jefferson | 250,000 | 346 | 47,104 | 788.62 | 35,166 | 332,270 |
| 34 Lafayette | 250,000 | 47 | 6,398 | 1,155.09 | 51,508 | 307,906 |
| 35 Lake | 250,000 | 6,341 | 863,249 | 47,906.37 | 2,136,261 | 3,249,510 |
| 36 Lee | 250,000 | 10,218 | 1,391,055 | 98,852.70 | 4,408,080 | 6,049,135 |
| 37 Leon | 250,000 | 9,163 | 1,247,430 | 33,276.27 | 1,483,869 | 2,981,299 |
| 38 Levy | 250,000 | 1,095 | 149,071 | 5,627.81 | 250,958 | 650,029 |
| 39 Liberty | 250,000 | 60 | 8,168 | 1,279.50 | 57,056 | 315,224 |
| 40 Madison | 250,000 | 294 | 40,024 | 2,411.54 | 107,536 | 397,560 |
| 41 Manatee | 250,000 | 8,064 | 1,097,815 | 51,559.42 | 2,299,159 | 3,646,974 |
| 42 Marion | 250,000 | 7,569 | 1,030,427 | 44,547.99 | 1,986,502 | 3,266,929 |
| 43 Martin | 250,000 | 2,132 | 290,246 | 19,007.19 | 847,576 | 1,387,822 |
| 44 Monroe | 250,000 | 1,277 | 173,848 | 8,761.71 | 390,706 | 814,554 |
| 45 Nassau | 250,000 | 1,192 | 162,276 | 12,911.44 | 575,752 | 988,028 |
| 46 Okaloosa | 250,000 | 3,723 | 506,841 | 32,699.64 | 1,458,156 | 2,214,997 |
| 47 Okeechobee | 250,000 | 1,245 | 169,491 | 6,420.06 | 286,286 | 705,777 |
| 48 Orange | 250,000 | 39,690 | 5,403,307 | 209,817.19 | 9,356,255 | 15,009,562 |
| 49 Osceola | 250,000 | 7,433 | 1,011,912 | 77,009.79 | 3,434,052 | 4,695,964 |
| 50 Palm Beach | 250,000 | 33,719 | 4,590,428 | 193,837.37 | 8,643,676 | 13,484,104 |
| 51 Pasco | 250,000 | 8,620 | 1,173,507 | 83,209.46 | 3,710,510 | 5,134,017 |
| 52 Pinellas | 250,000 | 22,163 | 3,017,221 | 95,445.41 | 4,256,141 | 7,523,362 |
| 53 Polk | 250,000 | 12,117 | 1,649,581 | 115,080.50 | 5,131,717 | 7,031,298 |
| 54 Putnam | 250,000 | 1,498 | 203,934 | 10,248.07 | 456,986 | 910,920 |
| 55 St. Johns | 250,000 | 2,566 | 349,329 | 49,342.84 | 2,200,316 | 2,799,645 |
| 56 St. Lucie | 250,000 | 4,497 | 612,211 | 45,927.27 | 2,048,008 | 2,910,219 |
| 57 Santa Rosa | 250,000 | 1,731 | 235,654 | 29,487.40 | 1,314,914 | 1,800,568 |
| 58 Sarasota | 250,000 | 7,621 | 1,037,506 | 45,431.21 | 2,025,887 | 3,313,393 |
| 59 Seminole | 250,000 | 7,397 | 1,007,011 | 67,936.38 | 3,029,447 | 4,286,458 |
| 60 Sumter | 250,000 | 1,246 | 169,628 | 9,054.22 | 403,750 | 823,378 |
| 61 Suwannee | 250,000 | 913 | 124,294 | 6,085.37 | 271,361 | 645,655 |
| 62 Taylor | 250,000 | 689 | 93,799 | 2,635.11 | 117,506 | 461,305 |
| 63 Union | 250,000 | 134 | 18,242 | 2,290.27 | 102,129 | 370,371 |
| 64 Volusia | 250,000 | 10,956 | 1,491,525 | 63,698.14 | 2,840,454 | 4,581,979 |
| 65 Wakulla | 250,000 | 503 | 68,477 | 5,183.46 | 231,143 | 549,620 |
| 66 Walton | 250,000 | 984 | 133,960 | 11,297.35 | 503,776 | 887,736 |
| 67 Washington | 250,000 | 291 | 39,616 | 3,309.53 | 147,580 | 437,196 |
| 69 FAMU Lab School | 250,000 | 0 | 0 | 612.80 | 27,326 | 277,326 |
| 70 FAU - Palm Beach | 250,000 | 0 | 0 | 1,301.15 | 58,021 | 308,021 |
| 71 FAU - St. Lucie | 250,000 | 0 | 0 | 1,457.32 | 64,985 | 314,985 |
| 72 FSU Lab - Broward | 250,000 | 0 | 0 | 706.84 | 31,520 | 281,520 |
| 73 FSU Lab - Leon | 250,000 | 0 | 0 | 1,788.64 | 79,760 | 329,760 |
| 74 UF Lab School | 250,000 | 0 | 0 | 1,226.46 | 54,691 | 304,691 |
| 75 Virtual School | 0 | 0 | 0 | 0.00 | 0 | 0 |
| State | 18,250,000 | 464,805 | | 2,881,039.51 | 128,472,500 | 210,000,000 |

2022-23 FEFP Conference Calculation
Sparsity Supplement

| District | 2022-23 Nonvirtual Unweighted FTE ¹ | High School Centers | High School Centers Capped at 4 | Sparsity Index 1,000 Minimum ² | Sparsity Factor | 2022-23 Funded Nonvirtual Weighted FTE | Initial Computed Sparsity Supplement ³ | Funds Per FTE | Computed Sparsity Supplement |
|----------------------|--|---------------------|---------------------------------|---|-----------------|--|---|---------------|------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 29,510.37 | 7 | 4 | 7,378 | 0.0000 | 32,021.53 | 0 | 0.00 | 0 |
| 2 Baker | 4,836.27 | 1 | 1 | 4,836 | 0.0361 | 5,212.34 | 863,669 | 178.58 | 863,669 |
| 3 Bay | 25,972.94 | 5 | 4 | 6,493 | 0.0098 | 29,906.85 | 1,339,020 | 51.55 | 2,597,409 |
| 4 Bradford | 2,927.36 | 1 | 1 | 2,927 | 0.0857 | 3,134.91 | 1,232,747 | 421.11 | 1,232,747 |
| 5 Brevard | 74,351.82 | 16 | 3 | 24,784 | 0.0000 | 81,951.84 | 0 | 0.00 | 0 |
| 6 Broward | 262,581.95 | 31 | 3 | 87,527 | 0.0000 | 290,143.91 | 0 | 0.00 | 0 |
| 7 Calhoun | 2,003.00 | 2 | 2 | 1,002 | 0.1876 | 2,202.97 | 1,895,362 | 946.26 | 1,895,362 |
| 8 Charlotte | 16,566.51 | 3 | 3 | 5,522 | 0.0239 | 18,323.20 | 2,010,616 | 121.37 | 2,010,616 |
| 9 Citrus | 15,562.88 | 3 | 3 | 5,188 | 0.0296 | 16,746.17 | 2,273,145 | 146.06 | 2,273,145 |
| 10 Clay | 38,712.93 | 7 | 3 | 12,904 | 0.0000 | 41,934.13 | 0 | 0.00 | 0 |
| 11 Collier | 48,036.93 | 8 | 3 | 16,012 | 0.0000 | 54,024.82 | 0 | 0.00 | 0 |
| 12 Columbia | 10,211.15 | 2 | 2 | 5,106 | 0.0311 | 10,905.43 | 1,553,856 | 152.17 | 1,553,856 |
| 13 Dade | 347,005.06 | 50 | 3 | 115,668 | 0.0000 | 380,466.47 | 0 | 0.00 | 0 |
| 14 DeSoto | 4,525.51 | 1 | 1 | 4,526 | 0.0424 | 4,799.71 | 933,351 | 206.24 | 933,351 |
| 15 Dixie | 2,160.33 | 1 | 1 | 2,160 | 0.1166 | 2,338.56 | 1,251,196 | 579.17 | 1,251,196 |
| 16 Duval | 131,218.85 | 21 | 3 | 43,740 | 0.0000 | 143,095.58 | 0 | 0.00 | 0 |
| 17 Escambia | 38,805.31 | 7 | 3 | 12,935 | 0.0000 | 42,200.91 | 0 | 0.00 | 0 |
| 18 Flagler | 13,434.98 | 2 | 2 | 6,717 | 0.0069 | 14,521.10 | 460,303 | 34.26 | 1,343,519 |
| 19 Franklin | 1,127.52 | 1 | 1 | 1,128 | 0.1778 | 1,228.81 | 1,001,984 | 888.66 | 1,001,984 |
| 20 Gadsden | 4,646.28 | 1 | 1 | 4,646 | 0.0399 | 5,025.32 | 919,821 | 197.97 | 919,821 |
| 21 Gilchrist | 2,804.13 | 2 | 2 | 1,402 | 0.1585 | 3,162.79 | 2,299,964 | 820.21 | 2,299,964 |
| 22 Glades | 1,694.34 | 1 | 1 | 1,694 | 0.1407 | 1,799.66 | 1,161,338 | 685.42 | 1,161,338 |
| 23 Gulf | 1,865.59 | 2 | 2 | 1,000 | 0.1877 | 2,057.42 | 1,771,646 | 949.64 | 1,771,646 |
| 24 Hamilton | 1,602.43 | 1 | 1 | 1,602 | 0.1460 | 1,716.66 | 1,149,987 | 717.65 | 1,149,987 |
| 25 Hardee | 4,882.15 | 1 | 1 | 4,882 | 0.0352 | 5,231.79 | 845,531 | 173.19 | 845,531 |
| 26 Hendry | 7,388.14 | 2 | 2 | 3,694 | 0.0622 | 8,012.29 | 2,287,300 | 309.59 | 2,287,300 |
| 27 Hernando | 25,161.48 | 5 | 4 | 6,290 | 0.0125 | 27,571.61 | 1,577,231 | 62.68 | 2,516,257 |
| 28 Highlands | 12,377.32 | 3 | 3 | 4,126 | 0.0513 | 13,277.48 | 3,126,465 | 252.60 | 3,126,465 |
| 29 Hillsborough | 222,510.66 | 28 | 3 | 74,170 | 0.0000 | 245,275.52 | 0 | 0.00 | 0 |
| 30 Holmes | 3,084.59 | 4 | 3 | 1,028 | 0.1855 | 3,256.44 | 2,770,661 | 898.23 | 2,770,661 |
| 31 Indian River | 17,175.29 | 2 | 2 | 8,588 | 0.0000 | 18,696.97 | 0 | 0.00 | 0 |
| 32 Jackson | 5,670.54 | 5 | 3 | 1,890 | 0.1300 | 6,255.32 | 3,729,287 | 657.66 | 3,729,287 |
| 33 Jefferson | 788.62 | 1 | 1 | 1,000 | 0.1877 | 855.65 | 736,801 | 934.29 | 736,801 |
| 34 Lafayette | 1,155.09 | 1 | 1 | 1,155 | 0.1757 | 1,285.47 | 1,036,274 | 897.14 | 1,036,274 |
| 35 Lake | 47,906.37 | 8 | 3 | 15,969 | 0.0000 | 51,816.59 | 0 | 0.00 | 0 |
| 36 Lee | 98,852.70 | 15 | 3 | 32,951 | 0.0000 | 109,008.96 | 0 | 0.00 | 0 |
| 37 Leon | 33,276.27 | 5 | 3 | 11,092 | 0.0000 | 36,054.63 | 0 | 0.00 | 0 |
| 38 Levy | 5,627.81 | 4 | 3 | 1,876 | 0.1307 | 6,183.60 | 3,707,521 | 658.79 | 3,707,521 |
| 39 Liberty | 1,279.50 | 1 | 1 | 1,280 | 0.1668 | 1,452.98 | 1,111,522 | 868.72 | 1,111,522 |
| 40 Madison | 2,411.54 | 1 | 1 | 2,412 | 0.1055 | 2,566.81 | 1,241,672 | 514.89 | 1,241,672 |
| 41 Manatee | 51,559.42 | 7 | 3 | 17,186 | 0.0000 | 55,938.45 | 0 | 0.00 | 0 |
| 42 Marion | 44,547.99 | 7 | 3 | 14,849 | 0.0000 | 49,700.04 | 0 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 3 | 3 | 6,336 | 0.0118 | 21,266.57 | 1,155,090 | 60.77 | 1,900,742 |
| 44 Monroe | 8,761.71 | 3 | 3 | 2,921 | 0.0859 | 9,565.34 | 3,770,612 | 430.35 | 3,770,612 |
| 45 Nassau | 12,911.44 | 4 | 3 | 4,304 | 0.0472 | 13,930.46 | 3,017,575 | 233.71 | 3,017,575 |
| 46 Okaloosa | 32,699.64 | 6 | 3 | 10,900 | 0.0000 | 35,758.54 | 0 | 0.00 | 0 |
| 47 Okeechobee | 6,420.06 | 1 | 1 | 6,420 | 0.0107 | 6,853.95 | 337,056 | 52.50 | 642,009 |
| 48 Orange | 209,817.19 | 22 | 3 | 69,939 | 0.0000 | 236,939.56 | 0 | 0.00 | 0 |
| 49 Osceola | 77,009.79 | 9 | 3 | 25,670 | 0.0000 | 83,657.53 | 0 | 0.00 | 0 |
| 50 Palm Beach | 193,837.37 | 25 | 3 | 64,612 | 0.0000 | 217,331.05 | 0 | 0.00 | 0 |
| 51 Pasco | 83,209.46 | 14 | 3 | 27,736 | 0.0000 | 91,917.72 | 0 | 0.00 | 0 |
| 52 Pinellas | 95,445.41 | 16 | 3 | 31,815 | 0.0000 | 105,435.62 | 0 | 0.00 | 0 |
| 53 Polk | 115,080.50 | 17 | 3 | 38,360 | 0.0000 | 124,524.53 | 0 | 0.00 | 0 |
| 54 Putnam | 10,248.07 | 4 | 3 | 3,416 | 0.0701 | 11,036.37 | 3,547,521 | 346.16 | 3,547,521 |
| 55 St. Johns | 49,342.84 | 7 | 3 | 16,448 | 0.0000 | 54,816.83 | 0 | 0.00 | 0 |
| 56 St. Lucie | 45,927.27 | 6 | 3 | 15,309 | 0.0000 | 49,625.03 | 0 | 0.00 | 0 |
| 57 Santa Rosa | 29,487.40 | 6 | 4 | 7,372 | 0.0000 | 32,524.73 | 0 | 0.00 | 0 |
| 58 Sarasota | 45,431.21 | 7 | 3 | 15,144 | 0.0000 | 50,978.35 | 0 | 0.00 | 0 |
| 59 Seminole | 67,936.38 | 9 | 3 | 22,645 | 0.0000 | 73,908.34 | 0 | 0.00 | 0 |
| 60 Sumter | 9,054.22 | 2 | 2 | 4,527 | 0.0424 | 9,910.54 | 1,926,293 | 212.75 | 1,926,293 |
| 61 Suwannee | 6,085.37 | 2 | 2 | 3,043 | 0.0818 | 6,452.08 | 2,420,251 | 397.72 | 2,420,251 |
| 62 Taylor | 2,635.11 | 1 | 1 | 2,635 | 0.0964 | 2,939.90 | 1,300,638 | 493.58 | 1,300,638 |
| 63 Union | 2,290.27 | 1 | 1 | 2,290 | 0.1107 | 2,475.78 | 1,257,491 | 549.06 | 1,257,491 |
| 64 Volusia | 63,698.14 | 10 | 3 | 21,233 | 0.0000 | 69,581.99 | 0 | 0.00 | 0 |
| 65 Wakulla | 5,183.46 | 1 | 1 | 5,183 | 0.0297 | 5,603.18 | 762,896 | 147.18 | 762,896 |
| 66 Walton | 11,297.35 | 4 | 3 | 3,766 | 0.0603 | 12,163.76 | 3,365,300 | 297.88 | 3,365,300 |
| 67 Washington | 3,309.53 | 2 | 2 | 1,655 | 0.1429 | 3,710.91 | 2,432,988 | 735.15 | 2,432,988 |
| 69 FAMU Lab School | 612.80 | 1 | 1 | 1,000 | 0.1877 | 635.44 | 547,178 | 892.91 | 547,178 |
| 70 FAU - Palm Beach | 1,301.15 | 1 | 1 | 1,301 | 0.1653 | 1,332.61 | 1,010,514 | 776.63 | 1,010,514 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0 | 0 | 0.0000 | 1,539.44 | 0 | 0.00 | 0 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0 | 0 | 0.0000 | 877.38 | 0 | 0.00 | 0 |
| 73 FSU Lab - Leon | 1,788.64 | 1 | 1 | 1,789 | 0.1354 | 1,897.47 | 1,178,235 | 658.73 | 1,178,235 |
| 74 UF Lab School | 1,226.46 | 1 | 1 | 1,226 | 0.1706 | 1,287.09 | 1,007,113 | 821.15 | 1,007,113 |
| 75 Virtual School | 0.00 | 0 | 0 | 0 | 0.0000 | 0.00 | 0 | 0.00 | 0 |
| State | 2,881,039.51 | 462 | 165 | | | 3,171,839.78 | 73,325,021 | | 77,456,257 |

1. If unweighted nonvirtual FTE is greater than 30,000, district is not eligible for sparsity supplement.
 2. If sparsity index is greater than 7,308, sparsity factor is set to zero and district is not eligible for supplement.
 3. Funded weighted FTE x Base Student Allocation x Sparsity Factor.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 1)

| District | 0.748 | Potential | Potential | Per FTE | Discretionary | Wealth |
|----------------------|---------------|--------------|---------------|---------------|---------------------|-------------------------|
| | Potential | 2022-23 | Discretionary | Amount Above | Adjustment | Adjusted |
| | Discretionary | Unweighted | Local Effort | State Average | Amount ¹ | Sparsity |
| | Local Effort | FTE | per FTE | | | Supplement ² |
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 14,735,270 | 30,172.37 | 488.37 | 0.00 | 0 | 0 |
| 2 Baker | 964,779 | 4,837.86 | 199.42 | 0.00 | 0 | 863,669 |
| 3 Bay | 16,318,589 | 26,279.15 | 620.97 | 0.00 | 0 | 2,597,409 |
| 4 Bradford | 908,876 | 2,963.82 | 306.66 | 0.00 | 0 | 1,232,747 |
| 5 Brevard | 40,514,358 | 75,349.51 | 537.69 | 0.00 | 0 | 0 |
| 6 Broward | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 | 0 |
| 7 Calhoun | 373,034 | 2,085.53 | 178.87 | 0.00 | 0 | 1,895,362 |
| 8 Charlotte | 17,743,037 | 16,776.84 | 1,057.59 | 412.57 | (2,010,616) | 0 |
| 9 Citrus | 9,397,281 | 15,955.44 | 588.97 | 0.00 | 0 | 2,273,145 |
| 10 Clay | 10,939,821 | 39,517.35 | 276.84 | 0.00 | 0 | 0 |
| 11 Collier | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 | 0 |
| 12 Columbia | 2,692,013 | 10,373.91 | 259.50 | 0.00 | 0 | 1,553,856 |
| 13 Dade | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 | 0 |
| 14 DeSoto | 1,650,133 | 4,590.74 | 359.45 | 0.00 | 0 | 933,351 |
| 15 Dixie | 482,582 | 2,174.07 | 221.97 | 0.00 | 0 | 1,251,196 |
| 16 Duval | 66,490,821 | 134,868.07 | 493.01 | 0.00 | 0 | 0 |
| 17 Escambia | 17,961,737 | 39,163.04 | 458.64 | 0.00 | 0 | 0 |
| 18 Flagler | 9,289,520 | 13,669.98 | 679.56 | 34.54 | (472,161) | 871,358 |
| 19 Franklin | 1,969,478 | 1,177.38 | 1,672.76 | 1,027.74 | (1,001,984) | 0 |
| 20 Gadsden | 1,358,183 | 4,682.44 | 290.06 | 0.00 | 0 | 919,821 |
| 21 Gilchrist | 807,278 | 2,857.08 | 282.55 | 0.00 | 0 | 2,299,964 |
| 22 Glades | 637,253 | 1,706.83 | 373.35 | 0.00 | 0 | 1,161,338 |
| 23 Gulf | 1,748,720 | 1,882.38 | 928.99 | 283.97 | (534,539) | 1,237,107 |
| 24 Hamilton | 793,930 | 1,649.37 | 481.35 | 0.00 | 0 | 1,149,987 |
| 25 Hardee | 1,457,699 | 4,926.93 | 295.86 | 0.00 | 0 | 845,531 |
| 26 Hendry | 2,259,379 | 13,771.40 | 164.06 | 0.00 | 0 | 2,287,300 |
| 27 Hernando | 9,476,372 | 25,661.77 | 369.28 | 0.00 | 0 | 2,516,257 |
| 28 Highlands | 4,873,479 | 12,735.17 | 382.68 | 0.00 | 0 | 3,126,465 |
| 29 Hillsborough | 103,030,425 | 229,392.45 | 449.14 | 0.00 | 0 | 0 |
| 30 Holmes | 421,374 | 3,159.29 | 133.38 | 0.00 | 0 | 2,770,661 |
| 31 Indian River | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 | 0 |
| 32 Jackson | 1,439,084 | 5,740.81 | 250.68 | 0.00 | 0 | 3,729,287 |
| 33 Jefferson | 596,750 | 794.98 | 750.65 | 105.63 | (83,974) | 652,827 |
| 34 Lafayette | 238,598 | 1,157.91 | 206.06 | 0.00 | 0 | 1,036,274 |
| 35 Lake | 22,493,563 | 48,736.76 | 461.53 | 0.00 | 0 | 0 |
| 36 Lee | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 | 0 |
| 37 Leon | 15,932,142 | 33,875.42 | 470.32 | 0.00 | 0 | 0 |
| 38 Levy | 1,957,449 | 5,687.12 | 344.19 | 0.00 | 0 | 3,707,521 |
| 39 Liberty | 260,916 | 1,291.55 | 202.02 | 0.00 | 0 | 1,111,522 |
| 40 Madison | 660,829 | 2,422.76 | 272.76 | 0.00 | 0 | 1,241,672 |
| 41 Manatee | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 | 0 |
| 42 Marion | 19,094,143 | 45,361.88 | 420.93 | 0.00 | 0 | 0 |
| 43 Martin | 19,978,445 | 19,007.19 | 1,051.10 | 408.08 | (1,900,742) | 0 |
| 44 Monroe | 24,854,823 | 8,817.22 | 2,818.90 | 2,173.88 | (3,770,612) | 0 |
| 45 Nassau | 9,237,757 | 13,104.64 | 704.92 | 59.90 | (784,968) | 2,232,607 |
| 46 Okaloosa | 17,532,438 | 33,381.04 | 525.22 | 0.00 | 0 | 0 |
| 47 Okeechobee | 2,922,396 | 6,553.43 | 445.93 | 0.00 | 0 | 642,009 |
| 48 Orange | 132,836,299 | 214,553.60 | 619.13 | 0.00 | 0 | 0 |
| 49 Osceola | 28,465,158 | 78,752.26 | 361.45 | 0.00 | 0 | 0 |
| 50 Palm Beach | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 | 0 |
| 51 Pasco | 30,157,234 | 85,550.75 | 352.51 | 0.00 | 0 | 0 |
| 52 Pinellas | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 | 0 |
| 53 Polk | 37,995,699 | 116,184.44 | 327.03 | 0.00 | 0 | 0 |
| 54 Putnam | 4,005,957 | 10,362.25 | 386.59 | 0.00 | 0 | 3,547,521 |
| 55 St. Johns | 28,801,434 | 50,198.06 | 573.76 | 0.00 | 0 | 0 |
| 56 St. Lucie | 22,816,299 | 46,381.29 | 491.93 | 0.00 | 0 | 0 |
| 57 Santa Rosa | 10,546,853 | 31,175.15 | 338.31 | 0.00 | 0 | 0 |
| 58 Sarasota | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 | 0 |
| 59 Seminole | 32,608,735 | 69,901.86 | 466.49 | 0.00 | 0 | 0 |
| 60 Sumter | 13,063,337 | 9,126.05 | 1,431.43 | 786.41 | (1,926,293) | 0 |
| 61 Suwannee | 1,729,416 | 6,295.41 | 274.71 | 0.00 | 0 | 2,420,251 |
| 62 Taylor | 1,329,835 | 2,658.49 | 500.22 | 0.00 | 0 | 1,300,638 |
| 63 Union | 246,079 | 2,290.27 | 107.45 | 0.00 | 0 | 1,257,491 |
| 64 Volusia | 37,001,732 | 65,663.77 | 563.50 | 0.00 | 0 | 0 |
| 65 Wakulla | 1,289,818 | 5,184.76 | 248.77 | 0.00 | 0 | 762,896 |
| 66 Walton | 20,839,803 | 11,400.62 | 1,827.95 | 1,182.93 | (3,365,300) | 0 |
| 67 Washington | 839,300 | 3,345.91 | 250.84 | 0.00 | 0 | 2,432,988 |
| 69 FAMU Lab School | 288,212 | 612.80 | 470.32 | 0.00 | 0 | 547,178 |
| 70 FAU - Palm Beach | 1,211,579 | 1,301.15 | 931.16 | 286.14 | (372,311) | 638,203 |
| 71 FAU - St. Lucie | 716,899 | 1,457.32 | 491.93 | 0.00 | 0 | 0 |
| 72 FSU Lab - Broward | 488,455 | 706.84 | 691.04 | 0.00 | 0 | 0 |
| 73 FSU Lab - Leon | 841,774 | 1,789.79 | 470.32 | 0.00 | 0 | 1,178,235 |
| 74 UF Lab School | 601,652 | 1,231.96 | 488.37 | 0.00 | 0 | 1,007,113 |
| 75 Virtual School | 32,225,020 | 50,922.08 | 632.83 | 0.00 | 0 | 0 |
| State | 1,924,395,489 | 2,983,464.64 | 645.02 | | (16,223,500) | 61,232,757 |

1. Column 2 x column 4 equals the wealth adjustment for districts with 30,000 and fewer nonvirtual FTE students.
2. Sum of column 5 and column 9 from previous Sparsity Supplement page. Negative numbers set to zero.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 2)

| District | Discretionary Wealth Adjustment | Total Formula Funds | 2022-23 Unweighted FTE | Total Funds per FTE | Total Funds per FTE State Average | Total Funds Amount below State Average | Discretionary Wealth Adj. Offset by Col. 6 | Computed Sparsity Supplement | Wealth Adjusted Sparsity Supplement |
|----------------------|---------------------------------|---------------------|------------------------|---------------------|-----------------------------------|--|--|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 238,764,508 | 30,172.37 | 7,913.35 | 0 | 0 | 0 | 0 | 0 |
| 2 Baker | 0 | 39,540,900 | 4,837.86 | 8,173.22 | 0 | 0 | 0 | 863,669 | 863,669 |
| 3 Bay | 0 | 216,750,394 | 26,279.15 | 8,248.00 | 0 | 0 | 0 | 2,597,409 | 2,597,409 |
| 4 Bradford | 0 | 24,900,516 | 2,963.82 | 8,401.49 | 0 | 0 | 0 | 1,232,747 | 1,232,747 |
| 5 Brevard | 0 | 607,018,789 | 75,349.51 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 6 Broward | 0 | 2,146,712,928 | 263,621.47 | 8,143.16 | 0 | 0 | 0 | 0 | 0 |
| 7 Calhoun | 0 | 18,100,298 | 2,085.53 | 8,678.99 | 0 | 0 | 0 | 1,895,362 | 1,895,362 |
| 8 Charlotte | (2,010,616) | 141,929,042 | 16,776.84 | 8,459.82 | 0 | 0 | (2,010,616) | 2,010,616 | 0 |
| 9 Citrus | 0 | 126,185,117 | 15,955.44 | 7,908.60 | 0 | 0 | 0 | 2,273,145 | 2,273,145 |
| 10 Clay | 0 | 311,302,089 | 39,517.35 | 7,877.61 | 0 | 0 | 0 | 0 | 0 |
| 11 Collier | 0 | 473,156,079 | 48,534.91 | 9,748.78 | 0 | 0 | 0 | 0 | 0 |
| 12 Columbia | 0 | 82,033,160 | 10,373.91 | 7,907.64 | 0 | 0 | 0 | 1,553,856 | 1,553,856 |
| 13 Dade | 0 | 2,889,215,023 | 350,795.41 | 8,236.18 | 0 | 0 | 0 | 0 | 0 |
| 14 DeSoto | 0 | 37,610,082 | 4,590.74 | 8,192.60 | 0 | 0 | 0 | 933,351 | 933,351 |
| 15 Dixie | 0 | 18,100,076 | 2,174.07 | 8,325.43 | 0 | 0 | 0 | 1,251,196 | 1,251,196 |
| 16 Duval | 0 | 1,081,721,844 | 134,868.07 | 8,020.59 | 0 | 0 | 0 | 0 | 0 |
| 17 Escambia | 0 | 312,693,369 | 39,163.04 | 7,984.40 | 0 | 0 | 0 | 0 | 0 |
| 18 Flagler | (472,161) | 108,001,256 | 13,669.98 | 7,900.62 | (242) | (3,305,538) | 0 | 1,343,519 | 1,343,519 |
| 19 Franklin | (1,001,984) | 10,592,680 | 1,177.38 | 8,996.82 | 0 | 0 | (1,001,984) | 1,001,984 | 0 |
| 20 Gadsden | 0 | 38,229,472 | 4,682.44 | 8,164.43 | 0 | 0 | 0 | 919,821 | 919,821 |
| 21 Gilchrist | 0 | 25,133,992 | 2,857.08 | 8,797.09 | 0 | 0 | 0 | 2,299,964 | 2,299,964 |
| 22 Glades | 0 | 14,918,957 | 1,706.83 | 8,740.74 | 0 | 0 | 0 | 1,161,338 | 1,161,338 |
| 23 Gulf | (534,539) | 16,350,738 | 1,882.38 | 8,686.20 | 0 | 0 | (534,539) | 1,771,646 | 1,237,107 |
| 24 Hamilton | 0 | 13,900,467 | 1,649.37 | 8,427.74 | 0 | 0 | 0 | 1,149,987 | 1,149,987 |
| 25 Hardee | 0 | 39,214,815 | 4,926.93 | 7,959.28 | 0 | 0 | 0 | 845,531 | 845,531 |
| 26 Hendry | 0 | 100,372,482 | 13,771.40 | 7,288.47 | 0 | 0 | 0 | 2,287,300 | 2,287,300 |
| 27 Hernando | 0 | 205,144,628 | 25,661.77 | 7,994.17 | 0 | 0 | 0 | 2,516,257 | 2,516,257 |
| 28 Highlands | 0 | 100,167,122 | 12,735.17 | 7,865.39 | 0 | 0 | 0 | 3,126,465 | 3,126,465 |
| 29 Hillsborough | 0 | 1,847,994,471 | 229,392.45 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 30 Holmes | 0 | 26,432,548 | 3,159.29 | 8,366.61 | 0 | 0 | 0 | 2,770,661 | 2,770,661 |
| 31 Indian River | 0 | 143,039,691 | 17,315.61 | 8,260.74 | 0 | 0 | 0 | 0 | 0 |
| 32 Jackson | 0 | 48,244,507 | 5,740.81 | 8,403.78 | 0 | 0 | 0 | 3,729,287 | 3,729,287 |
| 33 Jefferson | (83,974) | 7,710,581 | 794.98 | 9,699.09 | 0 | 0 | (83,974) | 736,801 | 652,827 |
| 34 Lafayette | 0 | 10,153,362 | 1,157.91 | 8,768.70 | 0 | 0 | 0 | 1,036,274 | 1,036,274 |
| 35 Lake | 0 | 382,626,345 | 48,736.76 | 7,850.88 | 0 | 0 | 0 | 0 | 0 |
| 36 Lee | 0 | 842,832,486 | 99,908.05 | 8,436.08 | 0 | 0 | 0 | 0 | 0 |
| 37 Leon | 0 | 270,072,443 | 33,875.42 | 7,972.52 | 0 | 0 | 0 | 0 | 0 |
| 38 Levy | 0 | 48,132,542 | 5,687.12 | 8,463.43 | 0 | 0 | 0 | 3,707,521 | 3,707,521 |
| 39 Liberty | 0 | 11,619,820 | 1,291.55 | 8,996.80 | 0 | 0 | 0 | 1,111,522 | 1,111,522 |
| 40 Madison | 0 | 19,820,060 | 2,422.76 | 8,180.78 | 0 | 0 | 0 | 1,241,672 | 1,241,672 |
| 41 Manatee | 0 | 416,617,292 | 51,737.07 | 8,052.59 | 0 | 0 | 0 | 0 | 0 |
| 42 Marion | 0 | 361,023,528 | 45,361.88 | 7,958.74 | 0 | 0 | 0 | 0 | 0 |
| 43 Martin | (1,900,742) | 164,723,644 | 19,007.19 | 8,666.39 | 0 | 0 | (1,900,742) | 1,900,742 | 0 |
| 44 Monroe | (3,770,612) | 93,510,734 | 8,817.22 | 10,605.47 | 0 | 0 | (3,770,612) | 3,770,612 | 0 |
| 45 Nassau | (784,968) | 105,939,156 | 13,104.64 | 8,084.10 | (58) | (764,394) | (20,574) | 3,017,575 | 2,997,001 |
| 46 Okaloosa | 0 | 271,065,682 | 33,381.04 | 8,120.35 | 0 | 0 | 0 | 0 | 0 |
| 47 Okeechobee | 0 | 53,002,822 | 6,553.43 | 8,087.80 | 0 | 0 | 0 | 642,009 | 642,009 |
| 48 Orange | 0 | 1,741,413,345 | 214,553.60 | 8,116.45 | 0 | 0 | 0 | 0 | 0 |
| 49 Osceola | 0 | 618,590,161 | 78,752.26 | 7,854.89 | 0 | 0 | 0 | 0 | 0 |
| 50 Palm Beach | 0 | 1,680,235,959 | 194,563.49 | 8,635.93 | 0 | 0 | 0 | 0 | 0 |
| 51 Pasco | 0 | 684,423,989 | 85,550.75 | 8,000.21 | 0 | 0 | 0 | 0 | 0 |
| 52 Pinellas | 0 | 798,216,260 | 95,991.09 | 8,315.52 | 0 | 0 | 0 | 0 | 0 |
| 53 Polk | 0 | 918,773,119 | 116,184.44 | 7,907.88 | 0 | 0 | 0 | 0 | 0 |
| 54 Putnam | 0 | 84,044,815 | 10,362.25 | 8,110.67 | 0 | 0 | 0 | 3,547,521 | 3,547,521 |
| 55 St. Johns | 0 | 405,649,680 | 50,198.06 | 8,080.98 | 0 | 0 | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 372,756,233 | 46,381.29 | 8,036.78 | 0 | 0 | 0 | 0 | 0 |
| 57 Santa Rosa | 0 | 246,922,119 | 31,175.15 | 7,920.48 | 0 | 0 | 0 | 0 | 0 |
| 58 Sarasota | 0 | 410,484,023 | 45,637.78 | 8,994.39 | 0 | 0 | 0 | 0 | 0 |
| 59 Seminole | 0 | 552,754,256 | 69,901.86 | 7,907.58 | 0 | 0 | 0 | 0 | 0 |
| 60 Sumter | (1,926,293) | 78,644,189 | 9,126.05 | 8,617.55 | 0 | 0 | (1,926,293) | 1,926,293 | 0 |
| 61 Suwannee | 0 | 48,599,386 | 6,295.41 | 7,719.81 | 0 | 0 | 0 | 2,420,251 | 2,420,251 |
| 62 Taylor | 0 | 22,358,837 | 2,658.49 | 8,410.35 | 0 | 0 | 0 | 1,300,638 | 1,300,638 |
| 63 Union | 0 | 19,185,354 | 2,290.27 | 8,376.90 | 0 | 0 | 0 | 1,257,491 | 1,257,491 |
| 64 Volusia | 0 | 515,976,971 | 65,663.77 | 7,857.86 | 0 | 0 | 0 | 0 | 0 |
| 65 Wakulla | 0 | 41,366,194 | 5,184.76 | 7,978.42 | 0 | 0 | 0 | 762,896 | 762,896 |
| 66 Walton | (3,365,300) | 103,406,184 | 11,400.62 | 9,070.22 | 0 | 0 | (3,365,300) | 3,365,300 | 0 |
| 67 Washington | 0 | 28,796,514 | 3,345.91 | 8,606.48 | 0 | 0 | 0 | 2,432,988 | 2,432,988 |
| 69 FAMU Lab School | 0 | 5,486,880 | 612.80 | 8,953.79 | 0 | 0 | 0 | 547,178 | 547,178 |
| 70 FAU - Palm Beach | (372,311) | 11,338,062 | 1,301.15 | 8,713.88 | 0 | 0 | (372,311) | 1,010,514 | 638,203 |
| 71 FAU - St. Lucie | 0 | 11,286,411 | 1,457.32 | 7,744.63 | 0 | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 6,501,652 | 706.84 | 9,198.19 | 0 | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 14,475,686 | 1,789.79 | 8,087.92 | 0 | 0 | 0 | 1,178,235 | 1,178,235 |
| 74 UF Lab School | 0 | 10,566,491 | 1,231.96 | 8,576.98 | 0 | 0 | 0 | 1,007,113 | 1,007,113 |
| 75 Virtual School | 0 | 298,079,937 | 50,922.08 | 5,853.65 | 0 | 0 | 0 | 0 | 0 |

State (16,223,500) 24,292,655,244 2,983,465 8,142.43 (4,069,932) (14,986,945) 77,456,257 62,469,312

2022-23 FEFP Conference Calculation
State-Funded Discretionary Contribution

| District | 2022-23 | Potential | Potential | Per FTE | Total Discretionary Contribution ¹ |
|----------------------|----------------|----------------------------|-------------------|-------------------------------|---|
| | Unweighted FTE | Discretionary Local Effort | 0.748 DLE Per FTE | Amount in Lab School District | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 30,172.37 | 14,735,270 | 488.37 | 0.00 | 0 |
| 2 Baker | 4,837.86 | 964,779 | 199.42 | 0.00 | 0 |
| 3 Bay | 26,279.15 | 16,318,589 | 620.97 | 0.00 | 0 |
| 4 Bradford | 2,963.82 | 908,876 | 306.66 | 0.00 | 0 |
| 5 Brevard | 75,349.51 | 40,514,358 | 537.69 | 0.00 | 0 |
| 6 Broward | 263,621.47 | 182,173,914 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 2,085.53 | 373,034 | 178.87 | 0.00 | 0 |
| 8 Charlotte | 16,776.84 | 17,743,037 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 15,955.44 | 9,397,281 | 588.97 | 0.00 | 0 |
| 10 Clay | 39,517.35 | 10,939,821 | 276.84 | 0.00 | 0 |
| 11 Collier | 48,534.91 | 86,608,362 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 10,373.91 | 2,692,013 | 259.50 | 0.00 | 0 |
| 13 Dade | 350,795.41 | 278,778,855 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 4,590.74 | 1,650,133 | 359.45 | 0.00 | 0 |
| 15 Dixie | 2,174.07 | 482,582 | 221.97 | 0.00 | 0 |
| 16 Duval | 134,868.07 | 66,490,821 | 493.01 | 0.00 | 0 |
| 17 Escambia | 39,163.04 | 17,961,737 | 458.64 | 0.00 | 0 |
| 18 Flagler | 13,669.98 | 9,289,520 | 679.56 | 0.00 | 0 |
| 19 Franklin | 1,177.38 | 1,969,478 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 4,682.44 | 1,358,183 | 290.06 | 0.00 | 0 |
| 21 Gilchrist | 2,857.08 | 807,278 | 282.55 | 0.00 | 0 |
| 22 Glades | 1,706.83 | 637,253 | 373.35 | 0.00 | 0 |
| 23 Gulf | 1,882.38 | 1,748,720 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,649.37 | 793,930 | 481.35 | 0.00 | 0 |
| 25 Hardee | 4,926.93 | 1,457,699 | 295.86 | 0.00 | 0 |
| 26 Hendry | 13,771.40 | 2,259,379 | 164.06 | 0.00 | 0 |
| 27 Hernando | 25,661.77 | 9,476,372 | 369.28 | 0.00 | 0 |
| 28 Highlands | 12,735.17 | 4,873,479 | 382.68 | 0.00 | 0 |
| 29 Hillsborough | 229,392.45 | 103,030,425 | 449.14 | 0.00 | 0 |
| 30 Holmes | 3,159.29 | 421,374 | 133.38 | 0.00 | 0 |
| 31 Indian River | 17,315.61 | 17,144,707 | 990.13 | 0.00 | 0 |
| 32 Jackson | 5,740.81 | 1,439,084 | 250.68 | 0.00 | 0 |
| 33 Jefferson | 794.98 | 596,750 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 1,157.91 | 238,598 | 206.06 | 0.00 | 0 |
| 35 Lake | 48,736.76 | 22,493,563 | 461.53 | 0.00 | 0 |
| 36 Lee | 99,908.05 | 83,012,090 | 830.88 | 0.00 | 0 |
| 37 Leon | 33,875.42 | 15,932,142 | 470.32 | 0.00 | 0 |
| 38 Levy | 5,687.12 | 1,957,449 | 344.19 | 0.00 | 0 |
| 39 Liberty | 1,291.55 | 260,916 | 202.02 | 0.00 | 0 |
| 40 Madison | 2,422.76 | 660,829 | 272.76 | 0.00 | 0 |
| 41 Manatee | 51,737.07 | 37,501,964 | 724.86 | 0.00 | 0 |
| 42 Marion | 45,361.88 | 19,094,143 | 420.93 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 19,978,445 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 8,817.22 | 24,854,823 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 13,104.64 | 9,237,757 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 33,381.04 | 17,532,438 | 525.22 | 0.00 | 0 |
| 47 Okeechobee | 6,553.43 | 2,922,396 | 445.93 | 0.00 | 0 |
| 48 Orange | 214,553.60 | 132,836,299 | 619.13 | 0.00 | 0 |
| 49 Osceola | 78,752.26 | 28,465,158 | 361.45 | 0.00 | 0 |
| 50 Palm Beach | 194,563.49 | 181,169,933 | 931.16 | 0.00 | 0 |
| 51 Pasco | 85,550.75 | 30,157,234 | 352.51 | 0.00 | 0 |
| 52 Pinellas | 95,991.09 | 82,149,735 | 855.81 | 0.00 | 0 |
| 53 Polk | 116,184.44 | 37,995,699 | 327.03 | 0.00 | 0 |
| 54 Putnam | 10,362.25 | 4,005,957 | 386.59 | 0.00 | 0 |
| 55 St. Johns | 50,198.06 | 28,801,434 | 573.76 | 0.00 | 0 |
| 56 St. Lucie | 46,381.29 | 22,816,299 | 491.93 | 0.00 | 0 |
| 57 Santa Rosa | 31,175.15 | 10,546,853 | 338.31 | 0.00 | 0 |
| 58 Sarasota | 45,637.78 | 58,414,596 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 69,901.86 | 32,608,735 | 466.49 | 0.00 | 0 |
| 60 Sumter | 9,126.05 | 13,063,337 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 6,295.41 | 1,729,416 | 274.71 | 0.00 | 0 |
| 62 Taylor | 2,658.49 | 1,329,835 | 500.22 | 0.00 | 0 |
| 63 Union | 2,290.27 | 246,079 | 107.45 | 0.00 | 0 |
| 64 Volusia | 65,663.77 | 37,001,732 | 563.50 | 0.00 | 0 |
| 65 Wakulla | 5,184.76 | 1,289,818 | 248.77 | 0.00 | 0 |
| 66 Walton | 11,400.62 | 20,839,803 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 3,345.91 | 839,300 | 250.84 | 0.00 | 0 |
| 69 FAMU Lab School | 612.80 | 0 | 0.00 | 470.32 | 288,212 |
| 70 FAU - Palm Beach | 1,301.15 | 0 | 0.00 | 931.16 | 1,211,579 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0.00 | 491.93 | 716,899 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0.00 | 691.04 | 488,455 |
| 73 FSU Lab - Leon | 1,789.79 | 0 | 0.00 | 470.32 | 841,774 |
| 74 UF Lab School | 1,231.96 | 0 | 0.00 | 488.37 | 601,652 |
| 75 Virtual School | 50,922.08 | 0 | 0.00 | 632.83 | 32,225,020 |
| State | 2,983,464.64 | 1,888,021,898 | 632.83 | 4,175.97 | 36,373,591 |

1. Discretionary funds per unweighted FTE for school district in which laboratory school district is located x unweighted FTE for laboratory school district. The statewide average discretionary funds per unweighted FTE is used for the Florida Virtual School.

2022-23 FEFP Conference Calculation
Student Transportation Allocation

| District | Adjusted ESE Allocation Factor | ESE Transportation Allocation | Adjusted Base Allocation Factor | Base Transportation Allocation | Total Transportation Allocation |
|----------------------|--------------------------------|-------------------------------|---------------------------------|--------------------------------|---------------------------------|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 522.62 | 524,710 | 6,787.40 | 4,074,344 | 4,599,054 |
| 2 Baker | 130.74 | 131,263 | 2,786.96 | 1,672,958 | 1,804,221 |
| 3 Bay | 642.01 | 644,578 | 6,101.66 | 3,662,707 | 4,307,285 |
| 4 Bradford | 65.35 | 65,611 | 1,139.45 | 683,990 | 749,601 |
| 5 Brevard | 1,253.88 | 1,258,896 | 19,014.16 | 11,413,829 | 12,672,725 |
| 6 Broward | 1,855.64 | 1,863,063 | 51,473.53 | 30,898,555 | 32,761,618 |
| 7 Calhoun | 45.45 | 45,632 | 685.70 | 411,612 | 457,244 |
| 8 Charlotte | 849.35 | 852,747 | 5,405.34 | 3,244,720 | 4,097,467 |
| 9 Citrus | 214.75 | 215,609 | 7,765.09 | 4,661,232 | 4,876,841 |
| 10 Clay | 1,491.69 | 1,497,657 | 11,636.51 | 6,985,170 | 8,482,827 |
| 11 Collier | 972.90 | 976,792 | 14,547.38 | 8,732,508 | 9,709,300 |
| 12 Columbia | 265.63 | 266,693 | 3,451.74 | 2,072,012 | 2,338,705 |
| 13 Dade | 5,835.09 | 5,858,430 | 26,636.83 | 15,989,569 | 21,847,999 |
| 14 DeSoto | 186.59 | 187,336 | 1,065.72 | 639,731 | 827,067 |
| 15 Dixie | 26.62 | 26,726 | 886.77 | 532,311 | 559,037 |
| 16 Duval | 4,137.55 | 4,154,100 | 26,606.27 | 15,971,224 | 20,125,324 |
| 17 Escambia | 1,085.96 | 1,090,304 | 13,502.17 | 8,105,089 | 9,195,393 |
| 18 Flagler | 306.58 | 307,806 | 4,358.16 | 2,616,118 | 2,923,924 |
| 19 Franklin | 1.54 | 1,546 | 536.11 | 321,816 | 323,362 |
| 20 Gadsden | 211.96 | 212,808 | 2,271.66 | 1,363,633 | 1,576,441 |
| 21 Gilchrist | 15.34 | 15,401 | 897.35 | 538,662 | 554,063 |
| 22 Glades | 1.68 | 1,687 | 427.05 | 256,350 | 258,037 |
| 23 Gulf | 26.05 | 26,154 | 636.86 | 382,295 | 408,449 |
| 24 Hamilton | 29.57 | 29,688 | 946.04 | 567,889 | 597,577 |
| 25 Hardee | 101.48 | 101,886 | 2,016.92 | 1,210,718 | 1,312,604 |
| 26 Hendry | 136.77 | 137,317 | 2,696.32 | 1,618,548 | 1,755,865 |
| 27 Hernando | 167.60 | 168,270 | 8,934.74 | 5,363,350 | 5,531,620 |
| 28 Highlands | 479.69 | 481,609 | 4,619.79 | 2,773,170 | 3,254,779 |
| 29 Hillsborough | 4,626.93 | 4,645,438 | 54,075.48 | 32,460,454 | 37,105,892 |
| 30 Holmes | 3.17 | 3,183 | 1,258.08 | 755,201 | 758,384 |
| 31 Indian River | 389.40 | 390,958 | 4,060.66 | 2,437,535 | 2,828,493 |
| 32 Jackson | 300.55 | 301,752 | 2,634.13 | 1,581,217 | 1,882,969 |
| 33 Jefferson | 9.25 | 9,287 | 575.53 | 345,479 | 354,766 |
| 34 Lafayette | 0.00 | 0 | 387.06 | 232,345 | 232,345 |
| 35 Lake | 1,376.26 | 1,381,765 | 14,290.13 | 8,578,086 | 9,959,851 |
| 36 Lee | 2,935.68 | 2,947,423 | 42,843.66 | 25,718,212 | 28,665,635 |
| 37 Leon | 547.78 | 549,971 | 7,111.90 | 4,269,135 | 4,819,106 |
| 38 Levy | 187.87 | 188,621 | 2,155.18 | 1,293,712 | 1,482,333 |
| 39 Liberty | 50.44 | 50,642 | 386.90 | 232,248 | 282,890 |
| 40 Madison | 48.53 | 48,724 | 871.71 | 523,270 | 571,994 |
| 41 Manatee | 646.03 | 648,614 | 13,095.56 | 7,861,009 | 8,509,623 |
| 42 Marion | 1,965.39 | 1,973,252 | 17,129.53 | 10,282,522 | 12,255,774 |
| 43 Martin | 223.67 | 224,565 | 5,955.40 | 3,574,910 | 3,799,475 |
| 44 Monroe | 124.81 | 125,309 | 1,865.51 | 1,119,829 | 1,245,138 |
| 45 Nassau | 354.30 | 355,717 | 5,658.15 | 3,396,477 | 3,752,194 |
| 46 Okaloosa | 1,171.26 | 1,175,945 | 10,676.04 | 6,408,618 | 7,584,563 |
| 47 Okeechobee | 134.73 | 135,269 | 2,850.65 | 1,711,189 | 1,846,458 |
| 48 Orange | 2,425.65 | 2,435,353 | 53,575.22 | 32,160,158 | 34,595,511 |
| 49 Osceola | 2,251.85 | 2,260,857 | 25,732.43 | 15,446,675 | 17,707,532 |
| 50 Palm Beach | 5,061.81 | 5,082,057 | 41,573.97 | 24,956,042 | 30,038,099 |
| 51 Pasco | 2,198.65 | 2,207,445 | 29,042.75 | 17,433,796 | 19,641,241 |
| 52 Pinellas | 2,280.39 | 2,289,512 | 19,707.34 | 11,829,931 | 14,119,443 |
| 53 Polk | 3,640.20 | 3,654,761 | 43,673.91 | 26,216,595 | 29,871,356 |
| 54 Putnam | 282.31 | 283,439 | 3,903.01 | 2,342,901 | 2,626,340 |
| 55 St. Johns | 953.71 | 957,525 | 20,665.68 | 12,405,204 | 13,362,729 |
| 56 St. Lucie | 1,509.55 | 1,515,588 | 16,076.79 | 9,650,583 | 11,166,171 |
| 57 Santa Rosa | 993.48 | 997,454 | 12,369.23 | 7,425,007 | 8,422,461 |
| 58 Sarasota | 948.41 | 952,204 | 13,102.22 | 7,865,007 | 8,817,211 |
| 59 Seminole | 372.03 | 373,518 | 24,931.73 | 14,966,031 | 15,339,549 |
| 60 Sumter | 155.32 | 155,941 | 2,045.89 | 1,228,108 | 1,384,049 |
| 61 Suwannee | 126.47 | 126,976 | 2,279.19 | 1,368,153 | 1,495,129 |
| 62 Taylor | 88.42 | 88,774 | 1,165.75 | 699,777 | 788,551 |
| 63 Union | 19.70 | 19,779 | 1,086.93 | 652,463 | 672,242 |
| 64 Volusia | 1,116.27 | 1,120,735 | 20,050.03 | 12,035,641 | 13,156,376 |
| 65 Wakulla | 222.11 | 222,998 | 2,650.59 | 1,591,097 | 1,814,095 |
| 66 Walton | 275.31 | 276,411 | 4,733.49 | 2,841,422 | 3,117,833 |
| 67 Washington | 90.75 | 91,113 | 1,558.84 | 935,741 | 1,026,854 |
| 69 FAMU Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0 | 0.00 | 0 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0 | 0.00 | 0 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0 | 0.00 | 0 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0 | 0.00 | 0 | 0 |
| 74 UF Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 75 Virtual School | 0.00 | 0 | 0.00 | 0 | 0 |
| State | 61,168.52 | 61,413,194 | 755,639.93 | 453,595,890 | 515,009,084 |

2022-23 FEFP Conference Calculation
Supplemental Academic Instruction (SAI)

| District | 2021-22 | 2021-22 | 2021-22 | 2022-23 | | Workload Adjustment | Supplemental Academic Instruction Allocation |
|----------------------|----------------|----------------|---------------|---------------------------|---------------|---------------------|--|
| | SAI Allocation | Unweighted FTE | Funds Per FTE | Nonvirtual Unweighted FTE | Change in FTE | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 8,171,196 | 29,368.47 | 278.23 | 29,510.37 | 141.90 | 35,428 | 8,206,624 |
| 2 Baker | 1,741,604 | 4,854.76 | 358.74 | 4,836.27 | (18.49) | (6,633) | 1,734,971 |
| 3 Bay | 7,190,294 | 25,834.14 | 278.33 | 25,972.94 | 138.80 | 34,654 | 7,224,948 |
| 4 Bradford | 878,280 | 2,879.94 | 304.96 | 2,927.36 | 47.42 | 11,839 | 890,119 |
| 5 Brevard | 19,856,675 | 73,759.06 | 269.21 | 74,351.82 | 592.76 | 147,994 | 20,004,669 |
| 6 Broward | 57,174,939 | 262,289.18 | 217.98 | 262,581.95 | 292.77 | 73,096 | 57,248,035 |
| 7 Calhoun | 461,477 | 2,072.30 | 222.69 | 2,003.00 | (69.30) | (15,432) | 446,045 |
| 8 Charlotte | 3,627,788 | 16,372.51 | 221.58 | 16,566.51 | 194.00 | 48,436 | 3,676,224 |
| 9 Citrus | 3,403,463 | 15,700.94 | 216.77 | 15,562.88 | (138.06) | (29,927) | 3,373,536 |
| 10 Clay | 9,968,504 | 38,820.59 | 256.78 | 38,712.93 | (107.66) | (27,645) | 9,940,859 |
| 11 Collier | 10,743,919 | 47,478.47 | 226.29 | 48,036.93 | 558.46 | 139,431 | 10,883,350 |
| 12 Columbia | 3,767,681 | 10,143.84 | 371.43 | 10,211.15 | 67.31 | 16,805 | 3,784,486 |
| 13 Dade | 111,981,408 | 340,648.40 | 328.73 | 347,005.06 | 6,356.66 | 1,587,067 | 113,568,475 |
| 14 DeSoto | 1,777,362 | 4,619.49 | 384.75 | 4,525.51 | (93.98) | (36,159) | 1,741,203 |
| 15 Dixie | 466,288 | 2,131.54 | 218.76 | 2,160.33 | 28.79 | 7,188 | 473,476 |
| 16 Duval | 32,737,849 | 132,333.68 | 247.39 | 131,218.85 | (1,114.83) | (275,798) | 32,462,051 |
| 17 Escambia | 10,199,712 | 38,792.75 | 262.93 | 38,805.31 | 12.56 | 3,136 | 10,202,848 |
| 18 Flagler | 2,867,355 | 13,364.38 | 214.55 | 13,434.98 | 70.60 | 17,627 | 2,884,982 |
| 19 Franklin | 256,435 | 1,179.70 | 217.37 | 1,127.52 | (52.18) | (11,342) | 245,093 |
| 20 Gadsden | 1,335,525 | 4,714.60 | 283.27 | 4,646.28 | (68.32) | (19,353) | 1,316,172 |
| 21 Gilchrist | 607,451 | 2,758.82 | 220.19 | 2,804.13 | 45.31 | 11,313 | 618,764 |
| 22 Glades | 415,568 | 1,713.49 | 242.53 | 1,694.34 | (19.15) | (4,644) | 410,924 |
| 23 Gulf | 383,156 | 1,903.11 | 201.33 | 1,865.59 | (37.52) | (7,554) | 375,602 |
| 24 Hamilton | 351,285 | 1,637.35 | 214.54 | 1,602.43 | (34.92) | (7,492) | 343,793 |
| 25 Hardee | 1,072,173 | 4,939.10 | 217.08 | 4,882.15 | (56.95) | (12,363) | 1,059,810 |
| 26 Hendry | 3,362,670 | 13,326.22 | 252.33 | 7,388.14 | (5,938.08) | (1,498,356) | 1,864,314 |
| 27 Hernando | 5,741,007 | 24,336.31 | 235.90 | 25,161.48 | 825.17 | 206,020 | 5,947,027 |
| 28 Highlands | 2,512,919 | 12,530.86 | 200.54 | 12,377.32 | (153.54) | (30,791) | 2,482,128 |
| 29 Hillsborough | 51,568,767 | 223,611.75 | 230.62 | 222,510.66 | (1,101.09) | (253,933) | 51,314,834 |
| 30 Holmes | 666,177 | 3,079.98 | 216.29 | 3,084.59 | 4.61 | 1,151 | 667,328 |
| 31 Indian River | 3,745,737 | 17,219.39 | 217.53 | 17,175.29 | (44.10) | (9,593) | 3,736,144 |
| 32 Jackson | 1,151,912 | 5,823.47 | 197.81 | 5,670.54 | (152.93) | (30,251) | 1,121,661 |
| 33 Jefferson | 301,820 | 755.75 | 399.36 | 788.62 | 32.87 | 8,207 | 310,027 |
| 34 Lafayette | 197,569 | 1,151.79 | 171.53 | 1,155.09 | 3.30 | 824 | 198,393 |
| 35 Lake | 10,742,367 | 46,707.55 | 229.99 | 47,906.37 | 1,198.82 | 299,309 | 11,041,676 |
| 36 Lee | 22,912,406 | 97,209.16 | 235.70 | 98,852.70 | 1,643.54 | 410,343 | 23,322,749 |
| 37 Leon | 9,398,779 | 33,172.17 | 283.33 | 33,276.27 | 104.10 | 25,991 | 9,424,770 |
| 38 Levy | 1,280,788 | 5,605.42 | 228.49 | 5,627.81 | 22.39 | 5,590 | 1,286,378 |
| 39 Liberty | 262,434 | 1,270.09 | 206.63 | 1,279.50 | 9.41 | 2,349 | 264,783 |
| 40 Madison | 635,174 | 2,388.67 | 265.91 | 2,411.54 | 22.87 | 5,710 | 640,884 |
| 41 Manatee | 12,555,282 | 50,645.04 | 247.91 | 51,559.42 | 914.38 | 228,293 | 12,783,575 |
| 42 Marion | 13,096,487 | 44,274.12 | 295.80 | 44,547.99 | 273.87 | 68,377 | 13,164,864 |
| 43 Martin | 4,011,068 | 18,543.82 | 216.30 | 19,007.19 | 463.37 | 115,690 | 4,126,758 |
| 44 Monroe | 1,874,591 | 8,616.34 | 217.56 | 8,761.71 | 145.37 | 36,295 | 1,910,886 |
| 45 Nassau | 2,773,121 | 12,657.79 | 219.08 | 12,911.44 | 253.65 | 63,329 | 2,836,450 |
| 46 Okaloosa | 8,893,129 | 32,591.86 | 272.86 | 32,699.64 | 107.78 | 26,909 | 8,920,038 |
| 47 Okeechobee | 1,966,685 | 6,319.08 | 311.23 | 6,420.06 | 100.98 | 25,212 | 1,991,897 |
| 48 Orange | 48,556,320 | 209,157.20 | 232.15 | 209,817.19 | 659.99 | 164,780 | 48,721,100 |
| 49 Osceola | 16,392,595 | 75,055.39 | 218.41 | 77,009.79 | 1,954.40 | 487,955 | 16,880,550 |
| 50 Palm Beach | 42,067,191 | 190,767.03 | 220.52 | 193,837.37 | 3,070.34 | 766,572 | 42,833,763 |
| 51 Pasco | 21,559,068 | 81,675.00 | 263.96 | 83,209.46 | 1,534.46 | 383,109 | 21,942,177 |
| 52 Pinellas | 22,744,532 | 96,332.15 | 236.11 | 95,445.41 | (886.74) | (209,368) | 22,535,164 |
| 53 Polk | 28,372,217 | 112,267.81 | 252.72 | 115,080.50 | 2,812.69 | 702,244 | 29,074,461 |
| 54 Putnam | 2,959,196 | 10,232.43 | 289.20 | 10,248.07 | 15.64 | 3,905 | 2,963,101 |
| 55 St. Johns | 9,548,917 | 47,700.35 | 200.19 | 49,342.84 | 1,642.49 | 410,080 | 9,958,997 |
| 56 St. Lucie | 10,876,329 | 44,393.99 | 245.00 | 45,927.27 | 1,533.28 | 382,814 | 11,259,143 |
| 57 Santa Rosa | 8,465,810 | 30,370.21 | 278.75 | 29,487.40 | (882.81) | (246,083) | 8,219,727 |
| 58 Sarasota | 9,061,801 | 44,707.01 | 202.69 | 45,431.21 | 724.20 | 180,811 | 9,242,612 |
| 59 Seminole | 15,997,700 | 67,605.38 | 236.63 | 67,936.38 | 331.00 | 82,641 | 16,080,341 |
| 60 Sumter | 1,800,879 | 8,900.78 | 202.33 | 9,054.22 | 153.44 | 38,309 | 1,839,188 |
| 61 Suwannee | 1,273,813 | 6,092.34 | 209.08 | 6,085.37 | (6.97) | (1,457) | 1,272,356 |
| 62 Taylor | 573,487 | 2,649.23 | 216.47 | 2,635.11 | (14.12) | (3,057) | 570,430 |
| 63 Union | 499,180 | 2,272.40 | 219.67 | 2,290.27 | 17.87 | 4,462 | 503,642 |
| 64 Volusia | 16,926,696 | 63,837.23 | 265.15 | 63,698.14 | (139.09) | (36,880) | 16,889,816 |
| 65 Wakulla | 938,381 | 5,071.75 | 185.02 | 5,183.46 | 111.71 | 27,891 | 966,272 |
| 66 Walton | 2,239,944 | 11,008.56 | 203.47 | 11,297.35 | 288.79 | 72,102 | 2,312,046 |
| 67 Washington | 930,595 | 3,292.95 | 282.60 | 3,309.53 | 16.58 | 4,140 | 934,735 |
| 69 FAMU Lab School | 322,956 | 612.80 | 527.02 | 612.80 | 0.00 | 0 | 322,956 |
| 70 FAU - Palm Beach | 329,430 | 1,289.62 | 255.45 | 1,301.15 | 11.53 | 2,879 | 332,309 |
| 71 FAU - St. Lucie | 415,759 | 1,426.55 | 291.44 | 1,457.32 | 30.77 | 7,682 | 423,441 |
| 72 FSU Lab - Broward | 144,945 | 706.84 | 205.06 | 706.84 | 0.00 | 0 | 144,945 |
| 73 FSU Lab - Leon | 303,748 | 1,789.79 | 169.71 | 1,788.64 | (1.15) | (195) | 303,553 |
| 74 UF Lab School | 314,865 | 1,231.96 | 255.58 | 1,226.46 | (5.50) | (1,406) | 313,459 |
| 75 Virtual School | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| State | 714,704,630 | 2,862,593.99 | 249.67 | 2,881,039.51 | 18,445.52 | 4,610,277 | 719,314,907 |

2022-23 FEFP Conference Calculation
Teacher Salary Increase Allocation

| District | 2022-23 Base Funding | \$550 Million Recurring Funds for Maintaining 2021-22 Increases | Additional \$250 Million for 2022-23 Increases | 50% for Classroom Teacher Minimum Base Salary | 50% for Instructional Personnel | Total Teacher Salary Increase Allocation |
|----------------------|----------------------|---|--|---|---------------------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 146,967,455 | 5,374,905 | 2,443,138 | 1,221,569 | 1,221,569 | 7,818,043 |
| 2 Baker | 22,976,483 | 840,298 | 381,953 | 190,977 | 190,976 | 1,222,251 |
| 3 Bay | 134,304,069 | 4,911,778 | 2,232,627 | 1,116,313 | 1,116,314 | 7,144,405 |
| 4 Bradford | 13,846,821 | 506,407 | 230,185 | 115,093 | 115,092 | 736,592 |
| 5 Brevard | 376,958,979 | 13,786,172 | 6,266,442 | 3,133,221 | 3,133,221 | 20,052,614 |
| 6 Broward | 1,362,083,792 | 49,814,230 | 22,642,832 | 11,321,416 | 11,321,416 | 72,457,062 |
| 7 Calhoun | 9,693,176 | 354,500 | 161,136 | 80,568 | 80,568 | 515,636 |
| 8 Charlotte | 83,714,592 | 3,061,616 | 1,391,644 | 695,822 | 695,822 | 4,453,260 |
| 9 Citrus | 74,194,645 | 2,713,452 | 1,233,387 | 616,694 | 616,693 | 3,946,839 |
| 10 Clay | 192,154,171 | 7,027,477 | 3,194,308 | 1,597,154 | 1,597,154 | 10,221,785 |
| 11 Collier | 263,324,424 | 9,630,320 | 4,377,418 | 2,188,709 | 2,188,709 | 14,007,738 |
| 12 Columbia | 47,778,408 | 1,747,356 | 794,252 | 397,126 | 397,126 | 2,541,608 |
| 13 Dade | 1,793,434,931 | 65,589,635 | 29,813,471 | 14,906,735 | 14,906,736 | 95,403,106 |
| 14 DeSoto | 21,537,015 | 787,653 | 358,024 | 179,012 | 179,012 | 1,145,677 |
| 15 Dixie | 9,992,164 | 365,434 | 166,106 | 83,053 | 83,053 | 531,540 |
| 16 Duval | 677,651,168 | 24,783,109 | 11,265,049 | 5,632,525 | 5,632,524 | 36,048,158 |
| 17 Escambia | 190,308,061 | 6,959,961 | 3,163,618 | 1,581,809 | 1,581,809 | 10,123,579 |
| 18 Flagler | 64,740,870 | 2,367,708 | 1,076,231 | 538,115 | 538,116 | 3,443,939 |
| 19 Franklin | 5,441,822 | 199,019 | 90,463 | 45,232 | 45,231 | 289,482 |
| 20 Gadsden | 21,910,491 | 801,312 | 364,233 | 182,116 | 182,117 | 1,165,545 |
| 21 Gilchrist | 13,903,517 | 508,480 | 231,127 | 115,564 | 115,563 | 739,607 |
| 22 Glades | 8,092,734 | 295,968 | 134,531 | 67,266 | 67,265 | 430,499 |
| 23 Gulf | 8,933,807 | 326,728 | 148,513 | 74,256 | 74,257 | 475,241 |
| 24 Hamilton | 7,421,975 | 271,437 | 123,380 | 61,690 | 61,690 | 394,817 |
| 25 Hardee | 23,135,615 | 846,117 | 384,599 | 192,299 | 192,300 | 1,230,716 |
| 26 Hendry | 65,921,920 | 2,410,901 | 1,095,864 | 547,932 | 547,932 | 3,506,765 |
| 27 Hernando | 123,473,935 | 4,515,698 | 2,052,590 | 1,026,295 | 1,026,295 | 6,568,288 |
| 28 Highlands | 59,379,401 | 2,171,628 | 987,104 | 493,552 | 493,552 | 3,158,732 |
| 29 Hillsborough | 1,166,361,669 | 42,656,266 | 19,389,212 | 9,694,606 | 9,694,606 | 62,045,478 |
| 30 Holmes | 14,151,393 | 517,546 | 235,248 | 117,624 | 117,624 | 752,794 |
| 31 Indian River | 86,343,214 | 3,157,750 | 1,435,341 | 717,671 | 717,670 | 4,593,091 |
| 32 Jackson | 26,759,741 | 978,659 | 444,845 | 222,423 | 222,422 | 1,423,504 |
| 33 Jefferson | 3,715,497 | 135,883 | 61,765 | 30,883 | 30,882 | 197,648 |
| 34 Lafayette | 5,429,427 | 198,565 | 90,257 | 45,129 | 45,128 | 288,822 |
| 35 Lake | 235,471,819 | 8,611,693 | 3,914,406 | 1,957,203 | 1,957,203 | 12,526,099 |
| 36 Lee | 513,761,077 | 18,789,308 | 8,540,595 | 4,270,297 | 4,270,298 | 27,329,903 |
| 37 Leon | 163,581,498 | 5,982,515 | 2,719,325 | 1,359,662 | 1,359,663 | 8,701,840 |
| 38 Levy | 27,015,845 | 988,026 | 449,102 | 224,551 | 224,551 | 1,437,128 |
| 39 Liberty | 6,213,522 | 227,241 | 103,292 | 51,646 | 51,646 | 330,533 |
| 40 Madison | 10,870,575 | 397,559 | 180,709 | 90,354 | 90,355 | 578,268 |
| 41 Manatee | 255,826,130 | 9,356,092 | 4,252,769 | 2,126,385 | 2,126,384 | 13,608,861 |
| 42 Marion | 219,548,611 | 8,029,348 | 3,649,704 | 1,824,852 | 1,824,852 | 11,679,052 |
| 43 Martin | 99,158,219 | 3,626,422 | 1,648,374 | 824,187 | 824,187 | 5,274,796 |
| 44 Monroe | 46,414,546 | 1,697,476 | 771,580 | 385,790 | 385,790 | 2,469,056 |
| 45 Nassau | 63,966,889 | 2,339,402 | 1,063,364 | 531,682 | 531,682 | 3,402,766 |
| 46 Okaloosa | 165,509,194 | 6,053,015 | 2,751,370 | 1,375,685 | 1,375,685 | 8,804,385 |
| 47 Okeechobee | 30,908,942 | 1,130,404 | 513,820 | 256,910 | 256,910 | 1,644,224 |
| 48 Orange | 1,119,315,261 | 40,935,681 | 18,607,128 | 9,303,564 | 9,303,564 | 59,542,809 |
| 49 Osceola | 387,024,556 | 14,154,291 | 6,433,769 | 3,216,884 | 3,216,885 | 20,588,060 |
| 50 Palm Beach | 1,044,270,152 | 38,191,126 | 17,359,602 | 8,679,801 | 8,679,801 | 55,550,728 |
| 51 Pasco | 424,558,398 | 15,526,981 | 7,057,719 | 3,528,859 | 3,528,860 | 22,584,700 |
| 52 Pinellas | 486,803,700 | 17,803,421 | 8,092,464 | 4,046,232 | 4,046,232 | 25,895,885 |
| 53 Polk | 559,405,532 | 20,458,621 | 9,299,373 | 4,649,687 | 4,649,686 | 29,757,994 |
| 54 Putnam | 48,378,171 | 1,769,290 | 804,223 | 402,111 | 402,112 | 2,573,513 |
| 55 St. Johns | 256,117,183 | 9,366,737 | 4,257,608 | 2,128,804 | 2,128,804 | 13,624,345 |
| 56 St. Lucie | 228,297,891 | 8,349,327 | 3,795,149 | 1,897,574 | 1,897,575 | 12,144,476 |
| 57 Santa Rosa | 151,276,789 | 5,532,506 | 2,514,775 | 1,257,388 | 1,257,387 | 8,047,281 |
| 58 Sarasota | 238,407,125 | 8,719,043 | 3,963,201 | 1,981,601 | 1,981,600 | 12,682,244 |
| 59 Seminole | 346,577,851 | 12,675,071 | 5,761,396 | 2,880,698 | 2,880,698 | 18,436,467 |
| 60 Sumter | 44,461,131 | 1,626,036 | 739,107 | 369,554 | 369,553 | 2,365,143 |
| 61 Suwannee | 28,289,323 | 1,034,599 | 470,272 | 235,136 | 235,136 | 1,504,871 |
| 62 Taylor | 12,527,106 | 458,142 | 208,246 | 104,123 | 104,123 | 666,388 |
| 63 Union | 10,692,986 | 391,065 | 177,757 | 88,878 | 88,879 | 568,822 |
| 64 Volusia | 316,907,163 | 11,589,952 | 5,268,160 | 2,634,080 | 2,634,080 | 16,858,112 |
| 65 Wakulla | 24,347,362 | 890,434 | 404,743 | 202,371 | 202,372 | 1,295,177 |
| 66 Walton | 55,400,057 | 2,026,095 | 920,952 | 460,476 | 460,476 | 2,947,047 |
| 67 Washington | 15,993,988 | 584,933 | 265,879 | 132,939 | 132,940 | 850,812 |
| 69 FAMU Lab School | 2,832,814 | 103,602 | 47,092 | 23,546 | 23,546 | 150,694 |
| 70 FAU - Palm Beach | 6,380,974 | 233,365 | 106,075 | 53,038 | 53,037 | 339,440 |
| 71 FAU - St. Lucie | 7,016,124 | 256,594 | 116,634 | 58,317 | 58,317 | 373,228 |
| 72 FSU Lab - Broward | 4,103,781 | 150,084 | 68,220 | 34,110 | 34,110 | 218,304 |
| 73 FSU Lab - Leon | 8,464,115 | 309,550 | 140,705 | 70,352 | 70,353 | 450,255 |
| 74 UF Lab School | 5,808,618 | 212,433 | 96,561 | 48,280 | 48,281 | 308,994 |
| 75 Virtual School | 240,854,602 | 8,808,552 | 4,003,887 | 2,001,944 | 2,001,943 | 12,812,439 |
| State | 15,038,797,002 | 550,000,000 | 250,000,000 | 125,000,000 | 125,000,000 | 800,000,000 |

2022-23 FEFP Conference Calculation
 Teachers Classroom Supply Assistance Program

| District | 2022-23 Appropriated Nonvirtual UFTE | Teachers Classroom Supply Assistance |
|----------------------|--------------------------------------|--------------------------------------|
| District | -1- | -2- |
| 1 Alachua | 29,510.37 | 554,588 |
| 2 Baker | 4,836.27 | 90,888 |
| 3 Bay | 25,972.94 | 488,109 |
| 4 Bradford | 2,927.36 | 55,014 |
| 5 Brevard | 74,351.82 | 1,397,294 |
| 6 Broward | 262,581.95 | 4,934,703 |
| 7 Calhoun | 2,003.00 | 37,642 |
| 8 Charlotte | 16,566.51 | 311,334 |
| 9 Citrus | 15,562.88 | 292,473 |
| 10 Clay | 38,712.93 | 727,532 |
| 11 Collier | 48,036.93 | 902,758 |
| 12 Columbia | 10,211.15 | 191,898 |
| 13 Dade | 347,005.06 | 6,521,266 |
| 14 DeSoto | 4,525.51 | 85,048 |
| 15 Dixie | 2,160.33 | 40,599 |
| 16 Duval | 131,218.85 | 2,465,996 |
| 17 Escambia | 38,805.31 | 729,268 |
| 18 Flagler | 13,434.98 | 252,484 |
| 19 Franklin | 1,127.52 | 21,190 |
| 20 Gadsden | 4,646.28 | 87,318 |
| 21 Gilchrist | 2,804.13 | 52,698 |
| 22 Glades | 1,694.34 | 31,842 |
| 23 Gulf | 1,865.59 | 35,060 |
| 24 Hamilton | 1,602.43 | 30,114 |
| 25 Hardee | 4,882.15 | 91,750 |
| 26 Hendry | 7,388.14 | 138,845 |
| 27 Hernando | 25,161.48 | 472,860 |
| 28 Highlands | 12,377.32 | 232,607 |
| 29 Hillsborough | 222,510.66 | 4,181,643 |
| 30 Holmes | 3,084.59 | 57,969 |
| 31 Indian River | 17,175.29 | 322,775 |
| 32 Jackson | 5,670.54 | 106,566 |
| 33 Jefferson | 788.62 | 14,821 |
| 34 Lafayette | 1,155.09 | 21,708 |
| 35 Lake | 47,906.37 | 900,304 |
| 36 Lee | 98,852.70 | 1,857,739 |
| 37 Leon | 33,276.27 | 625,361 |
| 38 Levy | 5,627.81 | 105,763 |
| 39 Liberty | 1,279.50 | 24,046 |
| 40 Madison | 2,411.54 | 45,320 |
| 41 Manatee | 51,559.42 | 968,956 |
| 42 Marion | 44,547.99 | 837,190 |
| 43 Martin | 19,007.19 | 357,202 |
| 44 Monroe | 8,761.71 | 164,659 |
| 45 Nassau | 12,911.44 | 242,645 |
| 46 Okaloosa | 32,699.64 | 614,524 |
| 47 Okeechobee | 6,420.06 | 120,652 |
| 48 Orange | 209,817.19 | 3,943,094 |
| 49 Osceola | 77,009.79 | 1,447,245 |
| 50 Palm Beach | 193,837.37 | 3,642,786 |
| 51 Pasco | 83,209.46 | 1,563,755 |
| 52 Pinellas | 95,445.41 | 1,793,706 |
| 53 Polk | 115,080.50 | 2,162,708 |
| 54 Putnam | 10,248.07 | 192,592 |
| 55 St. Johns | 49,342.84 | 927,300 |
| 56 St. Lucie | 45,927.27 | 863,111 |
| 57 Santa Rosa | 29,487.40 | 554,157 |
| 58 Sarasota | 45,431.21 | 853,789 |
| 59 Seminole | 67,936.38 | 1,276,728 |
| 60 Sumter | 9,054.22 | 170,156 |
| 61 Suwannee | 6,085.37 | 114,362 |
| 62 Taylor | 2,635.11 | 49,522 |
| 63 Union | 2,290.27 | 43,041 |
| 64 Volusia | 63,698.14 | 1,197,079 |
| 65 Wakulla | 5,183.46 | 97,413 |
| 66 Walton | 11,297.35 | 212,311 |
| 67 Washington | 3,309.53 | 62,196 |
| 69 FAMU Lab School | 612.80 | 11,516 |
| 70 FAU - Palm Beach | 1,301.15 | 24,453 |
| 71 FAU - St. Lucie | 1,457.32 | 27,387 |
| 72 FSU Lab - Broward | 706.84 | 13,284 |
| 73 FSU Lab - Leon | 1,788.64 | 33,614 |
| 74 UF Lab School | 1,226.46 | 23,049 |
| 75 Virtual School | 0.00 | 0 |

State 2,881,039.51 54,143,375

2022-23 FEFP Conference Calculation
Turnaround Supplemental Services Allocation

| District | Turnaround Option Schools FTE | Improved Schools FTE | Total FTE for Eligible Schools | Supplemental Services Allocation \$500 per FTE |
|----------------------|--|----------------------------|--------------------------------------|---|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 939.30 | 659.62 | 1,598.92 | 799,460 |
| 2 Baker | 0.00 | 0.00 | 0.00 | 0 |
| 3 Bay | 0.00 | 462.97 | 462.97 | 231,485 |
| 4 Bradford | 0.00 | 0.00 | 0.00 | 0 |
| 5 Brevard | 0.00 | 1,021.14 | 1,021.14 | 510,570 |
| 6 Broward | 333.51 | 297.09 | 630.60 | 315,300 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0.00 | 0 |
| 9 Citrus | 0.00 | 0.00 | 0.00 | 0 |
| 10 Clay | 587.10 | 0.00 | 587.10 | 293,550 |
| 11 Collier | 0.00 | 0.00 | 0.00 | 0 |
| 12 Columbia | 0.00 | 0.00 | 0.00 | 0 |
| 13 Dade | 0.00 | 357.65 | 357.65 | 178,825 |
| 14 DeSoto | 0.00 | 489.18 | 489.18 | 244,590 |
| 15 Dixie | 0.00 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,927.46 | 1,806.38 | 3,733.84 | 1,866,920 |
| 17 Escambia | 1,448.99 | 1,255.13 | 2,704.12 | 1,352,060 |
| 18 Flagler | 0.00 | 0.00 | 0.00 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 337.10 | 655.56 | 992.66 | 496,330 |
| 21 Gilchrist | 0.00 | 0.00 | 0.00 | 0 |
| 22 Glades | 0.00 | 0.00 | 0.00 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 0.00 | 0.00 | 0.00 | 0 |
| 25 Hardee | 0.00 | 0.00 | 0.00 | 0 |
| 26 Hendry | 0.00 | 404.99 | 404.99 | 202,495 |
| 27 Hernando | 0.00 | 0.00 | 0.00 | 0 |
| 28 Highlands | 0.00 | 0.00 | 0.00 | 0 |
| 29 Hillsborough | 7,572.58 | 5,229.37 | 12,801.95 | 6,400,975 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0.00 | 0 |
| 32 Jackson | 0.00 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0 |
| 35 Lake | 535.27 | 0.00 | 535.27 | 267,635 |
| 36 Lee | 0.00 | 1,687.92 | 1,687.92 | 843,960 |
| 37 Leon | 495.28 | 745.11 | 1,240.39 | 620,195 |
| 38 Levy | 0.00 | 0.00 | 0.00 | 0 |
| 39 Liberty | 0.00 | 0.00 | 0.00 | 0 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0 |
| 41 Manatee | 0.00 | 2,419.86 | 2,419.86 | 1,209,930 |
| 42 Marion | 701.67 | 1,854.50 | 2,556.17 | 1,278,085 |
| 43 Martin | 0.00 | 0.00 | 0.00 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0.00 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0.00 | 0 |
| 46 Okaloosa | 0.00 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 0.00 | 0.00 | 0.00 | 0 |
| 48 Orange | 398.84 | 3,046.84 | 3,445.68 | 1,722,840 |
| 49 Osceola | 0.00 | 0.00 | 0.00 | 0 |
| 50 Palm Beach | 0.00 | 985.61 | 985.61 | 492,805 |
| 51 Pasco | 0.00 | 0.00 | 0.00 | 0 |
| 52 Pinellas | 1,169.80 | 1,494.18 | 2,663.98 | 1,331,990 |
| 53 Polk | 1,318.67 | 1,587.71 | 2,906.38 | 1,453,190 |
| 54 Putnam | 0.00 | 1,207.22 | 1,207.22 | 603,610 |
| 55 St. Johns | 0.00 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 453.25 | 679.39 | 1,132.64 | 566,320 |
| 57 Santa Rosa | 0.00 | 0.00 | 0.00 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0.00 | 0 |
| 59 Seminole | 0.00 | 600.91 | 600.91 | 300,455 |
| 60 Sumter | 0.00 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0.00 | 0 |
| 62 Taylor | 0.00 | 76.66 | 76.66 | 38,330 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0 |
| 64 Volusia | 1,522.29 | 0.00 | 1,522.29 | 761,145 |
| 65 Wakulla | 0.00 | 0.00 | 0.00 | 0 |
| 66 Walton | 0.00 | 0.00 | 0.00 | 0 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0 |
| State | 19,741.11 | 29,024.99 | 48,766.10 | 24,383,050 |

2022-23 FEFP Conference Calculation
 Required Local Effort, 90% Adjustment, Millage and Total - Page 1

| District | 2021 School Taxable Value | 2021 Assessment Levels | 2021 Equalization Factors | 2021-22 Unequalized RLE | Equalization Amount | 2022 School Taxable Value | 2022 Millage Rate Adjustment | 2022 Equalized RLE Mills |
|----------------------|---------------------------|------------------------|---------------------------|-------------------------|---------------------|---------------------------|------------------------------|--------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 19,450,039,700 | 97.2 | (0.014403) | 67,331,369 | (969,774) | 20,520,373,756 | (0.049) | 3.557 |
| 2 Baker | 1,234,103,728 | 96.8 | (0.010331) | 4,272,171 | (44,136) | 1,343,553,361 | (0.034) | 3.572 |
| 3 Bay | 20,927,114,396 | 96.0 | (0.002083) | 72,444,648 | (150,902) | 22,725,307,613 | (0.007) | 3.599 |
| 4 Bradford | 1,187,127,236 | 95.4 | 0.004193 | 4,109,550 | 17,231 | 1,265,702,764 | 0.014 | 3.620 |
| 5 Brevard | 51,744,719,346 | 96.3 | (0.005192) | 179,127,800 | (930,032) | 56,420,395,985 | (0.017) | 3.589 |
| 6 Broward | 237,281,403,542 | 98.5 | (0.027411) | 821,411,272 | (22,515,704) | 253,695,847,899 | (0.092) | 3.514 |
| 7 Calhoun | 497,456,976 | 93.7 | 0.022412 | 1,722,077 | 38,595 | 519,487,536 | 0.077 | 3.683 |
| 8 Charlotte | 22,303,193,085 | 94.4 | 0.014831 | 77,208,302 | 1,145,076 | 24,708,997,813 | 0.048 | 3.654 |
| 9 Citrus | 12,327,027,812 | 95.9 | (0.001043) | 42,673,212 | (44,508) | 13,086,676,855 | (0.004) | 3.602 |
| 10 Clay | 14,393,742,499 | 98.9 | (0.031345) | 49,827,682 | (1,561,849) | 15,234,822,670 | (0.107) | 3.499 |
| 11 Collier | 109,231,304,563 | 96.4 | (0.006224) | 378,132,561 | (2,353,497) | 120,611,020,848 | (0.020) | 3.586 |
| 12 Columbia | 3,523,764,418 | 94.7 | 0.011616 | 12,198,427 | 141,697 | 3,748,903,779 | 0.039 | 3.645 |
| 13 Dade | 366,114,505,026 | 93.0 | 0.030108 | 1,267,400,549 | 38,158,896 | 388,228,128,887 | 0.102 | 3.708 |
| 14 DeSoto | 2,167,331,307 | 97.3 | (0.015416) | 7,502,781 | (115,663) | 2,297,979,186 | (0.052) | 3.554 |
| 15 Dixie | 629,901,938 | 96.6 | (0.008282) | 2,180,569 | (18,059) | 672,045,006 | (0.028) | 3.578 |
| 16 Duval | 85,200,472,649 | 96.6 | (0.008282) | 294,943,588 | (2,442,723) | 92,595,282,579 | (0.027) | 3.579 |
| 17 Escambia | 23,238,782,742 | 94.3 | 0.015907 | 80,447,089 | 1,279,672 | 25,013,559,167 | 0.053 | 3.659 |
| 18 Flagler | 12,009,996,238 | 94.6 | 0.012685 | 41,575,725 | 527,388 | 12,936,608,164 | 0.042 | 3.648 |
| 19 Franklin | 2,520,902,580 | 95.5 | 0.003141 | 8,726,760 | 27,411 | 2,742,700,201 | 0.010 | 3.616 |
| 20 Gadsden | 1,841,104,229 | 96.4 | (0.006224) | 6,373,461 | (39,668) | 1,891,409,679 | (0.022) | 3.584 |
| 21 Gilchrist | 1,042,420,693 | 96.3 | (0.005192) | 3,608,610 | (18,736) | 1,124,217,394 | (0.017) | 3.589 |
| 22 Glades | 836,590,452 | 96.4 | (0.006224) | 2,896,075 | (18,025) | 887,439,813 | (0.021) | 3.585 |
| 23 Gulf | 2,297,504,604 | 93.2 | 0.027897 | 7,953,410 | 221,876 | 2,435,271,643 | 0.095 | 3.701 |
| 24 Hamilton | 1,062,504,434 | 98.8 | (0.030364) | 3,678,135 | (111,683) | 1,105,628,270 | (0.105) | 3.501 |
| 25 Hardee | 1,980,572,341 | 96.7 | (0.009307) | 6,856,266 | (63,811) | 2,029,995,744 | (0.033) | 3.573 |
| 26 Hendry | 2,927,344,418 | 99.2 | (0.034274) | 10,133,764 | (347,325) | 3,146,417,240 | (0.115) | 3.491 |
| 27 Hernando | 12,325,775,216 | 95.3 | 0.005247 | 42,668,876 | 223,884 | 13,196,819,602 | 0.018 | 3.624 |
| 28 Highlands | 6,185,523,853 | 94.5 | 0.013757 | 21,412,799 | 294,576 | 6,786,818,809 | 0.045 | 3.651 |
| 29 Hillsborough | 132,466,639,274 | 96.8 | (0.010331) | 458,567,713 | (4,737,463) | 143,480,426,626 | (0.034) | 3.572 |
| 30 Holmes | 564,232,590 | 96.6 | (0.008282) | 1,953,238 | (16,177) | 586,806,746 | (0.029) | 3.577 |
| 31 Indian River | 21,931,594,268 | 96.6 | (0.008282) | 75,921,916 | (628,785) | 23,875,762,069 | (0.027) | 3.579 |
| 32 Jackson | 1,897,616,261 | 96.2 | (0.004158) | 6,569,092 | (27,314) | 2,004,072,630 | (0.014) | 3.592 |
| 33 Jefferson | 779,304,741 | 98.3 | (0.025432) | 2,697,766 | (68,610) | 831,035,300 | (0.086) | 3.520 |
| 34 Lafayette | 319,411,913 | 98.2 | (0.024440) | 1,105,727 | (27,024) | 332,271,861 | (0.085) | 3.521 |
| 35 Lake | 29,437,846,012 | 96.3 | (0.005192) | 101,906,758 | (529,100) | 31,324,591,815 | (0.018) | 3.588 |
| 36 Lee | 104,783,192,492 | 94.4 | 0.014831 | 362,734,264 | 5,379,712 | 115,602,844,272 | 0.048 | 3.654 |
| 37 Leon | 20,984,168,466 | 97.3 | (0.015416) | 72,642,155 | (1,119,851) | 22,187,140,031 | (0.053) | 3.553 |
| 38 Levy | 2,534,572,204 | 96.9 | (0.011352) | 8,774,081 | (99,603) | 2,725,948,224 | (0.038) | 3.568 |
| 39 Liberty | 333,010,674 | 101.6 | (0.057087) | 1,152,803 | (65,810) | 363,351,669 | (0.189) | 3.417 |
| 40 Madison | 868,640,178 | 97.6 | (0.018443) | 3,007,024 | (55,459) | 920,272,410 | (0.063) | 3.543 |
| 41 Manatee | 47,561,332,473 | 95.4 | 0.004193 | 164,645,918 | 690,360 | 52,225,328,280 | 0.014 | 3.620 |
| 42 Marion | 24,621,207,526 | 96.2 | (0.004158) | 85,232,711 | (354,398) | 26,590,550,776 | (0.014) | 3.592 |
| 43 Martin | 26,662,980,446 | 96.6 | (0.008282) | 92,300,839 | (764,436) | 27,822,032,144 | (0.029) | 3.577 |
| 44 Monroe | 34,206,781,366 | 93.3 | 0.026795 | 118,415,667 | 3,172,948 | 34,612,887,850 | 0.095 | 3.701 |
| 45 Nassau | 12,037,222,805 | 96.1 | (0.003122) | 41,669,976 | (130,094) | 12,864,523,195 | (0.011) | 3.595 |
| 46 Okaloosa | 22,582,918,750 | 93.7 | 0.022412 | 78,176,645 | 1,752,095 | 24,415,716,559 | 0.075 | 3.681 |
| 47 Okeechobee | 3,566,383,399 | 97.0 | (0.012371) | 12,345,963 | (152,732) | 4,069,736,409 | (0.039) | 3.567 |
| 48 Orange | 172,054,493,169 | 97.7 | (0.019447) | 595,611,362 | (11,582,854) | 184,988,161,276 | (0.065) | 3.541 |
| 49 Osceola | 36,507,101,648 | 95.8 | 0.000000 | 126,378,824 | 0 | 39,640,650,545 | 0.000 | 3.606 |
| 50 Palm Beach | 234,880,832,408 | 95.7 | 0.001045 | 813,101,070 | 849,691 | 252,297,700,383 | 0.004 | 3.610 |
| 51 Pasco | 39,210,563,613 | 95.6 | 0.002092 | 135,737,561 | 283,963 | 41,997,039,731 | 0.007 | 3.613 |
| 52 Pinellas | 106,042,089,211 | 97.3 | (0.015416) | 367,092,263 | (5,659,094) | 114,401,925,682 | (0.052) | 3.554 |
| 53 Polk | 48,706,408,048 | 95.5 | 0.003141 | 168,609,895 | 529,604 | 52,912,905,808 | 0.010 | 3.616 |
| 54 Putnam | 5,226,110,046 | 97.3 | (0.015416) | 18,091,539 | (278,899) | 5,578,705,482 | (0.052) | 3.554 |
| 55 St. Johns | 37,077,961,902 | 96.7 | (0.009307) | 128,355,005 | (1,194,600) | 40,108,949,231 | (0.031) | 3.575 |
| 56 St. Lucie | 28,976,198,885 | 97.0 | (0.012371) | 100,308,646 | (1,240,918) | 31,774,034,363 | (0.041) | 3.565 |
| 57 Santa Rosa | 13,725,721,786 | 94.6 | 0.012685 | 47,515,155 | 602,730 | 14,687,573,365 | 0.043 | 3.649 |
| 58 Sarasota | 74,590,082,549 | 94.3 | 0.015907 | 258,212,964 | 4,107,394 | 81,348,312,816 | 0.053 | 3.659 |
| 59 Seminole | 43,198,579,162 | 97.5 | (0.017436) | 149,543,113 | (2,607,434) | 45,411,005,981 | (0.060) | 3.546 |
| 60 Sumter | 16,621,377,521 | 95.8 | 0.000000 | 57,539,220 | 0 | 18,192,035,361 | 0.000 | 3.606 |
| 61 Suwannee | 2,184,384,494 | 93.5 | 0.024599 | 7,561,815 | 186,013 | 2,408,389,437 | 0.080 | 3.686 |
| 62 Taylor | 1,783,079,392 | 98.1 | (0.023445) | 6,172,593 | (144,716) | 1,851,930,894 | (0.081) | 3.525 |
| 63 Union | 309,339,491 | 94.2 | 0.016985 | 1,070,859 | 18,189 | 342,690,184 | 0.055 | 3.661 |
| 64 Volusia | 47,552,413,610 | 96.8 | (0.010331) | 164,615,043 | (1,700,638) | 51,528,704,143 | (0.034) | 3.572 |
| 65 Wakulla | 1,724,421,599 | 94.5 | 0.013757 | 5,969,534 | 82,123 | 1,796,203,212 | 0.048 | 3.654 |
| 66 Walton | 27,089,595,978 | 92.3 | 0.037920 | 93,777,680 | 3,556,050 | 29,021,561,569 | 0.128 | 3.734 |
| 67 Washington | 1,106,044,630 | 93.8 | 0.021322 | 3,828,861 | 81,639 | 1,168,811,093 | 0.073 | 3.679 |
| 69 FAMU Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 74 UF Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 75 Virtual School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| State | 2,443,188,085,001 | 95.8 | | 8,457,730,786 | (1,563,291) | 2,629,264,001,685 | | 3.606 |

2022-23 FEFP Conference Calculation
 Required Local Effort, 90% Adjustment, Millage and Total - Page 2

| District | 2022 School Taxable Value | Equalized Required Local Effort | Gross State & Local FEFP | 90% Gross State & Local FEFP | RLE Amount Above 90% FEFP | Equalized Millage | Less: Millage to 90% | 2021-22 Adjusted RLE Millage | 2022-23 Total Required Local Effort |
|----------------------|---------------------------|---------------------------------|--------------------------|------------------------------|---------------------------|-------------------|----------------------|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 195,736,382 | 176,162,744 | 0 | 3.557 | 0.000 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 33,974,986 | 30,577,487 | 0 | 3.572 | 0.000 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 173,929,267 | 156,536,340 | 0 | 3.599 | 0.000 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 21,223,665 | 19,101,299 | 0 | 3.620 | 0.000 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 493,031,445 | 443,728,301 | 0 | 3.589 | 0.000 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 1,695,760,538 | 1,526,184,484 | 0 | 3.514 | 0.000 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 15,863,536 | 14,277,182 | 0 | 3.683 | 0.000 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 107,831,856 | 97,048,670 | 0 | 3.654 | 0.000 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 102,384,724 | 92,146,252 | 0 | 3.602 | 0.000 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 262,701,133 | 236,431,020 | 0 | 3.499 | 0.000 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 415,210,676 | 334,831,703 | 301,348,533 | 113,862,143 | 3.586 | 0.983 | 2.603 | 301,392,468 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 69,822,284 | 62,840,056 | 0 | 3.645 | 0.000 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 2,256,589,137 | 2,030,930,223 | 0 | 3.708 | 0.000 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 31,677,008 | 28,509,307 | 0 | 3.554 | 0.000 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 2,308,394 | 15,628,313 | 14,065,482 | 0 | 3.578 | 0.000 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 882,514,242 | 794,262,818 | 0 | 3.579 | 0.000 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 257,073,851 | 231,366,466 | 0 | 3.659 | 0.000 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 86,471,109 | 77,823,998 | 0 | 3.648 | 0.000 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 9,520,900 | 7,559,664 | 6,803,698 | 2,717,202 | 3.616 | 1.032 | 2.584 | 6,803,652 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 32,472,096 | 29,224,886 | 0 | 3.584 | 0.000 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 21,606,637 | 19,445,973 | 0 | 3.589 | 0.000 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3,054,213 | 12,642,994 | 11,378,695 | 0 | 3.585 | 0.000 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 12,801,862 | 11,521,676 | 0 | 3.701 | 0.000 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 11,675,793 | 10,508,214 | 0 | 3.501 | 0.000 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 33,140,617 | 29,826,555 | 0 | 3.573 | 0.000 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 90,862,224 | 81,776,002 | 0 | 3.491 | 0.000 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 171,470,163 | 154,323,147 | 0 | 3.624 | 0.000 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 83,631,066 | 75,267,959 | 0 | 3.651 | 0.000 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 1,519,081,024 | 1,367,172,922 | 0 | 3.572 | 0.000 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 2,015,047 | 23,211,507 | 20,890,356 | 0 | 3.577 | 0.000 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 108,717,400 | 97,845,660 | 0 | 3.579 | 0.000 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 41,516,575 | 37,364,918 | 0 | 3.592 | 0.000 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 6,363,284 | 5,726,956 | 0 | 3.520 | 0.000 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 8,867,719 | 7,980,947 | 0 | 3.521 | 0.000 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 313,695,727 | 282,326,154 | 0 | 3.588 | 0.000 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 658,830,795 | 592,947,716 | 0 | 3.654 | 0.000 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 222,119,711 | 199,907,740 | 0 | 3.553 | 0.000 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 40,905,387 | 36,814,848 | 0 | 3.568 | 0.000 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 1,191,910 | 10,181,298 | 9,163,168 | 0 | 3.417 | 0.000 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3,130,104 | 16,992,336 | 15,293,102 | 0 | 3.543 | 0.000 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 328,133,121 | 295,319,809 | 0 | 3.620 | 0.000 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 298,603,158 | 268,742,842 | 0 | 3.592 | 0.000 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 125,111,419 | 112,600,277 | 0 | 3.577 | 0.000 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 122,978,206 | 59,379,211 | 53,441,290 | 69,536,916 | 3.701 | 2.093 | 1.608 | 53,431,223 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 84,838,977 | 76,355,079 | 0 | 3.595 | 0.000 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 221,085,848 | 198,977,263 | 0 | 3.681 | 0.000 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 44,070,626 | 39,663,563 | 0 | 3.567 | 0.000 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 1,389,939,696 | 1,250,945,726 | 0 | 3.541 | 0.000 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 513,911,888 | 462,520,699 | 0 | 3.606 | 0.000 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 1,295,732,609 | 1,166,159,348 | 0 | 3.610 | 0.000 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 571,557,569 | 514,401,812 | 0 | 3.613 | 0.000 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 620,031,278 | 558,028,150 | 0 | 3.554 | 0.000 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 768,887,846 | 691,999,061 | 0 | 3.616 | 0.000 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 70,456,914 | 63,411,223 | 0 | 3.554 | 0.000 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 327,493,940 | 294,744,546 | 0 | 3.575 | 0.000 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 305,090,178 | 274,581,160 | 0 | 3.565 | 0.000 | 3.565 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 207,627,894 | 186,865,105 | 0 | 3.649 | 0.000 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 285,747,338 | 305,514,146 | 274,962,731 | 10,784,607 | 3.659 | 0.138 | 3.521 | 274,970,313 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 453,282,580 | 407,954,322 | 0 | 3.546 | 0.000 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 62,976,460 | 56,850,136 | 51,165,122 | 11,811,338 | 3.606 | 0.676 | 2.930 | 51,170,557 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 41,347,876 | 37,213,088 | 0 | 3.686 | 0.000 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 18,619,831 | 16,757,848 | 0 | 3.525 | 0.000 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 1,204,405 | 16,812,721 | 15,131,449 | 0 | 3.661 | 0.000 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 417,599,196 | 375,839,276 | 0 | 3.572 | 0.000 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 35,150,630 | 31,635,567 | 0 | 3.654 | 0.000 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 104,031,850 | 71,612,064 | 64,450,858 | 39,580,992 | 3.734 | 1.421 | 2.313 | 64,441,797 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 24,804,493 | 22,324,044 | 0 | 3.679 | 0.000 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0 | 4,910,030 | 4,419,027 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 10,044,175 | 9,039,758 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 9,848,491 | 8,863,642 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 5,760,733 | 5,184,660 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 12,801,904 | 11,521,714 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0 | 9,416,202 | 8,474,582 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 75 Virtual School | 0 | 0 | 298,079,937 | 268,271,943 | 0 | 0.000 | 0.000 | 0.000 | 0 |

State 2,629,264,001,685 9,100,453,235 19,509,798,375 17,558,818,538 248,293,198 3.606 8,852,197,815

2022-23 FEFP Conference Calculation
Required Local Effort Taxes

| District | 2022-23 School Taxable Value | Equalized Required Local Effort Millage Rate | Total Required Local Effort Taxes |
|----------------------|------------------------------|--|-----------------------------------|
| | -1- | -2- | -3- |
| 1 Alachua | 20,520,373,756 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 2.603 | 301,392,468 |
| 12 Columbia | 3,748,903,779 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 2.584 | 6,803,652 |
| 20 Gadsden | 1,891,409,679 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 1.608 | 53,431,223 |
| 45 Nassau | 12,864,523,195 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 3.585 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 3.521 | 274,970,313 |
| 59 Seminole | 45,411,005,981 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 2.930 | 51,170,557 |
| 61 Suwannee | 2,408,389,437 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 2.313 | 64,441,797 |
| 67 Washington | 1,168,811,093 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0.000 | 0 |
| 75 Virtual School | 0 | 0.000 | 0 |

State 2,629,264,001,685 3.606 8,852,197,815

2022-23 FEFP Conference Calculation
Millage Rates

| District | Required | 0.748 | Total |
|----------------------|-----------------------|------------------------------------|---------------------------|
| | Local Effort Mills | Actual Discretionary Millage | Actual FEFP Millage |
| | -1- | -2- | -3- |
| 1 Alachua | 3.557 | 0.748 | 4.305 |
| 2 Baker | 3.572 | 0.748 | 4.320 |
| 3 Bay | 3.599 | 0.748 | 4.347 |
| 4 Bradford | 3.620 | 0.748 | 4.368 |
| 5 Brevard | 3.589 | 0.748 | 4.337 |
| 6 Broward | 3.514 | 0.748 | 4.262 |
| 7 Calhoun | 3.683 | 0.748 | 4.431 |
| 8 Charlotte | 3.654 | 0.748 | 4.402 |
| 9 Citrus | 3.602 | 0.748 | 4.350 |
| 10 Clay | 3.499 | 0.748 | 4.247 |
| 11 Collier | 2.603 | 0.748 | 3.351 |
| 12 Columbia | 3.645 | 0.748 | 4.393 |
| 13 Dade | 3.708 | 0.748 | 4.456 |
| 14 DeSoto | 3.554 | 0.748 | 4.302 |
| 15 Dixie | 3.578 | 0.748 | 4.326 |
| 16 Duval | 3.579 | 0.748 | 4.327 |
| 17 Escambia | 3.659 | 0.748 | 4.407 |
| 18 Flagler | 3.648 | 0.748 | 4.396 |
| 19 Franklin | 2.584 | 0.748 | 3.332 |
| 20 Gadsden | 3.584 | 0.748 | 4.332 |
| 21 Gilchrist | 3.589 | 0.748 | 4.337 |
| 22 Glades | 3.585 | 0.748 | 4.333 |
| 23 Gulf | 3.701 | 0.748 | 4.449 |
| 24 Hamilton | 3.501 | 0.748 | 4.249 |
| 25 Hardee | 3.573 | 0.748 | 4.321 |
| 26 Hendry | 3.491 | 0.748 | 4.239 |
| 27 Hernando | 3.624 | 0.748 | 4.372 |
| 28 Highlands | 3.651 | 0.748 | 4.399 |
| 29 Hillsborough | 3.572 | 0.748 | 4.320 |
| 30 Holmes | 3.577 | 0.748 | 4.325 |
| 31 Indian River | 3.579 | 0.748 | 4.327 |
| 32 Jackson | 3.592 | 0.748 | 4.340 |
| 33 Jefferson | 3.520 | 0.748 | 4.268 |
| 34 Lafayette | 3.521 | 0.748 | 4.269 |
| 35 Lake | 3.588 | 0.748 | 4.336 |
| 36 Lee | 3.654 | 0.748 | 4.402 |
| 37 Leon | 3.553 | 0.748 | 4.301 |
| 38 Levy | 3.568 | 0.748 | 4.316 |
| 39 Liberty | 3.417 | 0.748 | 4.165 |
| 40 Madison | 3.543 | 0.748 | 4.291 |
| 41 Manatee | 3.620 | 0.748 | 4.368 |
| 42 Marion | 3.592 | 0.748 | 4.340 |
| 43 Martin | 3.577 | 0.748 | 4.325 |
| 44 Monroe | 1.608 | 0.748 | 2.356 |
| 45 Nassau | 3.595 | 0.748 | 4.343 |
| 46 Okaloosa | 3.681 | 0.748 | 4.429 |
| 47 Okeechobee | 3.567 | 0.748 | 4.315 |
| 48 Orange | 3.541 | 0.748 | 4.289 |
| 49 Osceola | 3.606 | 0.748 | 4.354 |
| 50 Palm Beach | 3.610 | 0.748 | 4.358 |
| 51 Pasco | 3.613 | 0.748 | 4.361 |
| 52 Pinellas | 3.554 | 0.748 | 4.302 |
| 53 Polk | 3.616 | 0.748 | 4.364 |
| 54 Putnam | 3.554 | 0.748 | 4.302 |
| 55 St. Johns | 3.575 | 0.748 | 4.323 |
| 56 St. Lucie | 3.565 | 0.748 | 4.313 |
| 57 Santa Rosa | 3.649 | 0.748 | 4.397 |
| 58 Sarasota | 3.521 | 0.748 | 4.269 |
| 59 Seminole | 3.546 | 0.748 | 4.294 |
| 60 Sumter | 2.930 | 0.748 | 3.678 |
| 61 Suwannee | 3.686 | 0.748 | 4.434 |
| 62 Taylor | 3.525 | 0.748 | 4.273 |
| 63 Union | 3.661 | 0.748 | 4.409 |
| 64 Volusia | 3.572 | 0.748 | 4.320 |
| 65 Wakulla | 3.654 | 0.748 | 4.402 |
| 66 Walton | 2.313 | 0.748 | 3.061 |
| 67 Washington | 3.679 | 0.748 | 4.427 |
| 69 FAMU Lab School | 0.000 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0.000 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0.000 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0.000 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0.000 | 0.000 | 0.000 |
| 74 UF Lab School | 0.000 | 0.000 | 0.000 |
| 75 Virtual School | 0.000 | 0.000 | 0.000 |
| State | 3.606 | 0.748 | 4.354 |

2022-23 FEFP Conference Calculation
Local Effort Taxes

| District | 2022 School Taxable Value | Total Required Local Effort Taxes | 0.748 Actual Discretionary Local Effort | Total Local Effort Taxes |
|----------------------|---------------------------|-----------------------------------|---|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 14,735,270 | 84,806,601 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 964,779 | 5,571,985 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 16,318,589 | 94,835,436 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 908,876 | 5,307,446 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 40,514,358 | 234,907,447 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 182,173,914 | 1,038,001,635 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 373,034 | 2,209,776 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 17,743,037 | 104,418,248 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 9,397,281 | 54,649,963 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 10,939,821 | 62,114,200 |
| 11 Collier | 120,611,020,848 | 301,392,468 | 86,608,362 | 388,000,830 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 2,692,013 | 15,810,177 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 278,778,855 | 1,660,746,761 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 1,650,133 | 9,490,470 |
| 15 Dixie | 672,045,006 | 2,308,394 | 482,582 | 2,790,976 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 66,490,821 | 384,633,397 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 17,961,737 | 105,825,365 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 9,289,520 | 54,594,557 |
| 19 Franklin | 2,742,700,201 | 6,803,652 | 1,969,478 | 8,773,130 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 1,358,183 | 7,865,843 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 807,278 | 4,680,702 |
| 22 Glades | 887,439,813 | 3,054,213 | 637,253 | 3,691,466 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 1,748,720 | 10,401,143 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 793,930 | 4,509,902 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 1,457,699 | 8,420,747 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 2,259,379 | 12,804,156 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 9,476,372 | 55,388,635 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 4,873,479 | 28,661,007 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 103,030,425 | 595,042,026 |
| 30 Holmes | 586,806,746 | 2,015,047 | 421,374 | 2,436,421 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 17,144,707 | 99,178,005 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 1,439,084 | 8,349,768 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 596,750 | 3,404,984 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 238,598 | 1,361,730 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 22,493,563 | 130,390,493 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 83,012,090 | 488,528,371 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 15,932,142 | 91,609,814 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 1,957,449 | 11,294,585 |
| 39 Liberty | 363,351,669 | 1,191,910 | 260,916 | 1,452,826 |
| 40 Madison | 920,272,410 | 3,130,104 | 660,829 | 3,790,933 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 37,501,964 | 218,995,425 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 19,094,143 | 110,786,871 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 19,978,445 | 115,517,078 |
| 44 Monroe | 34,612,887,850 | 53,431,223 | 24,854,823 | 78,286,046 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 9,237,757 | 53,635,799 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 17,532,438 | 103,811,721 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 2,922,396 | 16,858,476 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 132,836,299 | 761,677,655 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 28,465,158 | 165,691,576 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 181,169,933 | 1,055,532,843 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 30,157,234 | 175,823,126 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 82,149,735 | 472,470,801 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 37,995,699 | 221,675,444 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 4,005,957 | 23,039,608 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 28,801,434 | 166,455,348 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 22,816,299 | 131,559,754 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 10,546,853 | 61,998,010 |
| 58 Sarasota | 81,348,312,816 | 274,970,313 | 58,414,596 | 333,384,909 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 32,608,735 | 187,195,065 |
| 60 Sumter | 18,192,035,361 | 51,170,557 | 13,063,337 | 64,233,894 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 1,729,416 | 10,251,647 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 1,329,835 | 7,596,769 |
| 63 Union | 342,690,184 | 1,204,405 | 246,079 | 1,450,484 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 37,001,732 | 213,699,842 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 1,289,818 | 7,590,611 |
| 66 Walton | 29,021,561,569 | 64,441,797 | 20,839,803 | 85,281,600 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 839,300 | 4,967,354 |
| 69 FAMU Lab School | 0 | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 | 0 |
| State | 2,629,264,001,685 | 8,852,197,815 | 1,888,021,898 | 10,740,219,713 |

2022-23 FEFP Conference Calculation
 Grades PK-3 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$964.60 x WFTE | District Cost Differential | Grades PK-3 Class Size Reduction Allocation |
|--------------------------------|----------------------------------|--------------------------------|-----------------------|----------------------------------|--|
| | Grades PK-3 Unweighted FTE | Grades PK-3 Weighted FTE | | | |
| | -1- | -2- | | | |
| 1 Alachua | 9,671.01 | 10,954.24 | 10,566,460 | 0.9796 | 10,350,904 |
| 2 Baker | 1,609.40 | 1,862.71 | 1,796,770 | 0.9606 | 1,725,977 |
| 3 Bay | 8,414.73 | 10,279.97 | 9,916,059 | 0.9687 | 9,605,686 |
| 4 Bradford | 1,008.29 | 1,160.92 | 1,119,823 | 0.9513 | 1,065,288 |
| 5 Brevard | 22,965.53 | 26,549.65 | 25,609,792 | 0.9904 | 25,363,938 |
| 6 Broward | 79,706.12 | 93,511.77 | 90,201,453 | 1.0196 | 91,989,401 |
| 7 Calhoun | 649.75 | 764.55 | 737,485 | 0.9222 | 680,109 |
| 8 Charlotte | 5,059.80 | 5,931.01 | 5,721,052 | 0.9845 | 5,632,376 |
| 9 Citrus | 4,998.81 | 5,659.78 | 5,459,424 | 0.9430 | 5,148,237 |
| 10 Clay | 11,772.01 | 13,548.55 | 13,068,931 | 0.9798 | 12,804,939 |
| 11 Collier | 14,751.72 | 17,706.89 | 17,080,066 | 1.0523 | 17,973,353 |
| 12 Columbia | 3,596.25 | 4,102.69 | 3,957,455 | 0.9407 | 3,722,778 |
| 13 Dade | 105,873.23 | 122,780.94 | 118,434,495 | 1.0166 | 120,400,508 |
| 14 DeSoto | 1,416.02 | 1,607.68 | 1,550,768 | 0.9645 | 1,495,716 |
| 15 Dixie | 719.76 | 831.48 | 802,046 | 0.9258 | 742,534 |
| 16 Duval | 45,108.60 | 51,807.87 | 49,973,871 | 1.0058 | 50,263,719 |
| 17 Escambia | 12,704.10 | 14,526.41 | 14,012,175 | 0.9746 | 13,656,266 |
| 18 Flagler | 3,853.64 | 4,399.43 | 4,243,690 | 0.9560 | 4,056,968 |
| 19 Franklin | 407.30 | 475.73 | 458,889 | 0.9275 | 425,620 |
| 20 Gadsden | 1,582.60 | 1,816.98 | 1,752,659 | 0.9435 | 1,653,634 |
| 21 Gilchrist | 1,002.25 | 1,205.20 | 1,162,536 | 0.9424 | 1,095,574 |
| 22 Glades | 584.09 | 670.13 | 646,407 | 0.9734 | 629,213 |
| 23 Gulf | 574.25 | 675.30 | 651,394 | 0.9389 | 611,594 |
| 24 Hamilton | 507.63 | 597.56 | 576,406 | 0.9168 | 528,449 |
| 25 Hardee | 1,619.56 | 1,847.25 | 1,781,857 | 0.9557 | 1,702,921 |
| 26 Hendry | 2,216.80 | 2,558.02 | 2,467,466 | 0.9823 | 2,423,792 |
| 27 Hernando | 8,067.65 | 9,521.26 | 9,184,207 | 0.9587 | 8,804,899 |
| 28 Highlands | 4,147.91 | 4,734.87 | 4,567,256 | 0.9489 | 4,333,869 |
| 29 Hillsborough | 71,452.48 | 83,275.41 | 80,327,460 | 1.0072 | 80,905,818 |
| 30 Holmes | 1,043.71 | 1,176.58 | 1,134,929 | 0.9259 | 1,050,831 |
| 31 Indian River | 5,260.13 | 6,098.79 | 5,882,893 | 0.9990 | 5,877,010 |
| 32 Jackson | 1,988.51 | 2,289.99 | 2,208,924 | 0.9219 | 2,036,407 |
| 33 Jefferson | 268.51 | 311.60 | 300,569 | 0.9396 | 282,415 |
| 34 Lafayette | 392.02 | 443.87 | 428,157 | 0.9187 | 393,348 |
| 35 Lake | 15,344.06 | 17,489.07 | 16,869,957 | 0.9746 | 16,441,460 |
| 36 Lee | 30,795.01 | 35,854.19 | 34,584,952 | 1.0173 | 35,183,272 |
| 37 Leon | 11,128.64 | 12,645.06 | 12,197,425 | 0.9718 | 11,853,458 |
| 38 Levy | 2,038.91 | 2,330.88 | 2,248,367 | 0.9431 | 2,120,435 |
| 39 Liberty | 451.47 | 534.33 | 515,415 | 0.9245 | 476,501 |
| 40 Madison | 773.55 | 874.46 | 843,504 | 0.9189 | 775,096 |
| 41 Manatee | 16,546.20 | 18,974.39 | 18,302,697 | 0.9937 | 18,187,390 |
| 42 Marion | 14,358.94 | 17,068.02 | 16,463,812 | 0.9472 | 15,594,523 |
| 43 Martin | 5,514.96 | 6,435.51 | 6,207,693 | 1.0164 | 6,309,499 |
| 44 Monroe | 2,808.40 | 3,290.21 | 3,173,737 | 1.0516 | 3,337,502 |
| 45 Nassau | 4,126.04 | 4,692.67 | 4,526,549 | 0.9870 | 4,467,704 |
| 46 Okaloosa | 10,892.64 | 12,545.41 | 12,101,302 | 0.9900 | 11,980,289 |
| 47 Okaloosa | 2,117.54 | 2,407.80 | 2,322,564 | 0.9638 | 2,238,487 |
| 48 Orange | 64,236.49 | 78,256.30 | 75,486,027 | 1.0091 | 76,172,950 |
| 49 Osceola | 22,662.92 | 26,448.56 | 25,512,281 | 0.9870 | 25,180,621 |
| 50 Palm Beach | 58,819.23 | 68,209.40 | 65,794,787 | 1.0438 | 68,676,599 |
| 51 Pasco | 26,242.06 | 30,988.54 | 29,891,546 | 0.9813 | 29,332,574 |
| 52 Pinellas | 29,647.64 | 34,511.27 | 33,289,571 | 1.0011 | 33,326,190 |
| 53 Polk | 35,754.40 | 41,436.13 | 39,969,291 | 0.9704 | 38,786,200 |
| 54 Putnam | 3,594.98 | 4,089.92 | 3,945,137 | 0.9455 | 3,730,127 |
| 55 St. Johns | 14,755.50 | 17,114.29 | 16,508,444 | 1.0023 | 16,546,413 |
| 56 St. Lucie | 13,593.36 | 15,528.29 | 14,978,589 | 0.9935 | 14,881,228 |
| 57 Santa Rosa | 8,896.93 | 10,625.84 | 10,249,685 | 0.9627 | 9,867,372 |
| 58 Sarasota | 13,567.92 | 15,881.65 | 15,319,440 | 1.0153 | 15,553,827 |
| 59 Seminole | 20,823.27 | 23,758.12 | 22,917,083 | 0.9951 | 22,804,789 |
| 60 Sumter | 2,951.32 | 3,402.03 | 3,281,598 | 0.9708 | 3,185,775 |
| 61 Suwannee | 2,014.79 | 2,284.34 | 2,203,474 | 0.9251 | 2,038,434 |
| 62 Taylor | 949.12 | 1,079.18 | 1,040,977 | 0.9215 | 959,260 |
| 63 Union | 835.26 | 943.05 | 909,666 | 0.9415 | 856,451 |
| 64 Volusia | 20,222.28 | 23,375.11 | 22,547,631 | 0.9639 | 21,733,662 |
| 65 Wakulla | 1,820.79 | 2,123.66 | 2,048,482 | 0.9470 | 1,939,912 |
| 66 Walton | 3,910.26 | 4,436.60 | 4,279,544 | 0.9844 | 4,212,783 |
| 67 Washington | 1,122.37 | 1,317.34 | 1,270,706 | 0.9303 | 1,182,138 |
| 69 FAMU Lab School | 175.40 | 197.50 | 190,509 | 0.9718 | 185,137 |
| 70 FAU - Palm Beach | 240.47 | 271.29 | 261,686 | 1.0438 | 273,148 |
| 71 FAU - St. Lucie | 598.76 | 676.87 | 652,909 | 0.9935 | 648,665 |
| 72 FSU Lab - Broward | 442.73 | 500.65 | 482,927 | 1.0196 | 492,392 |
| 73 FSU Lab - Leon | 445.66 | 502.06 | 484,287 | 0.9718 | 470,630 |
| 74 UF Lab School | 217.70 | 245.13 | 236,452 | 0.9796 | 231,628 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |

State 900,432.14 1,049,030.20 1,011,894,527 1,011,648,612

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades 4-8 Class Size Reduction Allocation

| District | 2022-23 Grades 4-8 Unweighted FTE | 2022-23 Grades 4-8 Weighted FTE | \$920.98 x WFTE | District Cost Differential | Grades 4-8 Class Size Reduction Allocation |
|--------------------------------|--|--|-----------------------|----------------------------------|---|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 11,345.32 | 11,422.78 | 10,520,152 | 0.9796 | 10,305,541 |
| 2 Baker | 1,802.55 | 1,808.41 | 1,665,509 | 0.9606 | 1,599,888 |
| 3 Bay | 10,132.75 | 10,947.79 | 10,082,696 | 0.9687 | 9,767,108 |
| 4 Bradford | 1,180.01 | 1,197.36 | 1,102,745 | 0.9513 | 1,049,041 |
| 5 Brevard | 29,208.72 | 30,029.78 | 27,656,827 | 0.9904 | 27,391,321 |
| 6 Broward | 101,056.58 | 104,170.47 | 95,938,919 | 1.0196 | 97,819,322 |
| 7 Calhoun | 758.99 | 775.01 | 713,769 | 0.9222 | 658,238 |
| 8 Charlotte | 6,089.49 | 6,265.99 | 5,770,851 | 0.9845 | 5,681,403 |
| 9 Citrus | 5,948.41 | 6,067.01 | 5,587,595 | 0.9430 | 5,269,102 |
| 10 Clay | 14,770.53 | 15,129.31 | 13,933,792 | 0.9798 | 13,652,329 |
| 11 Collier | 18,175.39 | 18,979.34 | 17,479,593 | 1.0523 | 18,393,776 |
| 12 Columbia | 3,881.97 | 3,906.77 | 3,598,057 | 0.9407 | 3,384,692 |
| 13 Dade | 133,914.41 | 138,669.73 | 127,712,048 | 1.0166 | 129,832,068 |
| 14 DeSoto | 1,898.71 | 1,916.97 | 1,765,491 | 0.9645 | 1,702,816 |
| 15 Dixie | 810.85 | 821.61 | 756,686 | 0.9258 | 700,540 |
| 16 Duval | 50,735.62 | 52,223.02 | 48,096,357 | 1.0058 | 48,375,316 |
| 17 Escambia | 14,653.68 | 14,965.96 | 13,783,350 | 0.9746 | 13,433,253 |
| 18 Flagler | 5,126.86 | 5,221.30 | 4,808,713 | 0.9560 | 4,597,130 |
| 19 Franklin | 464.09 | 476.49 | 438,838 | 0.9275 | 407,022 |
| 20 Gadsden | 1,776.43 | 1,818.93 | 1,675,198 | 0.9435 | 1,580,549 |
| 21 Gilchrist | 1,096.41 | 1,141.06 | 1,050,893 | 0.9424 | 990,362 |
| 22 Glades | 822.45 | 834.64 | 768,687 | 0.9734 | 748,240 |
| 23 Gulf | 728.59 | 785.03 | 722,997 | 0.9389 | 678,822 |
| 24 Hamilton | 595.88 | 604.29 | 556,539 | 0.9168 | 510,235 |
| 25 Hardee | 1,868.12 | 1,896.35 | 1,746,500 | 0.9557 | 1,669,130 |
| 26 Hendry | 2,719.86 | 2,789.49 | 2,569,065 | 0.9823 | 2,523,593 |
| 27 Hernando | 9,697.45 | 9,920.00 | 9,136,122 | 0.9587 | 8,758,800 |
| 28 Highlands | 4,697.11 | 4,797.78 | 4,418,659 | 0.9489 | 4,192,866 |
| 29 Hillsborough | 86,038.08 | 89,153.23 | 82,108,342 | 1.0072 | 82,699,522 |
| 30 Holmes | 1,150.08 | 1,150.62 | 1,059,698 | 0.9259 | 981,174 |
| 31 Indian River | 6,582.33 | 6,749.43 | 6,216,090 | 0.9990 | 6,209,874 |
| 32 Jackson | 2,163.97 | 2,275.74 | 2,095,911 | 0.9219 | 1,932,220 |
| 33 Jefferson | 313.01 | 329.18 | 303,168 | 0.9396 | 284,857 |
| 34 Lafayette | 429.06 | 430.89 | 396,841 | 0.9187 | 364,578 |
| 35 Lake | 18,319.81 | 18,765.75 | 17,282,880 | 0.9746 | 16,843,895 |
| 36 Lee | 37,630.80 | 38,972.56 | 35,892,948 | 1.0173 | 36,513,896 |
| 37 Leon | 12,549.15 | 12,763.80 | 11,755,205 | 0.9718 | 11,423,708 |
| 38 Levy | 2,115.68 | 2,137.32 | 1,968,429 | 0.9431 | 1,856,425 |
| 39 Liberty | 449.87 | 488.58 | 449,972 | 0.9245 | 415,999 |
| 40 Madison | 912.49 | 923.49 | 850,516 | 0.9189 | 781,539 |
| 41 Manatee | 19,645.36 | 20,211.70 | 18,614,571 | 0.9937 | 18,497,299 |
| 42 Marion | 16,878.18 | 17,853.87 | 16,443,057 | 0.9472 | 15,574,864 |
| 43 Martin | 7,592.27 | 8,134.27 | 7,491,500 | 1.0164 | 7,614,361 |
| 44 Monroe | 3,383.70 | 3,490.59 | 3,214,764 | 1.0516 | 3,380,646 |
| 45 Nassau | 4,990.02 | 5,068.00 | 4,667,527 | 0.9870 | 4,606,849 |
| 46 Okaloosa | 12,771.19 | 13,190.80 | 12,148,463 | 0.9900 | 12,026,978 |
| 47 Okeechobee | 2,411.13 | 2,441.93 | 2,248,969 | 0.9638 | 2,167,556 |
| 48 Orange | 82,395.08 | 87,236.78 | 80,343,330 | 1.0091 | 81,074,454 |
| 49 Osceola | 30,129.35 | 31,231.34 | 28,763,440 | 0.9870 | 28,389,515 |
| 50 Palm Beach | 74,498.29 | 77,295.98 | 71,188,052 | 1.0438 | 74,306,089 |
| 51 Pasco | 33,024.57 | 34,205.74 | 31,502,802 | 0.9813 | 30,913,700 |
| 52 Pinellas | 35,792.83 | 37,005.67 | 34,081,482 | 1.0011 | 34,118,972 |
| 53 Polk | 44,643.26 | 45,960.23 | 42,328,453 | 0.9704 | 41,075,531 |
| 54 Putnam | 3,972.65 | 4,016.12 | 3,698,766 | 0.9455 | 3,497,183 |
| 55 St. Johns | 19,702.49 | 20,205.66 | 18,609,009 | 1.0023 | 18,651,810 |
| 56 St. Lucie | 17,586.61 | 17,866.12 | 16,454,339 | 0.9935 | 16,347,386 |
| 57 Santa Rosa | 11,525.35 | 11,960.47 | 11,015,354 | 0.9627 | 10,604,481 |
| 58 Sarasota | 17,856.09 | 18,470.17 | 17,010,657 | 1.0153 | 17,270,920 |
| 59 Seminole | 26,283.12 | 26,790.25 | 24,673,284 | 0.9951 | 24,552,385 |
| 60 Sumter | 3,549.33 | 3,623.09 | 3,336,793 | 0.9708 | 3,239,359 |
| 61 Suwannee | 2,287.55 | 2,300.52 | 2,118,733 | 0.9251 | 1,960,040 |
| 62 Taylor | 1,062.05 | 1,077.08 | 991,969 | 0.9215 | 914,099 |
| 63 Union | 894.13 | 903.09 | 831,728 | 0.9415 | 783,072 |
| 64 Volusia | 24,388.87 | 25,070.79 | 23,089,696 | 0.9639 | 22,256,158 |
| 65 Wakulla | 1,911.33 | 1,957.10 | 1,802,450 | 0.9470 | 1,706,920 |
| 66 Walton | 4,248.30 | 4,306.84 | 3,966,514 | 0.9844 | 3,904,636 |
| 67 Washington | 1,230.95 | 1,295.49 | 1,193,120 | 0.9303 | 1,109,960 |
| 69 FAMU Lab School | 253.74 | 253.74 | 233,689 | 0.9718 | 227,099 |
| 70 FAU - Palm Beach | 381.83 | 382.00 | 351,814 | 1.0438 | 367,223 |
| 71 FAU - St. Lucie | 854.70 | 858.71 | 790,855 | 0.9935 | 785,714 |
| 72 FSU Lab - Broward | 259.03 | 259.58 | 239,068 | 1.0196 | 243,754 |
| 73 FSU Lab - Leon | 689.69 | 689.84 | 635,329 | 0.9718 | 617,413 |
| 74 UF Lab School | 518.81 | 527.61 | 485,918 | 0.9796 | 476,005 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 1,112,223.41 | 1,149,864.43 | 1,059,002,143 | | 1,059,242,621 |

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades 9-12 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$923.21 x WFTE | District Cost Differential | Grades 9-12 Class Size Reduction Allocation |
|--------------------------------|----------------------------------|--------------------------------|-----------------------|----------------------------------|--|
| | Grades 9-12 Unweighted FTE | Grades 9-12 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 8,366.41 | 8,443.84 | 7,795,438 | 0.9796 | 7,636,411 |
| 2 Baker | 1,424.32 | 1,438.00 | 1,327,576 | 0.9606 | 1,275,270 |
| 3 Bay | 7,396.03 | 7,972.31 | 7,360,116 | 0.9687 | 7,129,744 |
| 4 Bradford | 739.06 | 744.26 | 687,108 | 0.9513 | 653,646 |
| 5 Brevard | 22,076.64 | 22,658.49 | 20,918,545 | 0.9904 | 20,717,727 |
| 6 Broward | 81,607.73 | 83,915.16 | 77,471,315 | 1.0196 | 78,989,753 |
| 7 Calhoun | 594.26 | 617.09 | 569,704 | 0.9222 | 525,381 |
| 8 Charlotte | 5,417.22 | 5,545.57 | 5,119,726 | 0.9845 | 5,040,370 |
| 9 Citrus | 4,458.87 | 4,578.26 | 4,226,695 | 0.9430 | 3,985,773 |
| 10 Clay | 12,063.69 | 12,385.97 | 11,434,851 | 0.9798 | 11,203,867 |
| 11 Collier | 15,044.25 | 15,799.26 | 14,586,035 | 1.0523 | 15,348,885 |
| 12 Columbia | 2,732.93 | 2,776.62 | 2,563,403 | 0.9407 | 2,411,393 |
| 13 Dade | 107,042.96 | 110,400.17 | 101,922,541 | 1.0166 | 103,614,455 |
| 14 DeSoto | 1,210.78 | 1,217.84 | 1,124,322 | 0.9645 | 1,084,409 |
| 15 Dixie | 629.72 | 638.94 | 589,876 | 0.9258 | 546,107 |
| 16 Duval | 35,205.73 | 36,699.38 | 33,881,235 | 1.0058 | 34,077,746 |
| 17 Escambia | 11,327.12 | 11,745.64 | 10,843,692 | 0.9746 | 10,568,262 |
| 18 Flagler | 4,454.48 | 4,598.62 | 4,245,492 | 0.9560 | 4,058,690 |
| 19 Franklin | 256.13 | 269.65 | 248,944 | 0.9275 | 230,896 |
| 20 Gadsden | 1,287.25 | 1,337.48 | 1,234,775 | 0.9435 | 1,165,010 |
| 21 Gilchrist | 705.47 | 728.87 | 672,900 | 0.9424 | 634,141 |
| 22 Glades | 287.80 | 290.72 | 268,396 | 0.9734 | 261,257 |
| 23 Gulf | 562.75 | 588.07 | 542,912 | 0.9389 | 509,740 |
| 24 Hamilton | 463.15 | 463.21 | 427,640 | 0.9168 | 392,060 |
| 25 Hardee | 1,394.47 | 1,410.44 | 1,302,132 | 0.9557 | 1,244,448 |
| 26 Hendry | 2,451.48 | 2,540.05 | 2,345,000 | 0.9823 | 2,303,494 |
| 27 Hernando | 7,325.76 | 7,495.80 | 6,920,198 | 0.9587 | 6,634,394 |
| 28 Highlands | 3,532.30 | 3,579.59 | 3,304,713 | 0.9489 | 3,135,842 |
| 29 Hillsborough | 64,660.85 | 66,975.54 | 61,832,488 | 1.0072 | 62,277,682 |
| 30 Holmes | 890.80 | 898.06 | 829,098 | 0.9259 | 767,662 |
| 31 Indian River | 5,332.83 | 5,519.65 | 5,095,796 | 0.9990 | 5,090,700 |
| 32 Jackson | 1,491.03 | 1,551.18 | 1,432,065 | 0.9219 | 1,320,221 |
| 33 Jefferson | 207.10 | 211.28 | 195,056 | 0.9396 | 183,275 |
| 34 Lafayette | 334.01 | 340.88 | 314,704 | 0.9187 | 289,119 |
| 35 Lake | 14,233.38 | 14,616.89 | 13,494,459 | 0.9746 | 13,151,700 |
| 36 Lee | 30,309.20 | 31,189.32 | 28,794,292 | 1.0173 | 29,292,433 |
| 37 Leon | 9,491.81 | 9,745.50 | 8,997,143 | 0.9718 | 8,743,424 |
| 38 Levy | 1,473.22 | 1,484.87 | 1,370,847 | 0.9431 | 1,292,846 |
| 39 Liberty | 324.28 | 334.04 | 308,389 | 0.9245 | 285,106 |
| 40 Madison | 704.51 | 719.36 | 664,120 | 0.9189 | 610,260 |
| 41 Manatee | 15,200.93 | 15,584.93 | 14,388,163 | 0.9937 | 14,297,518 |
| 42 Marion | 13,144.03 | 13,902.04 | 12,834,502 | 0.9472 | 12,156,840 |
| 43 Martin | 5,899.96 | 6,085.06 | 5,617,788 | 1.0164 | 5,709,920 |
| 44 Monroe | 2,569.61 | 2,635.38 | 2,433,009 | 1.0516 | 2,558,552 |
| 45 Nassau | 3,795.38 | 3,898.41 | 3,599,051 | 0.9870 | 3,552,263 |
| 46 Okaloosa | 8,922.77 | 9,234.50 | 8,525,383 | 0.9900 | 8,440,129 |
| 47 Okeechobee | 1,788.57 | 1,802.40 | 1,663,994 | 0.9638 | 1,603,757 |
| 48 Orange | 62,997.00 | 65,896.53 | 60,836,335 | 1.0091 | 61,389,946 |
| 49 Osceola | 24,158.19 | 24,849.40 | 22,941,215 | 0.9870 | 22,642,979 |
| 50 Palm Beach | 60,394.56 | 62,627.45 | 57,818,288 | 1.0438 | 60,350,729 |
| 51 Pasco | 23,847.61 | 24,794.98 | 22,890,973 | 0.9813 | 22,462,912 |
| 52 Pinellas | 29,834.60 | 30,934.10 | 28,558,670 | 1.0011 | 28,590,085 |
| 53 Polk | 34,519.30 | 35,750.03 | 33,004,785 | 0.9704 | 32,027,843 |
| 54 Putnam | 2,680.44 | 2,697.50 | 2,490,359 | 0.9455 | 2,354,634 |
| 55 St. Johns | 14,796.74 | 15,298.36 | 14,123,599 | 1.0023 | 14,156,083 |
| 56 St. Lucie | 14,659.25 | 14,850.64 | 13,710,259 | 0.9935 | 13,621,142 |
| 57 Santa Rosa | 9,065.12 | 9,311.16 | 8,596,156 | 0.9627 | 8,275,519 |
| 58 Sarasota | 14,007.20 | 14,648.48 | 13,523,623 | 1.0153 | 13,730,534 |
| 59 Seminole | 20,829.99 | 21,232.24 | 19,601,816 | 0.9951 | 19,505,767 |
| 60 Sumter | 2,553.57 | 2,572.47 | 2,374,930 | 0.9708 | 2,305,582 |
| 61 Suwannee | 1,783.03 | 1,783.97 | 1,646,979 | 0.9251 | 1,523,620 |
| 62 Taylor | 623.94 | 629.82 | 581,456 | 0.9215 | 535,812 |
| 63 Union | 560.88 | 560.32 | 517,293 | 0.9415 | 487,031 |
| 64 Volusia | 18,976.47 | 19,537.67 | 18,037,372 | 0.9639 | 17,386,223 |
| 65 Wakulla | 1,451.34 | 1,462.82 | 1,350,490 | 0.9470 | 1,278,914 |
| 66 Walton | 3,110.54 | 3,121.56 | 2,881,855 | 0.9844 | 2,836,898 |
| 67 Washington | 956.21 | 1,002.05 | 925,103 | 0.9303 | 860,623 |
| 69 FAMU Lab School | 183.66 | 183.48 | 169,391 | 0.9718 | 164,614 |
| 70 FAU - Palm Beach | 678.85 | 678.17 | 626,093 | 1.0438 | 653,516 |
| 71 FAU - St. Lucie | 3.86 | 3.86 | 3,564 | 0.9935 | 3,541 |
| 72 FSU Lab - Broward | 5.08 | 5.07 | 4,681 | 1.0196 | 4,773 |
| 73 FSU Lab - Leon | 653.29 | 652.87 | 602,736 | 0.9718 | 585,739 |
| 74 UF Lab School | 489.95 | 489.46 | 451,874 | 0.9796 | 442,656 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 864,653.70 | 893,183.05 | 824,595,522 | | 825,180,293 |

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades PK-12 Class Size Reduction Allocation

| District | Grades PK-3 Class Size Reduction Allocation | Grades 4-8 Class Size Reduction Allocation | Grades 9-12 Class Size Reduction Allocation | Class Size Reduction Allocation |
|----------------------|--|---|--|---------------------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 10,350,904 | 10,305,541 | 7,636,411 | 28,292,856 |
| 2 Baker | 1,725,977 | 1,599,888 | 1,275,270 | 4,601,135 |
| 3 Bay | 9,605,686 | 9,767,108 | 7,129,744 | 26,502,538 |
| 4 Bradford | 1,065,288 | 1,049,041 | 653,646 | 2,767,975 |
| 5 Brevard | 25,363,938 | 27,391,321 | 20,717,727 | 73,472,986 |
| 6 Broward | 91,969,401 | 97,819,322 | 78,989,753 | 268,778,476 |
| 7 Calhoun | 680,109 | 658,238 | 525,381 | 1,863,728 |
| 8 Charlotte | 5,632,376 | 5,681,403 | 5,040,370 | 16,354,149 |
| 9 Citrus | 5,148,237 | 5,269,102 | 3,985,773 | 14,403,112 |
| 10 Clay | 12,804,939 | 13,652,329 | 11,203,867 | 37,661,135 |
| 11 Collier | 17,973,353 | 18,393,776 | 15,348,885 | 51,716,014 |
| 12 Columbia | 3,722,778 | 3,384,692 | 2,411,393 | 9,518,863 |
| 13 Dade | 120,400,508 | 129,832,068 | 103,614,455 | 353,847,031 |
| 14 DeSoto | 1,495,716 | 1,702,816 | 1,084,409 | 4,282,941 |
| 15 Dixie | 742,534 | 700,540 | 546,107 | 1,989,181 |
| 16 Duval | 50,263,719 | 48,375,316 | 34,077,746 | 132,716,781 |
| 17 Escambia | 13,656,266 | 13,433,253 | 10,568,262 | 37,657,781 |
| 18 Flagler | 4,056,968 | 4,597,130 | 4,058,690 | 12,712,788 |
| 19 Franklin | 425,620 | 407,022 | 230,896 | 1,063,538 |
| 20 Gadsden | 1,653,634 | 1,580,549 | 1,165,010 | 4,399,193 |
| 21 Gilchrist | 1,095,574 | 990,362 | 634,141 | 2,720,077 |
| 22 Glades | 629,213 | 748,240 | 261,257 | 1,638,710 |
| 23 Gulf | 611,594 | 678,822 | 509,740 | 1,800,156 |
| 24 Hamilton | 528,449 | 510,235 | 392,060 | 1,430,744 |
| 25 Hardee | 1,702,921 | 1,669,130 | 1,244,448 | 4,616,499 |
| 26 Hendry | 2,423,792 | 2,523,593 | 2,303,494 | 7,250,879 |
| 27 Hernando | 8,804,899 | 8,758,800 | 6,634,394 | 24,198,093 |
| 28 Highlands | 4,333,869 | 4,192,866 | 3,135,842 | 11,662,577 |
| 29 Hillsborough | 80,905,818 | 82,699,522 | 62,277,682 | 225,883,022 |
| 30 Holmes | 1,050,831 | 981,174 | 767,662 | 2,799,667 |
| 31 Indian River | 5,877,010 | 6,209,874 | 5,090,700 | 17,177,584 |
| 32 Jackson | 2,036,407 | 1,932,220 | 1,320,221 | 5,288,848 |
| 33 Jefferson | 282,415 | 284,857 | 183,275 | 750,547 |
| 34 Lafayette | 393,348 | 364,578 | 289,119 | 1,047,045 |
| 35 Lake | 16,441,460 | 16,843,895 | 13,151,700 | 46,437,055 |
| 36 Lee | 35,183,272 | 36,513,896 | 29,292,433 | 100,989,601 |
| 37 Leon | 11,853,458 | 11,423,708 | 8,743,424 | 32,020,590 |
| 38 Levy | 2,120,435 | 1,856,425 | 1,292,846 | 5,269,706 |
| 39 Liberty | 476,501 | 415,999 | 285,106 | 1,177,606 |
| 40 Madison | 775,096 | 781,539 | 610,260 | 2,166,895 |
| 41 Manatee | 18,187,390 | 18,497,299 | 14,297,518 | 50,982,207 |
| 42 Marion | 15,594,523 | 15,574,864 | 12,156,840 | 43,326,227 |
| 43 Martin | 6,309,499 | 7,614,361 | 5,709,920 | 19,633,780 |
| 44 Monroe | 3,337,502 | 3,380,646 | 2,558,552 | 9,276,700 |
| 45 Nassau | 4,467,704 | 4,606,849 | 3,552,263 | 12,626,816 |
| 46 Okaloosa | 11,980,289 | 12,026,978 | 8,440,129 | 32,447,396 |
| 47 Okeechobee | 2,238,487 | 2,167,556 | 1,603,757 | 6,009,800 |
| 48 Orange | 76,172,950 | 81,074,454 | 61,389,946 | 218,637,350 |
| 49 Osceola | 25,180,621 | 28,389,515 | 22,642,979 | 76,213,115 |
| 50 Palm Beach | 68,676,599 | 74,306,089 | 60,350,729 | 203,333,417 |
| 51 Pasco | 29,332,574 | 30,913,700 | 22,462,912 | 82,709,186 |
| 52 Pinellas | 33,326,190 | 34,118,972 | 28,590,085 | 96,035,247 |
| 53 Polk | 38,786,200 | 41,075,531 | 32,027,843 | 111,889,574 |
| 54 Putnam | 3,730,127 | 3,497,183 | 2,354,634 | 9,581,944 |
| 55 St. Johns | 16,546,413 | 18,651,810 | 14,156,083 | 49,354,306 |
| 56 St. Lucie | 14,881,228 | 16,347,386 | 13,621,142 | 44,849,756 |
| 57 Santa Rosa | 9,867,372 | 10,604,481 | 8,275,519 | 28,747,372 |
| 58 Sarasota | 15,553,827 | 17,270,920 | 13,730,534 | 46,555,281 |
| 59 Seminole | 22,804,789 | 24,552,385 | 19,505,767 | 66,862,941 |
| 60 Sumter | 3,185,775 | 3,239,359 | 2,305,582 | 8,730,716 |
| 61 Suwannee | 2,038,434 | 1,960,040 | 1,523,620 | 5,522,094 |
| 62 Taylor | 959,260 | 914,099 | 535,812 | 2,409,171 |
| 63 Union | 856,451 | 783,072 | 487,031 | 2,126,554 |
| 64 Volusia | 21,733,662 | 22,256,158 | 17,386,223 | 61,376,043 |
| 65 Wakulla | 1,939,912 | 1,706,920 | 1,278,914 | 4,925,746 |
| 66 Walton | 4,212,783 | 3,904,636 | 2,836,898 | 10,954,317 |
| 67 Washington | 1,182,138 | 1,109,960 | 860,623 | 3,152,721 |
| 69 FAMU Lab School | 185,137 | 227,099 | 164,614 | 576,850 |
| 70 FAU - Palm Beach | 273,148 | 367,223 | 653,516 | 1,293,887 |
| 71 FAU - St. Lucie | 648,665 | 785,714 | 3,541 | 1,437,920 |
| 72 FSU Lab - Broward | 492,392 | 243,754 | 4,773 | 740,919 |
| 73 FSU Lab - Leon | 470,630 | 617,413 | 585,739 | 1,673,782 |
| 74 UF Lab School | 231,628 | 476,005 | 442,656 | 1,150,289 |
| 75 Virtual School | 0 | 0 | 0 | 0 |
| State | 1,011,648,612 | 1,059,242,621 | 825,180,293 | 2,896,071,526 |



APPENDIX II

2021-2022 FEFP 4th Calc. - First page

2021-22 FEFP FOURTH CALCULATION
 STATEWIDE SUMMARY
 COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2021-22 FEFP Fourth Calculation | Difference | Percentage Difference |
|--|---|--|--------------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,923,394.34 | 10,506.97 | 0.36% |
| Weighted FTE | 3,208,129.06 | 3,219,866.23 | 11,737.17 | 0.37% |
| School Taxable Value | 2,443,188,085,001 | 2,443,188,085,001 | 0 | 0.00% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,372.91 | 0.00 | 0.00% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 14,086,526,026 | 51,329,922 | 0.37% |
| Sparsity Supplement | 53,468,748 | 53,469,554 | 806 | 0.00% |
| State-Funded Discretionary Contribution | 34,236,438 | 35,416,300 | 1,179,862 | 3.45% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 286,727,609 | 504,934 | 0.18% |
| DJJ Supplemental Allocation | 4,814,376 | 4,927,080 | 112,704 | 2.34% |
| Safe Schools | 180,000,000 | 180,000,000 | 0 | 0.00% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,064,584,063 | 0 | 0.00% |
| Supplemental Academic Instruction | 714,704,630 | 714,704,630 | 0 | 0.00% |
| Instructional Materials | 241,135,805 | 241,135,805 | 0 | 0.00% |
| Student Transportation | 458,641,984 | 458,641,984 | 0 | 0.00% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Reading Allocation | 130,000,000 | 130,000,000 | 0 | 0.00% |
| Digital Classroom Allocation | 8,000,000 | 8,000,000 | 0 | 0.00% |
| Federally Connected Student Supplement | 14,081,975 | 13,441,931 | (640,044) | -4.55% |
| Mental Health Assistance Allocation | 120,000,000 | 120,000,000 | 0 | 0.00% |
| Total Funds Compression and Hold Harmless Allocation | 47,949,110 | 47,961,529 | 12,419 | 0.03% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 9,818,725 | 102,070 | 1.05% |
| Teacher Salary Increase Allocation | 550,000,000 | 550,000,000 | 0 | 0.00% |
| TOTAL FEFP | 18,006,895,938 | 18,059,498,611 | 52,602,673 | 0.29% |
| Less: Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| GROSS STATE FEFP | 9,787,927,023 | 9,840,529,696 | 52,602,673 | 0.54% |
| Proration to Appropriation (Less Student Reserve Allocation) | (186,190,845) | (238,789,442) | (52,598,597) | 28.25% |
| Student Reserve Allocation (Proration Offset) | 186,190,845 | 238,789,442 | 52,598,597 | 28.25% |
| Additional Student Reserve Allocation | 0 | 186,388,064 | 186,388,064 | 0.00% |
| NET STATE FEFP | 9,787,927,023 | 10,026,917,760 | 238,990,737 | 2.44% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| Discretionary Lottery/School Recognition | 0 | 0 | 0 | 0.00% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| TOTAL STATE FUNDING | 12,625,679,528 | 12,864,670,265 | 238,990,737 | 1.89% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,754,404,499 | 0 | 0.00% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 9,973,373,414 | 0 | 0.00% |
| TOTAL FUNDING | 22,599,052,942 | 22,838,043,679 | 238,990,737 | 1.06% |
| Total Funds per UFTE | 7,758.30 | 7,812.17 | 53.87 | 0.69% |

LEADERSHIP ADVOCACY SERVICE

FADSS

FLORIDA ASSOCIATION OF DISTRICT SCHOOL SUPERINTENDENTS



2022 Legislative Summary

Prepared by: Brian Moore, General Counsel, FADSS

Draft: May 25, 2022

Foreword

I want to thank Michael Manias, our FADSS legislative intern for the 2021-22 session, for helping me keep track of all the legislation from the Fall committee meetings until the end of the session. I would also like to thank David Sikes and Katrina Figgett for lending their eyes and editor's lenses to this report.

This legislative summary remains in draft form as of May 25, 2022. There are several bills, including the budget bills, that have not yet been sent to the Governor for approval.

Table of Contents

Assessments and Accountability

| | |
|--|---|
| SB 1048 (Ch. 22-16) – Student Assessments | 1 |
| SB 2524 (Ch. ____) – Education (Conforming Bill)..... | 4 |

Curriculum and Career Education

| | |
|--|----|
| HB 7 (Ch. 22-72) – Individual Freedom | 6 |
| HB 395 (Ch. 22-98) – Victims of Communism Day..... | 11 |
| SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools | 12 |
| SB 2524 (Ch. ____) – Education (Conforming Bill)..... | 14 |

Instructional Materials

| | |
|---|----|
| HB 1467 (Ch. 22-21) – K-12 Education..... | 16 |
|---|----|

District and Government Operations

| | |
|---|----|
| SB 706 (Ch. 22-122) – School Concurrency..... | 20 |
| HB 777 (Ch. 22-____) – Local Tax Referenda Requirements..... | 21 |
| HB 921 (Ch. 22-____) – Campaign Financing..... | 22 |
| HB 7049 (Ch. 22-103) – Legal Notices..... | 23 |
| HB 7057 (Ch. 22-____) – Public Records and Meetings/Cybersecurity..... | 25 |
| SB 2524 (Ch. 22-____) – Education (Conforming Bill) | 27 |

Exceptional Student Education (ESE)

| | |
|---|----|
| HB 173 (Ch. 22-19) – Care of Students with Epilepsy or Seizure Disorders | 31 |
| HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools..... | 32 |
| SB 236 (Ch. 22-24) – Children with Developmental Delays..... | 34 |
| HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services | 35 |

School Choice

| | |
|--|----|
| HB 3 (Ch. 22-23) – Law Enforcement..... | 37 |
| HB 225 (Ch. 22-____) – Charter School Charters..... | 38 |
| SB 758 (Ch. 22-____) – Education..... | 39 |
| SB 2524 (Ch. 22-____) – Education (Conforming Bill) | 43 |

School Safety, Health, and Mental Health

| | |
|--|----|
| SB 544 (Ch. 22-28) – Drug-related Overdose Protection..... | 48 |
| HB 899 (Ch. 22-126) – Mental Health of Students | 49 |
| HB 1421 (Ch. 22-___) – School Safety..... | 51 |
| HB 1557 (Ch. 22-22) – Parental Rights in Education..... | 54 |
| SB 2524 (Ch. 22-___) – Education (Conforming Bill) | 58 |

Teacher Certification

| | |
|---|----|
| SB 896 (Ch. 22-___) – Educator Certification Pathways for Veterans..... | 60 |
| SB 2524 (Ch. 22-___) – Education (Conforming Bill) | 61 |

Other Legislation

| | |
|---|----|
| HJR 1 – Additional Homestead Property Tax for Specified Critical Public Service Workforce | 63 |
| HB 1563 (Ch. 22-___) – Homestead Property Tax Exemptions | 63 |
| HB 45 (Ch. 22-___) – Educational Opportunities for Disabled Veterans..... | 64 |
| HB 461 (Ch. 22-___) – Bright Futures Scholarship Program Student Service Requirements..... | 65 |
| HB 497 (Ch. 22-___) – Lee County School District, Lee County..... | 66 |
| SB 722 (Ch. 22-___) – Education for Student Inmates | 67 |
| HB 1571 (Ch. 22-118) – Residential Picketing..... | 68 |

Budget and Finance

| | |
|---|----|
| HB 5001 (Ch. 22-___) – General Appropriations Act (GAA) | 69 |
| HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA..... | 75 |
| HB 5007 (Ch. 22-___) – State-administered Retirement Systems..... | 77 |
| SB 2524 (Ch. 22-___) – Education (Conforming Bill) | 79 |
| HB 7071 (Ch. 22-97) – Taxation | 81 |

| | |
|---|-----------|
| Rulemaking and Reporting Summary | 83 |
|---|-----------|

APPENDICES

APPENDIX I – 2022-23 FEFP Conference Report

APPENDIX II – 2021-22 FEFP 4th Calc. – First page

Assessments and Accountability

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

What Does the Bill Do? Building off last year’s legislation that required a system of progress monitoring for grades pre-K through 8, this bill transitions Florida away from the Florida Standards Assessment (FSA) to a system of progress monitoring for all grade levels, including 9th and 10th, beginning with the 2022-23 school year. This new progress monitoring system will have three periods of assessment and feedback. The first round of monitoring will occur in the fall followed by a second round in the winter. The third and final round of progress monitoring will look almost identical to the current FSA system. The same high-stakes accountability measures will remain in place and apply to the third and final round of progress monitoring. End of course examinations, the grade levels taking required assessments, and graduation requirements remain unchanged as well.

The first administration of the coordinated and progress monitoring system for VPK-2nd grade must be within the first 30 instructional days after a student enrolls or the start of the school year. The second assessment must occur “midyear,” and the final assessment must occur within the last 30 days of the program or school year. Then, for grades VPK-3, the coordinated screening and progress monitoring system “must be computer-adaptive” beginning in 2023-24. For grades 3 and up, the bill simply says that the progress monitoring must be administered “at the beginning, middle, and end of the school year pursuant to state board rule.”

The bill also includes a section on parents and their right to know how their children are doing, but it is largely just a duplication of what is already set forth in section 1008.25 for students who are exhibiting a reading deficiency. However, some specific timelines are set for getting this information to the parents.

To make the information meaningful and useful, the bill requires that the results of the first two administrations of the assessments be provided to the teacher within one (1) week and to the parents within two (2) weeks. Beginning in 2023-24, the end of year testing results must be made available by the Department of Education (DOE) no later than May 31st. For 2022-23, the deadline should remain May 31st for 3rd grade ELA results and June 30th for all others.

For district-required local assessments, districts must provide performance results to both teachers and parents within one week (unless the Superintendent determines in writing that extenuating circumstances necessitate a delay). In all cases, the information provided to parents must be available through the district’s parent portal or provided in a printed format upon a parent’s request.

Next, the bill addresses the effect of all these changes on the school grading system. School and district grades in 2022-23 will be based on the end-of-year assessments only and then “serve as an informational baseline for . . . future years.” Because learning gains will not be part of the process in 2022-23, the grading scale for that year should be set so that the percentage of schools receiving an A in 2022-23 will be statistically equivalent to the number of schools that received an A in 2021-22. The same is true for grades B, C, D, and F. Once learning gains can be factored back into the formula in 2023-24, the State Board of Education (SBE) will review and adjust the grading scale as necessary. Similarly, there will be no school improvement ratings following the 2022-23 school year. They will begin after the 2023-24 school year when learning gains are available to determine whether a school’s performance was commendable, maintaining, or unsatisfactory.

School grades received for the 2022-23 school year will not trigger turnaround requirements for the 2023-24 school year. However, a school that is already in turnaround status during the 2022-23 school year can be released from turnaround status if it achieves a grade of C or better. In essence, there will be no negative consequences for a school receiving a low grade or dropping a grade in the 2022-23 school year, including high-performing charter schools.

With respect to 3rd grade retention and high school graduation requirements, “student performance on the 2022-2023 comprehensive, end-of-year progress monitoring assessment . . . shall be linked to the 2021-2022 student performance expectations.” In addition to the good cause exemptions for promotion to the 4th grade that already exist, a student can be promoted to the 4th grade for the 2023-24 school year “if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student’s performance.”

Finally, the bill requires the Commissioner of Education to conduct a study and report the results to the Legislature by January 31, 2025. Among other things, the Commissioner is required to recommend the feasibility and validity of using the results from the first two rounds of progress monitoring instead of the end-of-year results. The report should also include options for “further” reducing statewide, standardized assessments.

Who Is Responsible for or Affected by the Bill? This bill will affect every public school student and teacher by adding two additional testing periods to the school year (at the beginning and middle), but it will largely be the DOE’s responsibility to develop and implement the new system. Other than the two new testing periods, very little changes when compared to the current system.

How Will the Bill Be Implemented? The DOE will develop and put in place the new progress monitoring system for the 2022-23 school year. This will represent a baseline year. Districts will need to be sure that their parent portals are prepared to share the progress monitoring results with parents. Districts may also need to ensure that they have a sufficient number of computers to allow all students within the system to take computer-based assessments.

From what is understood at this time, the three required assessments will be cumulative assessments. Essentially, every student will take the same test three times per year to measure where they are against what is expected for their grade level even though they will not have covered much of the material when they take the first two assessments.

Finally, the future of the writing assessment and how it is used appears to be something of an open question, as it takes much longer to grade them by hand.

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are not exempt from the state's student assessment and accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? Many parents and staff members heard the Governor say that there would be an end to the FSA and less high-stakes testing, but this new bill does not change the current system much other than adding two new assessment periods at the beginning and middle of the school year. Overall, it is expected that each of the three assessments will take about half the amount of time to complete as the current FSA exam. So, while the end-of-year assessment will be shorter than it is currently, the total amount of testing time probably will increase.

The progress monitoring and earlier feedback to teachers and parents should be helpful in identifying deficiencies and implementing strategies before the end-of-year assessments, but the bill does not appear to do anything to reduce high-stakes testing. There are also some concerns about making all of the tests computer-based, which may strain district resources or prove difficult for many students, particularly those in earlier grades.

Finally, there were proposed changes to the turnaround and school grading systems in the House version of the bill that did not get enacted here. However, they were added to the budget conforming bill, SB 2524, which is discussed below.

Creates: N/A.

Amends: Sections 411.227, 1000.21, 1002.37, 1002.45, 1002.53, 1002.67, 1002.68, 1003.41, 1003.53, 1008.2125, 1008.22, 1008.25, 1008.34, and 1008.341, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) –

Education

By:

Senate Appropriations Committee

Effective Date:

Varied (assessment and accountability provisions take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? Although this bill is supposed to be the budget conforming bill for 2022-23, it is 180 pages long and addresses numerous areas of substantive law covering a wide range of topics, including budget issues, assessments and accountability, personnel matters, literacy, vouchers, virtual education, school choice, collective bargaining, and much more. Rather than attempt to summarize all 180 pages of it in one section of this report, following sections will address the pertinent topics so that superintendents and district staff can focus more easily on those sections relevant to their job duties.

This section looks only at the provisions of SB 2524 that address assessments and accountability, though some assessment and accountability changes for virtual schools are covered in the School Choice section below.

There are three sections in this conforming bill that address assessments and accountability. First, section 1008.33 receives a few amendments. The law will now provide something that is already in practice -- schools that earn a second consecutive D or an F grade must act immediately to implement required intervention and support strategies. In addition, the law will now provide that schools can submit a turnaround plan for approval after an initial D grade, rather than wait for a second consecutive D. Further, the bill makes some changes to the turnaround options for struggling schools. Specifically, a high-performing charter school network can now qualify as an external operator. When a school district contracts with an outside entity to help with the turnaround process, the contract must be for at least two years and be performance-based. School performance and growth metrics that the outside entity must meet annually have to be included in the contract, and the SBE may require the district to modify or cancel the contract.

In addition, there is new language regarding school grades. The SBE will be required to review its grading system annually to determine whether adjustments are needed. If 75% of the schools within a category (elementary, middle, high, or combo) receive an A or B grade, then the grading scale must be adjusted upward for each grade to the nearest number ending in 5 or 0. In other words, if it takes 62% of the available points to get an A now, the scale must be adjusted so that it takes at least 65%. If the cut-off for a D is 36% of available points, it would move up to 40%. This requirement would remain in place until the school grading scale matched the traditional classroom grading scale of 90-100 for an A, 80-89 for a B, 70-79 for a C, etc.

Finally, the Legislature is requiring the DOE to “collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required

assessments and coordinated screening and progress monitoring.” This information is to be reported annually to the Governor and Legislature beginning January 1, 2023 and ending January 1, 2025. This would appear to be connected to the Commissioner’s required report about progress monitoring and the potential reduction in high-stakes testing from SB 1048 above.

Who Is Responsible for or Affected by the Bill? All districts that have schools in turnaround or that may receive a D or F grade this year need to be aware of these changes.

How Will the Bill Be Implemented? Operationally, there is not much that changes with respect to assessments and accountability. There may be some required data collection from the DOE so that it can complete its annual reports, and there may be some difficult negotiations with potential external operators with a few of the changes here. However, the basic accountability system remains largely the same.

Required Rulemaking? None.

Required Reports? None for school districts, but the DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with the state’s accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? First, the school grade provisions appear to arise from the proposition that the grading scale must be too easy if a high percentage of schools receive good grades. However, it is entirely possible that 75% of the public schools in this state received good grades because they were doing a good job. Even more troubling is the end goal of a school grading scale that mirrors the traditional classroom grading scale, where 90% is required for an A, 80% for a B, etc. This may make it very difficult for turnaround schools or other schools with unique challenges to ever exit turnaround or receive a good grade. Right now, an elementary school that receives roughly 63% of the available points receives an A. Under this new scale being implemented, it may one day require 70% of the available points just to get a C, even though such a school would be praised as a solid A school today.

Creates: N/A

Amends: Sections 1008.33 and 1008.34, Florida Statutes

Final Legislative Analysis

Curriculum and Career Education

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

What Does the Bill Do? This bill amends the Florida Civil Rights Act (Chapter 760, Part I, Florida Statutes) and sections of law addressing discrimination against students (section 1000.05, Florida Statutes) and required classroom instruction (section 1003.42) to restrict employee training and public school instruction from addressing issues such as white privilege and institutional racism. It is rooted in the current political hot topics of Critical Race Theory (CRT) and “wokeness,” even though neither of those terms appears in the bill.

On the matter of employment discrimination, the bill amends Florida’s Civil Rights Act to make it an unlawful employment practice to subject someone “as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that promotes or compels that person to believe:

1. Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.
2. An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. An individual's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.
4. Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.
5. An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.
6. An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.
8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race,

color, sex, or national origin to oppress members of another race, color, sex, or national origin.”

However, the bill then adds that it “may not be construed to prohibit discussion of the concepts listed therein as a part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.”

For PreK-12 instruction, the bill similarly provides that it will be considered discrimination on the basis of race, color, national origin, or sex to “subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the [same eight (8)] concepts.” Once again, this cannot be interpreted to prohibit a discussion of the topics, as long as the training or instruction is given in an objective manner. It is important to note that this addresses only training or instruction directed to students. It prohibits instructing students that some people should receive “adverse treatment” to achieve diversity, equity, or inclusion. It does not actually prohibit a district from employing a policy designed to achieve those goals that some people may believe is accomplished through adverse treatment of others based on race, sex, or other factors.

The bill also makes significant amendments to the statute that sets forth all required instruction in district-run public schools. Despite the prohibitions discussed above, the bill still requires district schools to teach about the history of African Americans, and the language describing that required instruction has expanded greatly to mirror the required instruction of the Holocaust¹ and now provides:

Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and

¹ The Holocaust was “a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.” Sec. 1003.42(2)(g)1., Fla. Stat.

use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

Required health and character instruction has also been amended. Instead of referring to programs like Character Counts, the law will now require “civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.”

Mental and emotional health has been removed from the broad category of “health instruction” and now has its own subparagraph addressing “[l]ife skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.”

However, this instruction cannot contradict the principles of individual freedom enumerated in the new law. In fact, the bill provides that all instruction and supporting materials on required topics of instruction must be consistent with the principles of individual freedom, which are:

1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
2. No race is inherently superior to another race.
3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

4. Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
6. A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

The law then attempts to clarify what this means by adding that teachers can still facilitate discussions and use curricula to address how the freedoms of some people have been infringed upon “by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination.” However, teachers may not “indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.”

Finally, the bill adds some instructions for the Department of Education (DOE) and district curriculum reviewers, as materials for social science, history, and civics must be reviewed for consistency with the six (6) enumerated principles of individual freedom. In addition, the DOE will review and approve district professional development systems for compliance with those same principles. Finally, the State Board of Education is required to adopt “Stories of Inspiration” to help teach the principles of individual freedom. These stories should inspire current and future students by highlighting what others have done to prosper “even in the most difficult circumstances.”

Who Is Responsible for or Affected by the Bill? School districts will need to review their employee training programs for consistency with this bill, including regular professional development training. Particular scrutiny will be needed for training programs that address issues like the achievement gap, equity, trauma-informed classrooms, and other training that has been confused with CRT. Districts will also need to make all teachers aware of these new provisions regarding instruction.

Teachers will need to consider their lesson plans when covering topics like slavery, the Holocaust, Japanese Internment Camps, and other historical topics that can elicit strong emotions from students. It is not exactly clear how one teaches about the Holocaust “objectively,” as the entire point of ideas like “Never Again” is to point out just how horrifically one group of people treated another.

How Will the Bill Be Implemented? Unlike some other laws enacted this session that create new causes of action, this one does not. Presumably, claims of employment discrimination under this new law will be raised the same way other discrimination claims are

raised – through employee complaints to the district’s human resources department or through complaints to the Florida Commission on Human Relations or the Equal Employment Opportunity Commission.

As for violations in the classroom, it is expected that there will be complaints made to the principal, the district’s human resources department, or the State’s Education Practices Commission.

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

Does the Bill Apply to Charter Schools? As employers, charter schools will have to comply with the changes to the Florida Civil Rights Act regarding employee training. They are also subject to section 1000.05 regarding discrimination against students. Charter schools are not subject to the required instruction statute, section 1003.42. However, to the extent that these topics are included in the state standards and assessments, they will need to teach them.

What Problems or Concerns May Arise as a Result of this New Bill? The key language appears to be not placing blame on someone for something someone else did. Still, districts could face issues in their efforts to address certain issues, like achievement gaps, which are rooted in historical actions, because of the language about adverse treatment against someone in an effort to achieve diversity, equity, or inclusion. The law simply prohibits training or teaching that some people of a certain race or sex should receive adverse treatment in the name of equity or inclusion, but that does not mean that people will not cite this law as an argument against any programs designed to achieve those goals. There may be some conflict with federal laws and regulations here too. For example, the Individuals with Disabilities Education Act (IDEA) specifically requires greater inclusivity.

Another difficulty with the bill is that certain terms are not statutorily defined and may lead to implementation problems. For example, meritocracy is declared fundamental to the right to pursue happiness and be rewarded for industry, but how does a district measure merit? Does a score of 1200 on the SAT always have more merit than 1190? If the district awards a magnet seat to the student who scored an 1190, can the student with the 1200 claim that they received adverse treatment?

The biggest concern with this new law is the potential chilling effect it may have on teachers and instruction. Society has made a subjective determination that prior deeds in history, like slavery and the Holocaust, were abhorrent acts that must be both recognized and learned from. How does a teacher approach these topics “objectively”? Are they to present facts without offering any perspective as to why those facts are important or why these topics are being taught in the first place?

There is some consolation in the amendment to the original language in the bill that would have prohibited any instruction that made students feel discomfort; the enacted language only prohibits teaching a student to feel guilt or responsibility for the actions of others. After all, anyone learning about the Holocaust, slavery, segregation, or Japanese internment camps may feel a sense of compassion or discomfort and perhaps even anguish and guilt due to the gravity of the topic. Does a child feeling some guilt as an American for slavery know the difference between guilt based on their race as opposed to a sense of guilt about what their country may have done? The amendment to prohibit teaching a student to feel guilty for the actions of others of the same race or sex should make it easier to defend challenges that may be raised, but it does not mean that those challenges will not be filed. Will teachers decide to limit their instruction on difficult topics out of fear that a child’s reaction to that topic will put their certification at risk? Do teachers and administrators need to be on the defensive for teaching the required, State Board of Education-approved standards, including those which may evoke a wide range of reactions among students?

Creates: N/A.

Amends: Sections 760.10, 1000.05, 1002.20, 1003.42, 1006.31, 1006.40, 1012.98, Florida Statutes

Final Legislative Analysis

CS/HB 395 (Ch. 22-98) – Victims of Communism Day

By: Representatives Borrero and Rizo

Effective Date: July 1, 2022

Approved by Governor: May 9, 2022

What Does the Bill Do? This bill designates November 7 as “Victims of Communism Day.” This day must be “suitably” observed in public schools to honor “the 100 million people who have fallen victim to communist regimes across the world.” Beginning with the 2023-24 school year, students in U.S. Government classes must receive at least 45 minutes of instruction on different communist regimes and how people suffered through poverty, starvation, lethal violence, and suppression of speech under them.

Who Is Responsible for or Affected by the Bill? This bill will add some content to the state-adopted social studies standards to be incorporated into the U.S. Government course.

How Will the Bill Be Implemented? The State Board of Education has until April 1, 2023, to adopt revised social studies standards to incorporate the new requirements of this bill. In those years in which November 7 is not a school day, schools need to observe Victims of Communism Day on the preceding school day or another day selected by “local school authorities.”

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter schools offering U.S. Government will still be expected to teach the new standards that will be added by the State Board of Education, but they will not be required to teach the material on November 7, as this new law does not fall within the list of statutory provisions with which charter schools must comply.

What Problems or Concerns May Arise as a Result of this New Bill? The required U.S. Government class is a semester class. Some high school students may not take U.S. Government first semester when Victims of Communism Day occurs, or they may take it virtually through the district or Florida Virtual School. Because the required instruction will be added to the course standards, districts will obviously want to devote an equal amount of time in the spring semester if they offer U.S. Government at that time too. Similarly, virtual programs will need to make sure that the topic is addressed in the curriculum even if the student does not complete the lesson on November 7.

Creates: Section 683.334, Florida Statutes

Amends: N/A.

Final Legislative Analysis

SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools

By: Senator Hutson

Effective Date: July 1, 2022 (but 2023-24 school year)

Approved by Governor: March 22, 2022

What Does the Bill Do? This bill adds a new half-credit, financial literacy course requirement for graduation for students entering the 9th grade in the 2023-24 school year. This new course must include instruction on numerous topics, including:

1. Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services.
2. Balancing a checkbook.
3. Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
4. Completing a loan application.
5. Receiving an inheritance and related implications.
6. Basic principles of personal insurance policies.
7. Computing federal income taxes.
8. Local tax assessments.
9. Computing interest rates by various mechanisms.
10. Simple contracts.
11. Contesting an incorrect billing statement.

12. Types of savings and investments.
13. State and federal laws concerning finance.

Who Is Responsible for or Affected by the Bill? The bill changes the graduation requirements for students entering the 9th grade in the 2023-24 school year. The State Board of Education will need to adopt appropriate state standards for the new course.

How Will the Bill Be Implemented? Districts will need to determine when to offer the new course in light of the other half-credit requirements of U.S. Government and Economics, which are often taken back-to-back in the 12th grade. Also, as a half-credit course, elective options for pairing this course (or one of the other two half-credit requirements) will need to be considered. Further, with the reduction in the number of required elective credits from 8.0 to 7.5 (or 3.0 to 2.5 for students accelerating their graduation with 18 credits), districts may also need to look at their broader offering of electives to determine if any need to be scaled back or eliminated due to the reduction in required electives for graduation.

Also, districts will need to make an effort to get a sufficient number of teachers qualified to teach the course. For those districts that make the course part of the 11th or 12th grade schedule, they will have a couple extra years to prepare. The first class for which this will be required for graduation is the Class of 2027.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. High school diplomas are issued by the school district, not individual charter schools. Charter school students have the same graduation requirements as district school students.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, the addition of a half-credit graduation requirement may create scheduling issues and reduce opportunities for students to explore additional topics through elective offerings. Also, many districts have already incorporated many of these topics into their Economics course by offering the Economics with Financial Literacy course. It is not clear whether that course will continue to be approved, forcing districts to go back to the standard Economics course.

Creates: N/A.

Amends: Sections 1002.3105, 1003.41, 1003.4282

Final Legislative Analysis

SB 2524 (Ch. 22-___) –

Education

By:

Senate Appropriations Committee

Effective Date:

Varied (curriculum and career provisions take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. With respect to curriculum and career issues, the conforming bill addresses some career technical programs, health education, and ESE transition programs. First, the Open Door Grant Program, which was created last year to help create and sustain more credentialed workers for high-demand occupations, is now open to “school districts with eligible integrated education and training programs.” Currently, the program is open to school district postsecondary career centers, Florida colleges, and charter career centers.

Next, there are two new programs to address the shortage of nurses in Florida. The Linking Industry to Nursing Education (LINE) Fund is created. The goal is to connect nursing education programs, including those offered by district career centers, and health care businesses. For every dollar a health care provider gives, the Fund will match it as long as funds are available to do so. These funds will be used for student scholarships, faculty recruitment, new equipment, and other necessary expenditures for the program other than construction of new buildings.

Additionally, the Legislature created the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund. The goal is to “reward performance and excellence among public postsecondary nursing education programs.” If there is an appropriation to support it, institutions will receive an allocation based on different performance metrics, including program completers and licensing passage rates.

On the curriculum side, the Legislature created the Safer, Smarter Schools Program to implement the recently revised Health Education standards that are required instruction by statute. There is no detail provided in the bill other than a statement that the “program shall provide students and educators with a comprehensive personal safety curriculum that helps students attain the protective principles to remain safe from abuse and exploitation.” However, it is clear that this is codifying the adoption of the Lauren’s Kids Safer, Smarter Schools program.

Finally, this bill establishes a new program to be created by the DOE called the Inclusive Transition and Employment Management Program. The purpose is to provide persons with disabilities between the ages of 16 and 28 with transitional skills, education, and on-the-job experience to help them gain permanent employment.

Who Is Responsible for or Affected by the Bill? For these sections of SB 2524, district career center directors need to review the programs and decide whether they wish to participate.

How Will the Bill Be Implemented? To participate in the LINE Fund program, a district career center that offers a program like Certified Nursing Assistant (CAN) will need to submit a proposal to the Department of Education (DOE) using a format to be developed by the DOE. The proposal must identify the local health care partner whose monetary contributions will be matched by the Fund. The program will also need to show that its CNA or LPN program had a completion rate the previous year of at least 70%.

Required Rulemaking? None for school districts. The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Required Reports? Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

Required Training? None.

Does the Bill Apply to Charter Schools? Yes and no. Charter technical career centers are eligible to participate in the Open Door Grant, LINE Fund, and PIPELINE programs. However, charter schools are not required to follow section 1003.42, which sets forth required instruction in schools.

What Problems or Concerns May Arise as a Result of this New Bill?N/A

Creates: Sections 1003.4204, 1007.36, 1009.896, and 1009.897, Florida Statutes

Amends: Section 1009.895, Florida Statutes

Final Legislative Analysis

Instructional Materials

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill primarily addresses term limits for school board members and library books. It amends section 1001.35, Florida Statutes, to provide that no one may run for reelection to the school board if they have served for 12 consecutive years (starting the clock on November 8, 2022). Also, a board member cannot resign at the end of their third and final term to try to stop the 12-year clock so that they can run again in the fall.

However, the primary concern with this bill arises out of new requirements for purchasing library books and the difficulty districts will have in developing and maintaining media center collections.

First, the bill confirms a recent court ruling which found that committees that rank, eliminate, or select instructional materials for recommendation to the school board are subject to the Sunshine Law. Their meetings must be noticed and open to the public. Also, any such committee must include parents of district students.

Next, the bill addresses required training for media specialists, school librarians, and “other personnel involved in the selection of school district library materials.” Beginning January 1, 2023, they must complete a training program to be developed by the Department of Education (DOE). This training program will be available online for the three categories of employees mentioned above and also for those involved in the selection of “materials maintained on a reading list.” The training must help personnel comply with the requirements of section 1006.31(2), which establishes the general standards reviewers must use when evaluating instructional materials, such as making sure the material is “accurate, objective, balanced, noninflammatory, current, [and] free of pornography.” Superintendents will then certify annually by July 1 that all media specialists and librarians have completed the training.

Going forward, all media center books, or books included on a recommended or assigned school or grade-level reading list, must be selected by an employee who holds a valid educational media specialist certificate, even if the book is donated. Further, the media specialist will need to be guided by district-adopted procedures for developing media center collections. These procedures must be posted on the district’s website and have several requirements:

1. Book selections must meet the criteria set forth in section 1006.40(3)(d), which provides that books must be free of pornography, suited to the needs and comprehension ability of the students, and appropriate for the grade level and age group of the students.
2. The procedures must be developed in consultation with “reputable, professionally recognized reviewing periodicals and school community stakeholders.”

3. The procedures must be designed to create “media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.”
4. Finally, the procedures must provide for the regular removal or discontinuance of books based on their physical condition, rate of recent circulation, alignment to state standards, out-of-date content, or status following a parent’s or community member’s objection.

At the elementary level, each school must publish on its website, in a searchable format as prescribed by the DOE, a list of all the materials maintained in the school library or required as part of a school or grade-level reading list. However, all schools must publish on their websites, also in a searchable format as prescribed by the DOE, a list of all *instructional* materials used to provide instruction on the topics of required instruction set forth in section 1003.42.

To further enable public participation in this process, districts must provide access to all materials, except for teacher editions, before any official action is taken just as set forth in section 1006.283, Florida Statutes, which establishes the district instructional material review process. School boards must also select, approve, adopt, or purchase all materials on separate line items of the school board agenda after allowing the public a reasonable opportunity to comment. These items may not be adopted as part of a consent agenda.

Then, beginning June 30, 2023, each school board must submit a report to the Commissioner identifying all materials for which the district received an objection under section 1006.28(2)(a)2., including the specific objections raised. The report must also include each book that was removed as a result of the objection, as well as the grade level and course for which the removed material was used. The DOE will then publish and update a list of removed materials which it will share with districts to assist them in their selection process.

While superintendents and school boards remain responsible for the governance of school districts, the school principal is responsible “for overseeing compliance with school district procedures for selecting school library media center materials” at his or her school.

Finally, as part of the annual assurances made by the Superintendent for the release of instructional material funds, the superintendent will need to include a list of any material for which an objection was raised the previous school year, including the specific objections raised. The Superintendent must also list each item that was removed or discontinued following an objection, as well as the grade level and course in which the removed material was used.

Who Is Responsible for or Affected by the Bill? While numerous questions remain as to the full scope of what is intended by this bill, it is clear that it will place many more responsibilities on media specialists and principals in particular, but just about every employee involved in the delivery of curriculum will feel the effects.

Whereas a media specialist may currently review lists of new books reviewed by organizations like the Florida Association of Media Educators (FAME) and then put in purchase orders to update the school’s media center collection, it now appears that these decisions will need to be guided by an established set of procedures and then, perhaps, approved by the school board.

With the requirement that all committees that rank, select, or eliminate instructional materials meet in the sunshine, districts will need to oversee this process closely and make sure that proper notice is given and that the meetings are held in a place where the public can attend. This will eliminate the ability of a committee to convene on short notice and might reduce available meeting times so that they can be held when the public can attend.

How Will the Bill Be Implemented? First, districts need to review and update, as necessary, their procedures for handling parent and citizen complaints about materials available at the school. Are the challenged books pulled from circulation pending the review, or do they remain available until the review committee determines that they are inappropriate? Who will serve on the committees? Will they be school-based or district-based review committees? Who makes the initial decision, and who makes the final decision on appeal?

Next, districts will need to make sure that their elementary school media center collections are available online in a searchable format. Further, all instructional materials, other than teacher editions, need to be reviewable before any decision to purchase is made. When the school board makes these decisions, it must be an action item on the agenda, not a consent item.

Superintendents will need to make sure that all challenges received to books and other materials maintained at the school are logged and reported to the district so that the new, required annual report can be submitted to the DOE each year.

Further, once the DOE creates the required training program, districts will need to make sure that all media specialists, library personnel, and others involved in the selection of media center materials and reading lists complete the training as soon as possible.

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to comply with the instructional material adoption laws imposed on school districts.

What Problems or Concerns May Arise as a Result of this New Bill? First, there is an issue of timing. Media specialists and others being tasked with all of these new responsibilities are required to receive DOE-developed training beginning January 1, 2023. However, that training does not yet exist, and the law takes effect July 1, 2022.

Second, it just is not clear exactly what this bill requires for the development of media center collections and reading lists. If the school board adopts media center collection development procedures, does each individual book purchase have to go through the same process required for instructional materials, including a public review process, public hearing, action item vote of the board, and then a 30-day window to request a hearing? If so, how does a school make a copy of a book it does not yet own available for public review? Similarly, if someone wants to donate a book, does it have to be approved by the school board as an action item?

Third, the bill references school and grade-level reading lists. Does that mean that an individual teacher can provide a list to his or her class without going through this process? If not, there may be incredible confusion as to which lists have to be approved by a media specialist and go through a specific process.

Finally, there is great concern about how this bill may affect AP, IB, AICE, and other courses where the curriculum is set by someone else. Can an IB program require all incoming 9th graders to read books from an IB list over the summer? Does that list have to be approved by a media specialist first? If the media specialist does not approve, is the school at risk of not being able to offer the IB course to the students?

Superintendents have asked the DOE directly to provide technical assistance with this new law, because it is not well-defined. Numerous districts are already seeing a surge in complaints about books kept in media center collections, and some clear guidance is needed. Community standards may vary across the state, but the procedures each district needs to follow should be clear and somewhat uniform.

Creates: N/A

Amends: Sections 1001.35, 1006.28, 1006.29, 1006.40, and 1011.67, Florida Statutes

Final Legislative Analysis

District and Government Operations

CS/CS/CS/SB 706 (Ch. 22-122) – School Concurrency

By: Senator Perry

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

What Does the Bill Do? For those districts in jurisdictions where the local governments have elected to apply school concurrency in their community planning measures, this new law requires school districts to “notify the local government that capacity is available within 30 days after receipt of the developer’s legally binding commitment.” It also amends language requiring that proportionate-share mitigation funds must be directed to school capacity improvements identified in the five-year school board educational facilities plan. The law now requires that it be directed to capacity improvements identified in the five-year work plan “or must be set aside and not spent until such an improvement has been identified.”

Who Is Responsible for or Affected by the Bill? Responsibility within the district will fall on the facilities department to both complete timely capacity reviews and make sure that the district's five-year plan includes needed capacity improvement plans.

How Will the Bill Be Implemented? This new law should not require any substantive changes. Capacity determinations are already part of the process, and capacity projects are already part of the required five-year plan document. Districts will just need to review their capacity determination process to make sure that it can meet the new 30-day requirement, and they will also need to make sure that any capacity needs are identified in the five-year plan.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not part of the capacity determination process, nor do they have to adopt five-year work plans.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Section 163.3180, Florida Statutes

Final Legislative Analysis

CS/CS/HB 777 (Ch. 22-___) – Local Tax Referenda Requirements

By: Representative Robinson, W.

Effective Date: October 1, 2022

Approved by Governor:

What Does the Bill Do? This new law requires that certain referenda seeking optional local taxes be held only at a general election. Local school district millage referenda pursuant to section 1011.73 are included in the list. Beginning October 1, 2022, a district millage election “shall be held only at a general election, as defined in s. 97.021.”

Who Is Responsible for or Affected by the Bill? Any district that has or is considering asking the voters to approve up to one additional millage for operational expenses will no longer be able to do so at a special election or any election other than a general election in November. This may affect the timing for the collection of funds, as general elections occur after school boards adopt their budgets and publish their TRIM notices.

How Will the Bill Be Implemented? Districts will have to conduct future operational millage elections at general elections. Some districts may want to consider seeking earlier authorization for a four-year renewal, depending on the timing of the tax collection under the current four-year authorization, to avoid any gaps and to ensure that it can be properly noticed to the public when the TRIM notice is published in September.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not authorized to place millage referenda on local ballots.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, there may be some timing issues for districts which already have an operational millage in place when it is time to seek renewal, because the general election occurs after the annual TRIM notice publication.

Creates: N/A

Amends: Sections 125.0104, 125.0108, 125.901, 200.091, 200.101, 336.021, 336.025, and 1011.73, Florida Statutes

Final Legislative Analysis

CS/CS/HB 921 (Ch. 22-56) – Campaign Financing

By: Representative Drake

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill primarily focuses on contributions made to petition drives and political committees, but it also includes a provision about local government expenditures on electioneering communications. Currently, there is no limitation on local governments sending out factual information about an upcoming referendum or other ballot issue. Under the new law, a school district will not be able to expend public funds for political advertisements “or any other communication sent to electors concerning an issue, referendum, or amendment, including any state question, that is subject to a vote of the electors.” This includes any communication initiated by the local government, even if it is limited to factual information. However, it does not prevent districts from “reporting on official actions . . . in an accurate, fair, and impartial manner; posting factual information on a government website or in printed materials; hosting and providing information at a public forum; providing factual information in response to an inquiry; or providing information as otherwise authorized or required by law.”

Who Is Responsible for or Affected by the Bill? Districts who have or may seek approval of a millage or sales tax increase will need to be cautious in how they spread the word about their ballot initiatives. Responsibility for this new law will fall primarily on superintendents and their public information offices, who will need to make sure that public funds are not spent sending communications to the electors.

How Will the Bill Be Implemented? Because districts can still publish factual information on their websites and in printed materials, it appears that the biggest change is the prohibition against paying to mail something to the electorate. Districts can still issue press releases about the referendum, publish factual information on their websites, host public forums to talk about the referendum, and print materials. Presumably, this would still allow printed materials with factual information about the initiative being sent home with students, but further clarification on this issue may be needed.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not local governments even though they do expend public funds.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is whether districts may print factual information flyers and send them home with students. Someone may consider this a communication sent to the electors, even if it is not all electors and even though districts can still create printed materials.

Creates: N/A

Amends: Sections 106.08 and 106.113, Florida Statutes

Final Legislative Analysis

CS/HB 7049 (Ch. 22-103) – Legal Notices

By: Representatives Grall and Fine

Effective Date: January 1, 2023

Approved by Governor: May 10, 2022

What Does the Bill Do? This bill makes it possible for government agencies, including school districts, to publish at least some, if not all, of their legal notices online without the cost of having to publish a weekly notice in the newspaper advising people that legal notices may also be published online. Now, school districts will be able to publish legal notices on a county website. For districts in counties with a population under 160,000, they will first have to hold a public hearing to determine if local residents have sufficient access to the Internet.

Prior to January 1, 2022, all legal notices had to be published in newspapers that were sold to the general public, published at least once per week, had at least 25% of its words in English, and other requirements. The printed notice also had to appear on the newspaper's website the same day at no additional charge. Last year, HB 35 was passed, and it expanded the criteria for newspapers to include some that were not sold but were available widely and had an audience of at least 10% of the households in the county. It also provided an avenue for local governments to publish their legal notices through a newspaper's online platform only. However, newspapers could still charge up to the same amount as a printed copy, and any local government opting to publish its notices online had to print a weekly notice in the newspaper advising the public that additional legal notices of the entity may be published on the newspaper's website, which would have negated any cost savings.

Now, the Legislature has reversed some of the expanded criteria for newspapers eligible to print legal notices, and it is allowing local governments, including school districts, to publish legal notices on a publicly accessible website of the county in which it resides. If more than 75% of the populace served by the government agency lives in a county with less than 160,000 people, it must first hold a public hearing to establish that local residents have sufficient access to the Internet.

The county's publicly accessible website must publish the notices in a searchable format, and a link to the legal notices section of the website must be available on the home page of any government agency publishing its legal notices online. Further, any agency electing to publish its notices online will need to annually publish a notice in a newspaper in which it advises people that they can ask to receive legal notices from the agency by first-class mail or e-mail. The agency then must maintain a list of all residents who have requested to receive notices this way.

For school districts, the bill explicitly amends section 120.81, which sets forth certain requirements for school districts, including notice requirements for rule/policy amendments. The law will now say that districts need not publish rule notices “or other notices” in the Florida Administrative Register (FAR), which is where most state agencies have to publish their rule and meeting notices. Instead, they can provide notice in a newspaper that meets the requirements of Chapter 50, Florida Statutes, “or on a publicly accessible website as provided in s. 50.0311.” Thus, all notices related to the adoption of new or amended policies can be published online, including notices of rule development and notices of proposed rules and public hearings on rules.

However, the bill did not amend section 1001.372, which requires school boards to publish notice of its regular and special meetings “in a newspaper of general circulation in the county” or, in some situations, on the radio or at the courthouse door. This bill did not change the language explicitly requiring publication in a newspaper, which makes it, at best, unclear whether the language in section 120.81 referring to “other notices” not being required to be published in the FAR but publishable in either a newspaper or a county website can be applied to meeting notices.

Fortunately, the bill also amends section 50.011 to say that whenever a statute requires a legal notice in a newspaper, it means either: 1) a newspaper meeting the statutory requirements, or 2) a “publication on a publicly accessible website under s. 50.0311.” Thus, despite the explicit requirement that school board meetings be noticed in a newspaper in section 1001.372, the amendment to section 50.011 appears to be broad enough to include school board meeting notices within the types of notice eligible for online publication.

Finally, if a school district elects to publish its public bid announcements on the county website, it must also provide for a method to accept electronic bids.

Who Is Responsible for or Affected by the Bill? Districts regularly expending a lot of money publishing legal notices in the local newspaper may be able to benefit from the online publication option.

How Will the Bill Be Implemented? Districts that choose to switch to online notices will need to publish an annual notice in the newspaper advising of the online publication of notices and giving residents the option to request that legal notices be sent to them by first-class mail or e-mail. Districts in counties with a population under 160,000 will also need to conduct a public hearing and determine whether local residents have sufficient access to the Internet for online notices. Finally, those districts choosing to post its bid notices online will also need to make sure that it can receive bids electronically.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to publish legal notices the same way that districts do. They do need to provide notice of their charter

school governing board meetings, but these are not required to follow Chapter 120 or section 1001.372, Florida Statutes, notice requirements.

What Problems or Concerns May Arise as a Result of this New Bill? First, districts will need to determine if their local county is going to create a legal notices website. Then, it will need to assess the costs. Is there going to be a charge by the county for maintaining the website? Is it significantly less than the cost of printing legal notices in the newspaper? Then, there will be the question of how many people ask to receive copies of legal notices by first-class mail. It may be cheaper to keep printing in the newspaper than sending hundreds or thousands of legal notices to residents by mail. Finally, there may be some local pushback against online notices with an argument that not everyone in the district has access to the Internet, despite the fact that most of those without access to the Internet are also unlikely to be paying to subscribe to a newspaper.

Creates: Section 50.0311, Florida Statutes

Amends: Sections 11.02, 45.031, 50.011, 50.021, 50.0211, 50.031, 50.051, 50.061, 50.0711, 90.902, 120.81, 121.055, 162.12, 189.015, 190.005, 200.065, 348.0308, 348.635, 348.7605, 849.38, and 932.704, Florida Statutes

Final Legislative Analysis

CS/CS/HB 7057 (Ch. 22-___) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor:

What Does the Bill Do? This is one of two cybersecurity bills enacted this session (HB 7055 and HB 7057), but only HB 7057 applies to school districts. This bill creates a new public records section for cybersecurity information, including information in existence prior to the effective date of the law. It provides that the following types of information are confidential and exempt from public records disclosures:

1. Coverage limits and deductible or self-insurance amounts of insurance or other risk mitigation coverages acquired for the protection of information technology systems, operational technology systems, or data of an agency.
2. Information relating to critical infrastructure.
3. Cybersecurity incident information reported pursuant to s. 282.318 or s. 282.3185.²

² Please note that section 282.3185, Florida Statutes, is newly created by HB 7055 and applies only to counties and municipalities. Also, section 282.318 does not appear to apply to school districts either. It defines state agencies to include officials, commissions, and boards of the executive branch, and it explicitly does not include colleges and universities. It is silent as to school districts, but they do not fit into the definition of a “state agency” under Chapter 282.

4. Network schematics, hardware and software configurations, or encryption information or information that identifies detection, investigation, or response practices for suspected or confirmed cybersecurity incidents, including suspected or confirmed breaches, if the disclosure of such information would facilitate unauthorized access to or unauthorized modification, disclosure, or destruction of:
 - a. Data or information, whether physical or virtual; or
 - b. Information technology resources, which include an agency's existing or proposed information technology systems.

In addition, any portion of a meeting that would reveal any of this confidential information is exempt from the open meeting laws. However, it cannot be held completely off the record, like a collective bargaining executive session. Instead, it must be recorded and transcribed, even though the recording and transcription will remain confidential and exempt, unlike the transcripts from a litigation session in which the records become public after the conclusion of the litigation. However, while the records are confidential and exempt from a public records request, they must still be made available to "the Auditor General, the Cybercrime Office of the Department of Law Enforcement, the Florida Digital Service within the [Department of Management Services], and, for agencies under the jurisdiction of the Governor, the Chief Inspector General."

Who Is Responsible for or Affected by the Bill? All school districts are affected, but district IT professionals and those responsible for responding to public records requests will need to pay the most attention to this new law.

How Will the Bill Be Implemented? Most districts may have already considered this information as confidential and exempt under the current security exemptions in public records law, but this will provide a specific statutory reference for whomever is responsible for responding to public records requests should one be received that addresses these topics.

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with all of Chapter 119, Florida Statutes, so the new provisions declaring cybersecurity information confidential and exempt from public records requests will apply to charter schools too. Similarly, charter school governing board meetings at which cybersecurity issues are discussed may be closed to the public (but recorded and transcribed).

What Problems or Concerns May Arise as a Result of this New Bill? The main concern is that the two new laws, HB 7055 and HB 7057, were designed to go together, but only one appears to apply to school districts. Further, many of the required reports and training in HB 7055 are good practices that school districts should already be doing.

Creates: Section 119.0725

Amends: Sections 98.015, 282.318

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (Upon becoming law; July 1, 2022; October 1, 2022; and January 1, 2023)

Approved by Governor:

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. This section of the summary addresses HR, bargaining, transportation, and other operational issues.

First, the Legislature is moving just about all background screening to the Agency for Health Care Administration’s (AHCA) “Care Provider Background Screening Clearinghouse.” Currently, it is used for the background screening for the Department of Health, AHCA, the Department of Children and Families, and other state agencies. Beginning January 1, 2023, it will also apply to the Department of Education (DOE), each school district, Florida Virtual School, the Florida School for the Deaf and Blind, virtual instruction programs, charter schools, Hope operators, and private schools that accept state vouchers. New employees will be screened through the Clearinghouse, and current employees will be rescreened according to a set schedule:

1. Employees for whom the last screening was conducted on or before June 30, 2019, must be rescreened by June 30, 2024.
2. Employees for whom the last screening was conducted between July 1, 2019, and June 30, 2021, must be rescreened by June 30, 2025.
3. Employees for whom the last screening was conducted between July 1, 2021, and December 31, 2022, must be rescreened by June 30, 2026.

The bill also amends various sections of Chapter 1012 to reflect the January 1, 2023, changeover to the Clearinghouse. This includes sections 1012.315 (Screening Standards), 1012.32 (Qualifications of Personnel – removing references to filing fingerprints with the district and replacing it with the requirement to use the Clearinghouse), 1012.465 (Background Screening Requirements), 1012.467 (Noninstructional Contractors Background Screening Requirements), 1012.56 (Educator Certification Requirements). All of the changes to these statutes take effect January 1, 2023, but the bill also provides that the changes made to

sections 1012.32 and 1012.56 “must be implemented by January 1, 2024, or by a later date determined by [AHCA].” Thus, while the law will say on January 1, 2023, that districts must process employees through the Clearinghouse, AHCA may not be ready for this right away and has the authority to delay implementation until the system is ready for all the new participants.

There were also some changes to the laws prohibiting people who had criminal records sealed or expunged from withholding that information when applying for a job with a school district. Beginning July 1, 2022, these prohibitions will also apply to employees of contractors who have to undergo background screening and anyone who has to be screened under section 1012.467.

On the topic of collective bargaining, SB 2524 makes two changes that take effect immediately upon becoming law. First, the Legislature addressed the issue of awarding salary based on longevity. “Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.” That is a reference to the performance-pay salary schedule requirements, which include the requirement that highly effective teachers on the performance pay schedule must receive a salary adjustment “at least 25 percent greater than the highest annual salary adjustment available to an employee of the same classification though any other salary schedule adopted by the board” and effective teachers must receive an adjustment “equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.” In other words, districts cannot give salary adjustments to teachers on the grandfather schedule based on longevity without applying all of the salary rules spelled out in section 1012.22, Florida Statutes.

Second, the Legislature also sought to clarify language that is already in statute. Section 1012.34 currently provides, in part, “For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in public schools of the state, *the district school superintendent shall establish procedures for evaluating* the performance and duties of all instructional, administrative, and supervisory personnel employed by the school district” (emphasis added). However, a recent ruling from the Public Employees Relations Commission (PERC) held otherwise and declared the evaluation procedures to be a mandatory subject of bargaining. SB 2524 adds the following sentence immediately after the above, “The procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of s. 447.209 and are not subject to collective bargaining.”

Next, while it is already a crime to fail to report suspected abuse to DCF, SB 2524 added a crime to the section of law addressing sexual offenses against students by authority figures. Last year, the Legislature made several changes to the handling of complaints involving improper conduct of employees against students, including the requirement to report such complaints and complete investigations even if the employee resigns. This year, effective October 1, 2022, the Legislature made it a first degree misdemeanor to fail to report or willfully prevent another person from reporting sexual conduct, a romantic relationship, or lewd conduct by an employee against a student. It is also a crime to submit a false or inaccurate report or to threaten another person to alter his or her report or testimony about such a matter.

Finally, SB 2524 made some changes to the transportation statutes. Currently, districts can use regular motor vehicles to transport students in certain, limited circumstances, including between school sites for career education programs not offered at the student's school. Beginning July 1, 2022, the limitation on the transportation between school sites solely for career education programs that do not exist at the student's school was removed. Any need to transport a student between school sites can be accomplished without requiring a school bus. Also, the restrictions on what type of vehicle can be used were eased. Instead of just a passenger vehicle meeting federal guidelines and having a capacity of less than 10 students, the law will now provide only that it be a vehicle designed for less than 10 students. The citation to 49 CFR part 571 was removed. Moreover, the law will now allow districts to use a "multifunction school activity bus, as defined in 49 CFR s. 571.3, if it is designed to transport more than 10 persons." The federal regulations define a multifunction school activity bus (MFSAB) as "a school bus whose purposes do not include transporting students to and from home or school bus stops." These are buses with fewer lighting requirements and no stop signal arm.

Who Is Responsible for or Affected by the Bill? The change from districts conducting background checks to processing them through the AHCA Clearinghouse will require some time for district HR departments to process. One nice effect is that districts will no longer have to process fingerprints for charter school personnel, as they too will be using the Clearinghouse.

The chief negotiator for the school district and finance department personnel need to be aware of the restrictions on longevity adjustments. Similarly, Superintendents and their bargaining teams need to be aware of the potential creation of the need for impact bargaining after the exercising of management rights, like establishing evaluation procedures.

Transportation departments struggling to find enough drivers to meet the transportation needs of the district may benefit greatly from some of the eased restrictions on the use of non-school buses to transport students in certain situations. Smaller activity buses and other vehicles that may not require any special licensure may allow districts to not only save on costs but also provide more transportation opportunities to students than can be provided if restricted to standard school buses.

How Will the Bill Be Implemented? Districts will need to undergo a major overhaul of their hiring processes to make the change from district-conducted background checks to processing them through the Clearinghouse. In the long run, the ability to share this information among districts and other participating entities may make it easier to qualify new employees coming from other districts or state employers.

Also, districts will need to be sure to follow the various salary schedule restrictions, not to mention the restrictions on the Teacher Salary Increase Allocation, so as not to run afoul of the law during negotiations. In addition, when discussing the teacher evaluation process, superintendents will want to review with their team what is in place now and whether it is working well. While unions cannot insist that the development of the evaluation procedures be bargained, any changes to the system may have an impact on the salary, work hours, or other terms and conditions of employment, which would open the door to a union request for impact

bargaining. For example, if a new evaluation process were implemented that required teachers to submit a written lesson plan for every day of the month at the beginning of the month, that would have an impact on the teachers' work duties and schedules.

Finally, district transportation departments, athletic directors, and others within the district will want to review their current transportation processes to see if there are ways to meet student needs with some of the expanded options for private vehicles and MFSAB's.

Required Rulemaking? There are no provisions requiring districts to adopt rules, but districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must conduct the same background checks as district schools. They are also required to follow the same law as districts with respect to salary schedules, and the substantive requirements for performance evaluations established in section 1012.34 apply to charter schools as well.

What Problems or Concerns May Arise as a Result of this New Bill? It is somewhat concerning that the law will require districts on January 1, 2023, to use the AHCA Clearinghouse for all background screenings, but it also says that the deadline to implement this change is January 1, 2024, or a later date to be determined by AHCA. Hopefully, AHCA will communicate well during this transition so that districts can prepare for the change with ample notice.

Creates: N/A.

Amends: Sections 435.02, 435.12, 1006.22, 1012.22, 1012.315, 1012.32, 1012.34, 1012.467, 1012.56

Final Legislative Analysis

Exceptional Student Education

CS/HB 173 (Ch. 22-19) -- **Care of Students with Epilepsy or Seizure Disorders**

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill creates a process for students with epilepsy or other seizure disorders to receive medical help at school through an individualized seizure action plan (ISAP). An ISAP is “a document that outlines a set of procedural guidelines and specific directions for the provision of health care and emergency services by a school for a student who has epilepsy or seizure disorders.”

A legally-sufficient ISAP:

must be developed and signed by a medical professional, in consultation with the student's parent, and include the following:

1. Written orders from the student's medical professional outlining the student's epilepsy or seizure disorder recommended care.
2. The parent's signature.
3. The student's epilepsy or seizure disorder symptoms.
4. Any accommodations the student requires for school trips, after-school programs and activities, class parties, and any other school-related activities.
5. When and whom to call for medical assistance.
6. The student's ability to manage, and the student's level of understanding of, his or her epilepsy or seizure disorder.
7. How to maintain communication with the student, the student's parent, and the student's health care team, school nurse, and educational staff.
8. Any rescue medication prescribed by the student's medical professional and how and when to administer the medication.

Who Is Responsible for or Affected by the Bill? Parents can elect to submit a doctor-prescribed ISAP to the school, and it will remain in effect until revoked by the parent or until the parent submits a modified ISAP signed by a medical professional.

Once an ISAP is in place, the school nurse (or appropriate school employee) is responsible for coordinating the care for the student at school, including administering anti-seizure or rescue medications. The nurse (or appropriate employee) also must verify with each of the school personnel who has regular contact with the student that they have completed appropriate training for the care of students with epilepsy or other seizure disorders. All employees who have regular contact with the student are to be notified of the condition, informed of the ISAP's

provisions for what to do during a seizure, and provided the contact information of the parent and emergency contacts.

The Department of Education is required to identify one or more free training courses that include recognition of the symptoms and appropriate care during a seizure.

How Will the Bill Be Implemented? The process starts with the submission by a parent of a legally sufficient ISAP to the school principal, school nurse, and other appropriate school personnel. For schools that do not have a full-time school nurse, districts will need to identify the appropriate contact person at the school for parents to initiate the process. As soon as the Department of Education identifies appropriate training, it would be wise to require it of all school nurses, health aides, and administrators as soon as possible so that they are ready when parents start submitting their plans.

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? There could conceivably be plans submitted that are difficult to implement or simply not feasible in a school setting, but that hopefully will be a rare occurrence. There may also be some teachers and staff members who are uncomfortable with the idea of providing specified assistance to a child suffering a seizure, so it will be important to make sure that the plans are clear and easy to follow, and that staff is sufficiently trained.

Creates: Section 1006.0626, Florida Statutes

Final Legislative Analysis

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools
By: Representative Plascencia
Effective Date: July 1, 2022
Approved by Governor: March 25, 2022

What Does the Bill Do? This bill prohibits school personnel from using mechanical restraints on students with disabilities and limits the use of physical restraints. It then clarifies that physical restraints can still be used when all positive behavior interventions and supports

have been exhausted and when there is an imminent risk of serious injury. However, it does not apply to school resource officers, school safety officers, school guardians, or school safety guards operating under section 1006.12, Florida Statutes (the safe school officers statute). School personnel may use physical restraints when all other options have been exhausted and there is imminent risk of injury.

Who Is Responsible for or Affected by the Bill? There are very few times when a student is placed in handcuffs, zip ties, straitjackets, etc., by school personnel, and it only occurred in a handful of school districts in recent years. However, it does raise the question of what can be done with a student committed to harming himself or others until law enforcement arrives.

How Will the Bill Be Implemented? For most districts, no changes will be required because they already prohibited the use of mechanical restraints by school personnel. For those districts where this was not prohibited, they will need to update their training of staff to make it clear that mechanical restraints cannot be used.

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? As most districts have managed to do away with physical restraints already, this new law does not raise any new concerns beyond what already existed, such as what to do when an incident arises without warning or an opportunity to employ PBIS tactics.

Creates: N/A.

Amends: Section 1003.573, Florida Statutes

Final Legislative Analysis

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill expands the definition of “exceptional student” to include children with developmental delays identified from birth through nine years of age or completion of second grade (whichever occurs first), as opposed to the current limit of birth through five years of age. Moving the upper limit to age 9 aligns Florida’s definition with the maximum allowable age under federal law.

Who Is Responsible for or Affected by the Bill? Struggling students who may not have a specific diagnosis to qualify them for an IEP and need more time to catch up may benefit from getting a few more years of ESE services to address developmental delays.

How Will the Bill Be Implemented? District ESE departments will need to inform their ESE case managers and teachers of this expansion.

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules.

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? N/A.

Creates: N/A.

Amends: Sections 1003.01 and 1003.21, Florida Statutes

Final Legislative Analysis

CS/HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services

By: Representative Plasencia

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill adds Applied Behavior Analysis (ABA) behavior technicians to the list of private instructional personnel who can collaborate with school personnel and provide services to a student at school. The law currently allows professional, certified private behavior analysts; psychologists; speech-language pathologists; occupational therapists; physical therapists; and clinical social workers to collaborate with school personnel, observe a student in the educational setting, and also provide services in the educational setting. It will now add to the list registered behavior technicians who have a recognized paraprofessional certification and work under the supervision of an ABA professional (BCBA, psychologist, or clinical social worker). The technician also must be employed by an enrolled Medicaid provider.

Who Is Responsible for or Affected by the Bill? As this just adds a new category of person who can come observe and work in the schools, it will not require much in the way of changes. However, unlike a psychologist who may come to observe a student for a couple of hours and interact with the teacher once or twice, behavior technicians are often with the student as much as a regular one-on-one paraprofessional. Working out schedules and what this non-school board employee can and will do may present some challenges for the principal and any teachers who might have someone in their classroom every day.

How Will the Bill Be Implemented? Districts will need to inform principals of the new category of private personnel who can come to campus and interact with a student. Special attention may need to be given if the technician wants to spend extended time on campus, as this may cause some disruptions or concerns from other students and their parents.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Probably. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat. The section of law being amended is designed to enhance a district’s responsibilities under the Individuals with Disabilities Education Act (IDEA) and lead to collaboration between private and public personnel working with a student. The collaboration and coordination of services between school personnel and the private provider should be construed as “pertaining to the provision of services to students with disabilities.”

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, behavior technicians are not certified professionals, like a psychologist, with years of training

who will only be in the classroom intermittently. These are essentially paraprofessionals who may not have a lot of training and are not district employees under the direction of the principal or other district staff members.

As originally intended, this law was designed to allow a private professional to “observe a student in a public school setting or provide services in the educational setting *at a time* agreed upon by the private instructional personnel and the school.”³ Note the use of the singular “at a time.” Allowing a physical therapist to come observe a student for a couple hours or even provide services during lunch or recess a couple times a month is much different than having a private adult follow a student for several hours every day. In such cases where the student has an IEP, it may be difficult for the IEP team to properly assess the student and the school’s efforts to provide FAPE.

Creates: N/A.

Amends: Section 1003.572, Florida Statutes

Final Legislative Analysis

³ Senate Education Staff Analysis for SB 1108 dated March 15, 2013.
<https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName=2013s1108.pre.ed.DOCX&DocumentType=Analysis&BillNumber=1108&Session=2013>

School Choice

CS/HB 3 (Ch. 22-23) – Law Enforcement
By: Representatives Leek and Brannan
Effective Date: July 1, 2022
Approved by Governor: April 1, 2022

What Does the Bill Do? While this bill primarily focuses on law enforcement issues, including a significant raise for sheriffs, it does have a couple provisions related to public schools. First, it adds dependent children of law enforcement officers to the list of students eligible for a Family Empowerment Scholarship (FES).

Second, the bill encourages school districts to establish a couple new programs. Section 1003.4933, Florida Statutes, is created to encourage districts to establish a public safety telecommunication training program in at least one high school in the district, which may be done through a partnership with an existing training program operated by a law enforcement agency or college. The program would have to comply with the current standards for 911 public safety telecommunicator certification as set forth in section 401.465, Florida Statutes.

Then, section 1003.49966, Florida Statutes, is created to encourage districts to partner with a law enforcement agency to offer a law enforcement explorer program at middle and high schools. Any such program can be integrated into existing curriculum, offered as an after-school program, or offered as an elective.

Finally, there are increased benefits for law enforcement officers, which may increase the overall cost per officer for districts that enter into SRO/SRD agreements to provide safe school officers.

Who Is Responsible for or Affected by the Bill? Districts may see an increase in the number of FES scholarships beginning next year if there were many law enforcement officers not previously eligible for the program who may now take advantage of it.

Also, those districts that operate their own police departments will want to review this new law for any additional provisions that may apply to them as an employing agency of law enforcement officers.

How Will the Bill Be Implemented? There is nothing specifically required of districts in this new law. However, those districts wishing to start a public safety telecommunication training program, or a law enforcement explorer program, will need to take certain steps in establishing them.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools could develop and offer the recommended programs, but the bill specifically encourages only school districts to do so.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, the increased cost of employment for law enforcement officers may affect school district costs when contracting with law enforcement agencies for SRO/SRD services or even off-duty security costs.

Creates: Sections 1003.4933 and 1003.49966, Florida Statutes

Amends: Section 1002.394, Florida Statutes

Final Legislative Analysis

CS/HB 225 (Ch. 22-___) – Charter School Charters

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill establishes that a request to consolidate multiple charters must be approved or denied within 60 days. If it is denied, the denial must be in writing and provide the charter school governing board with the specific reasons for the denial within 10 days.

The bill also amends the statutory language concerning the nonrenewal or termination of a charter. It provides that the district (sponsor) must notify the charter school governing board in writing at least 90 days before the end of the school year of its intent to renew, nonrenew, or terminate the charter. If there is no notice at least 90 days before the end of the school year, the charter automatically renews under the same terms and conditions. This part of the new law is in response to one district recently deciding in May or June to nonrenew four charter schools.

Who Is Responsible for or Affected by the Bill? Superintendents and whoever oversees charter schools in the district for the superintendent will need to make a decision about the renewal of a charter or non-emergency termination of a charter more than 90 days before the end of the school year.

How Will the Bill Be Implemented? Once a decision to renew, nonrenew, or terminate a charter is made, it needs to be shared with the charter school governing board in writing at least 90 days prior to the end of the school year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? A lot of information is not received until late in the school year, so it may be difficult to determine in February or March whether a charter school should be renewed, but districts will need to rely on the previous four years.

The bigger concern seems to be with terminations. Information that could lead a district to determine that a charter should be terminated can come at any time, and it is not always something requiring an emergency termination. If districts have information in April, May, or June that leads them to conclude that a charter should be closed, they will either have to make it work as an emergency closure or wait until the new school year starts. Unfortunately, the latter will result in students starting out the school year at a school that should be closed and then may require the district to operate the school for the remainder of the year or find placements for numerous students in the middle of the term.

Creates: N/A.

Amends: Section 1002.33, Florida Statutes

Final Legislative Analysis

CS/CS/SB 758 (Ch. 22-___) – Education

By: Senator Diaz

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill enacts several changes to charter school governance and sponsorship by districts. It also allows state legislators to visit any public school in their legislative districts whenever they want, much like board members can visit district schools within the district.

The most noteworthy part of this bill is the creation of the Charter School Review Commission (Commission), which is created within the Department of Education (DOE) to review and approve charter school applications if a charter school wants its application reviewed by this Commission instead of the district that will ultimately sponsor the school. However, creation of the Commission was contingent upon funding within the General Appropriations Act (GAA), and it does not appear that the Commission was funded for 2022-23. Thus, these changes to the application process may not take effect until 2023-24 or later.

When it is ultimately formed, the Commission will have seven members selected by the State Board of Education (SBE) and confirmed by the Senate. The only requirement for the commission members is that they have “charter school experience,” which is not defined. The DOE will contract with a college or university to provide technical assistance to the Commission. In other words, the DOE will pay a university or college to provide the expertise needed to

review the application. If approved, the district will be notified that it has 30 days to enter into a charter agreement with a new school that it has to sponsor.

Fortunately, districts will be able to provide some input into the review process. Within three (3) days of submitting an application to the Commission, the applicant has to provide a copy to the district in which the charter would be located. The district then has 30 days to provide input to the Commission “on a form prescribed by the [DOE],” and the Commission must consider the district’s input. Hopefully, the form that the DOE creates will allow meaningful input on important topics, like whether the planned curriculum is sound, whether the school will appropriately account for ESE students, whether the school understands its obligations for English language learners, and whether there is a sound financial plan in place.

The bill provides that decisions of this new Commission can be appealed “in accordance with s. 1002.33(6)(c),” which gives an applicant the right to appeal a denial. Thus, there appears to be no provision for a district to appeal the approval of an application the district believes to be insufficient.

Next, the bill adds a statement of intent regarding charter schools. “It is the intent of the Legislature that charter school students be considered as important as all other students in this state and, to that end, comparable funding levels from existing and future sources should be maintained for charter school students.”

With respect to district oversight of charter schools, this bill amends the language that allowed districts to impose additional reporting requirements as long as they provided “reasonable and specific justification in writing” for doing so. Now, districts will only be able to impose additional reporting requirements when a charter school has “been identified as having a deteriorating financial condition or financial emergency pursuant to s. 1002.345.”

In addition, the law now provides that charter schools must be renewed for a 15-year term if it gets a school grade of A or B in its “most recently graded school year” and is not in a state of financial emergency. If the school is going to be renewed but did not receive an A or B, it must receive at least a 5-year renewal term.

Moreover, the only grounds for terminating or nonrenewing a charter were reduced. Under the current law, charters can be terminated or nonrenewed for failure to participate in the accountability system, failure to meet generally accepted standards of fiscal management, a material violation of law, or “other good cause shown.” Under this new law, “other good cause shown” has been removed, and the fiscal basis must be “due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345.” That statute provides that a district sponsor cannot decide to terminate or nonrenew a charter for failure to correct financial deficiencies without giving the charter a full year to correct them (or if it falls into a financial emergency for two (2) consecutive years).

The bill also addresses charter school facilities and impact fees. If a school district has entered into an interlocal agreement for the development of district schools, “including provisions relating to the extension of infrastructure,” a charter school can make use of the same agreement. No local comprehensive plan or other land use regulation can impose different

requirements on a charter school than it would a district school being built in the same location.

With respect to impact fees, the law will now provide that charter schools created to mitigate the educational impact created by new residential dwellings must receive a proportionate share of costs per student station of any impact fees collected in connection with the new residential units. It is already required by law that charter facilities built for this purpose must meet the State Requirements for Educational Facilities (SREF) standards and be owned by a public or non-profit entity. However, another new addition to the law is that an entity that contributes toward the construction of such a charter facility must receive credit on any impact fees imposed on it.

The bill also prohibits districts from withholding any administrative fee for funds designated for teacher compensation. Further, if a charter school has submitted a salary distribution plan under the Teacher Salary Increase Allocation (TSIA) before the district has received its allocation from the state “due to its failure to submit an approved district salary distribution plan,” the district “must still provide each charter school within its district its proportionate share of the allocation.”

Next, the bill creates section 1004.88, Florida Statutes, to establish the Florida Institute for Charter School Innovation at Miami Dade College. The goal is to improve charter school authorizing practices. The College will analyze applications, identify best practices, provide training and assistance to sponsors, conduct research on charter school policy and practices, and more. It will also collaborate with the DOE in developing a sponsor evaluation framework. However, like the new Commission discussed above, it does not appear that the GAA included funding for this in the 2022-23 budget.

Finally, the bill directs the Office of Program Policy Analysis and Government Accountability (OPPAGA) to look at the current practices for distributing capital outlay and federal funds to charter schools, including Title I, II, III, and IV funds, as well as exceptional student education funding under the Individuals with Disabilities Education Act. OPPAGA will then recommend any changes “to provide an equitable allocation of capital outlay funds and specified federal funds to all public schools.” The final report is due by January 1, 2023.

Who Is Responsible for or Affected by the Bill? With the establishment of the Charter School Review Commission, responsibility for sponsoring charter schools will still remain with school districts, but the opportunity to establish a working relationship first through the application process will be lost. This may affect curriculum, ESE, ESOL, and finance departments in particular.

The people who may be most affected by this new law are charter school students. With districts having their ability to require additional reports restricted until after a critical problem has arisen and not being able to close charter schools in a timely fashion or for “other good cause,” charter school students in a school on the verge of collapse may suffer due to the

inability of a district to act before a problem becomes critical or until an arbitrary date on the calendar passes.

District finance offices may need to spend more time reviewing charter school information, as they will be limited in their ability to request additional reports or information unless the charter school's financial situation has become critical. Quickly identifying and acting on this information will be essential, because it does not appear that districts will have the ability to require charter schools to work with districts to prevent emergency financial situations from happening in the first place.

How Will the Bill Be Implemented? Currently, there is not much to implement. District staff will need to review their current reporting requirements for charter schools to ensure compliance with the new provisions, and the process for charter school renewals should be reviewed and updated.

Once it has been funded, the SBE will adopt rules for the Commission and its application process. This should include the form that will be created for district input. Where districts currently have up to 90 days to review and vote on a charter school application, this new process will allow districts only 30 days to review an application and submit input to the Commission. Districts will need to be prepared for this once the Commission is in operation and the SBE has adopted its rules and forms.

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission.

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year's GAA. The college's responsibilities are contingent upon receipt of funding in the GAA.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? Under this proposal, school districts will be even more limited in their ability to have input into the charter school process while still being responsible to sponsor and supervise schools that can be approved by people with no local knowledge of the district and under a "contract" for which no negotiations, for all practical purposes, are allowed. Hopefully, districts will be able to provide detailed, meaningful input to the Commission when a prospective charter school elects to have its application reviewed by the Commission rather than the local sponsoring district. There are too many charter applications submitted in this state that include illegal provisions (e.g., students who enroll in the school must speak English fluently), inadequate curriculum plans, or unrealistic financial plans to leave the approval process to appointees with no expertise in curriculum planning, school management, or school law.

The issue of capital funds for infrastructure needs remains a recurring issue. School districts have limited capital funding to maintain facilities built and maintained with local tax dollars over the last 50+ years, and districts must annually determine where to allocate those dollars to meet critical needs. If a proportionate share of those funds are distributed to charter schools based solely on their enrollment, critical infrastructure needs for public facilities may go unmet so that a charter school can get help making rent payments on a privately-owned facility.

Creates: Section 1002.3301, 1004.88

Amends: Sections 1001.4205, 1002.33, 1011.62

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (all provisions discussed in this section take effect July 1, 2022, unless noted otherwise)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the legislative review addresses provisions affecting school choice, including controlled open enrollment, charter schools, virtual schools, vouchers, and reading scholarships.

First, some major changes were made to controlled open enrollment in this conforming bill. Currently, districts are required to make school capacity determinations every year. Beginning July 1, 2022, districts and charter schools are required to make capacity determinations by grade level, not just for the school, and then update those determinations every 12 weeks. In addition, school board rules for controlled open enrollment will now need to include information about transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.
2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.
3. Any other transportation options available in the community.

The school board's rule or policy must also require the district to maintain a waitlist of students who are unable to enter a school due to capacity issues. If a space becomes available at a school, the parents on the waitlist must be notified. Finally, this process must remain open all year. Board policy must "require schools to accept students throughout the school year as capacity becomes available." Because the capacity determinations will now be made by grade level, this could mean accepting a student because of low enrollment in a particular grade even if the school itself is over capacity.

Next, the primary charter school statute, section 1002.33, Florida Statutes, was amended to insert multiple references to virtual charter schools. Virtual charter schools must include in their application a description of the students from other school districts they intend to serve. Also, just as the Department of Education (DOE) must make information available on its website about how to form, open, and operate a charter school, the DOE must also include the same information for virtual charter schools, including the development of a standard virtual charter school contract.

There were also some minor amendments to the Family Empowerment Scholarships (FES) this year. Currently, there is a transportation scholarship of up to \$750 available to students who are eligible for FES based on income or foster placement but attend a different public school in the district than assigned (or a lab school) and do not receive transportation from the district. Going forward, the scholarship amount will be \$750 or “an amount equal to the school district expenditure per student riding a school bus, as determined by the [DOE], whichever is greater.” The cap for FES eligibility based on disability will be raised from 20,000 students this year to 26,500 for 2022-23. Then, beginning in 2023-24, the cap will be raised by one percent of the state’s total ESE FTE enrollment, not including gifted students.

Next, there were some changes to speed up the distribution of funds under the various scholarship/voucher programs. Currently, the law provides that the DOE will distribute funds after it cross-checks the list of scholarship students against district enrollment lists to avoid duplication. Going forward, the distribution will not have to wait for the DOE cross-check to be completed. Instead, the DOE will now adjust payments to the scholarship funding organizations and, with each FEFP recalculation, “adjust the amount of state funds allocated to school districts through the [FEFP] based upon the results of the cross-check.”

Furthering the effort to try to eliminate transportation barriers, the Florida Tax Credit Scholarship Program (FTC) was amended to allow the scholarship administrators to set aside administrative expenses for “developing or contracting with rideshare programs or facilitating carpool strategies for recipients of a transportation scholarship.”

The Legislature also expanded eligibility for Reading Scholarship Accounts, which will now be called New Worlds Reading Scholarship Accounts as part of the expansion of the New Worlds brand. Instead of just students in grades 3-5 being eligible, these scholarships will now be available to any student in grades K-5 who demonstrates a reading deficiency. Districts will still have the responsibility to notify parents of any student with a reading deficiency about the scholarship by September 30 of each year. In addition, they “may not prohibit instructional personnel from providing services pursuant to this section on the instructional personnel’s school campus outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.” Thus, no district may prohibit its teachers from tutoring students on campus outside the normal work day, but the district’s requirements for use of facilities agreements can still apply.

Finally, there are numerous changes to virtual school operations and funding in SB 2524. Under the new controlled open enrollment law, each virtual charter school, and each district with a contract with an approved virtual provider, will determine its capacity under section

1002.45(1)(e)4., Florida Statutes. That subparagraph has been renumbered (currently 1002.45(1)(e)3.) and amended. It provides that school districts shall limit the enrollment of full-time equivalent virtual students from outside the school district to no more than 50% of the total number of enrolled full-time equivalent virtual students residing within the district for any virtual instruction contracts entered after June 30, 2021. For contracts in place prior to that date, districts may not enroll more virtual students than the total number of students residing within the district.

In addition, virtual programs will be required to undergo an annual financial audit conducted by an independent auditor who is a CPA. The audit report must include a written statement from the provider about any noted deficiencies and must be submitted to DOE within 9 months of the end of the fiscal year. Next, contracts with DOE-approved virtual instruction providers will need to include new reporting requirements, including monthly financial statements and student achievement data. Virtual providers will need to provide “the current incoming baseline standard of student academic achievement, the outcomes to be achieved, the method of measurement that will be used, and a detailed description of” how these measures will be implemented. Then, there must be an annual accountability report with student demographic information and achievement data. Districts are required to facilitate compliance with these new reporting requirements for virtual providers.

With respect to funding, all virtual programs offered by school districts, whether through an FLVS franchise, the district’s own virtual school, a DOE-approved virtual instruction program, or a virtual charter school, are subject to various provisions of section 1011.61, such as a full-time equivalent virtual school student being six full-credit course completions with each completed credit being 1/6 FTE. Districts may report course completions after the end of the regular school year as long as it is reported “no later than the deadline for amending the final full-time equivalent student membership report for that year.” Virtual students will be funded through the FEFP. The calculation to determine the amount for any virtual instruction program student will be the sum of the base FEFP and all categorical programs except for Supplemental Academic Instruction, Sparsity, Safe Schools, Transportation, Class-size Reduction, and the Florida Teachers Classroom Supply Assistance Program. In essence, all virtual school funding will be the same as it is for students enrolled in the Florida Virtual School, and only state FEFP funds may be used for students attending a school district’s virtual school from another district.

For assessment and accountability purposes, each virtual instruction program is to receive a school grade or improvement rating. If it receives a school improvement rating, the rating will be based on all of the students the provider serves statewide. For school grades, the provider will receive a district grade for all of its students and individual school grades for each school district with which it contracts based only on the students from that district.

Who Is Responsible for or Affected by the Bill? One of the major, substantive changes in this section concerns controlled open enrollment, which will need to become a year-round process with updates at least every 12 weeks and the potential for school changes any time of the year. Whereas most district have an enrollment period in the spring and cut off the process either before the start of school or soon after the 10-day count is completed, this will now become an ongoing endeavor. Districts will now need to determine school capacity and

projected enrollment by grade level, not just by school, and they will need to regularly review this information during the school year to make updates every 12 weeks.

District transportation departments will also need to become aware of other transportation options within the district available to students, which then needs to be included in the district's controlled open enrollment policies and made available to parents.

With respect to virtual schools, there is a lot of alignment and streamlining to make sure that all virtual school students are treated the same. District finance officers will need to review these provisions carefully.

How Will the Bill Be Implemented? Most districts determine that there is capacity for controlled open enrollment at a school if there are fewer than 90% of available seats currently occupied. Parents apply in the spring, decisions are made based on expected enrollment, and many districts maintain waitlists for each school up until the start of the school year. Changes after school gets started are generally discouraged, as it can be disruptive to the student's learning and may lead to a need for staffing changes at the affected schools. However, the law will no longer allow for these considerations, and districts will be required to create waitlists by grade level, not school level.

It may be helpful to create an example school. Under the current law, if an elementary school is designed to hold 600 students, students from other attendance zones can choose to attend there if it is expected to have less than 540 students next year. Under the new law, districts will need to employ a grade-level determination, which should also require consideration of class-size restrictions. That same 600-student school may now have a capacity of 90 students for grades K-2 (5 classes of 18), 108 students for grade 3 (6 classes of 18), and 110 students for grades 4 and 5 (5 classes of 22), which totals 598 students.

Continuing with the example, within each grade, 90% enrollment would be 81 students in K-2, 97 students in the expanded 3rd grade, and 99 students in grades 4 and 5. If the enrollment within a grade level has dropped below those numbers when the district updates its numbers every 12 weeks, the district will need to go to the waitlist for that grade and offer a seat to the next student on the waitlist. This is true even if the school itself is already over the 600 students it is designed to hold.

In terms of operationalizing this, districts may want to keep their current process in place for controlled open enrollment applications for the next school year but then change how they move forward during the year. This may result in an initial grade-level determination by school around March 1, which would then remain in place through the end of the school year. Then, after initial acceptances have been made, everything would be updated around June 1 for waitlist processing. The district could then close things down to prepare for the opening of school and then revisit after the 10-day count for another 12-week update (around September 1). Next, update the list around Thanksgiving followed by a final update in early to mid-February before switching gears to the next school year. Whatever decisions are made locally, all of this information will need to be maintained on the district website, which will require regular updating.

For those districts that offer virtual programs through an approved provider, the ability to seek funding for course completions beyond the 180-day calendar needs attention. The district will have until the final edits to Survey 5 are submitted to claim funding. Also, any district that contracts with an entity other than FLVS for its local virtual school option will need to look at all the new reporting requirements for DOE-approved virtual providers. Finally, enrollment numbers will need to be monitored closely if the district has or starts seeing a lot of out-of-district students enrolling in a virtual program within the district.

Required Rulemaking? Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to make capacity determinations every 12 weeks by grade level, just like school districts. Also, many of the changes directly affect virtual charter schools.

What Problems or Concerns May Arise as a Result of this New Bill? The controlled open enrollment law has always been something of a problem with the class-size restrictions even though the law does say that controlled open enrollment decisions are subject to the maximum class size pursuant to law and the Florida Constitution. Most schools were not built with the 18, 22, and 25-student limits in mind, so some schools may appear to have room for additional students but would run into class-size or teacher allocation issues if they accepted additional students. Requiring districts to make decisions based on grade level analyses may make it easier to avoid class-size issues, but it is no simple task to maintain grade-level waitlists for every school in the district. In the example above of a school designed to hold 600 students, a school may have created a combination class to address current enrollment numbers, which will further complicate the new, year-round process. More importantly, these changes may result in students switching schools late in the year, which can be disruptive for them and for the class the student joins.

With the transportation provisions, how does a district determine or know what other transportation options are available? What if a district fails to list one it does not know about? Furthermore, how will DOE determine the average cost of ridership in the district? Fortunately, it is not clear that any of these scholarships were awarded during the 2021-22 school year, but the Legislature is determined to make sure that transportation issues do not get in the way of parents choosing to send their kids to any school they want, no matter the distance.

Creates: N/A.

Amends: Sections 1002.31, 1002.33, 1002.394, 1002.395, 1002.40, 1002.411, 1002.421, 1002.45, 1002.455, 1003.498,

Final Legislative Analysis

School Safety, Health, and Mental Health

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd
Effective Date: July 1, 2022
Approved by Governor: April 6, 2022

What Does the Bill Do? Generally, this bill makes it easier for people to access and pharmacists to dispense naloxone, which is used to counter the effects of an opioid overdose. With respect to school districts, this bill allows public schools to “purchase a supply of the opioid antagonist naloxone from a wholesale distributor . . . or . . . enter into an arrangement with a wholesale distributor or manufacturer . . . for naloxone at fair-market, free, or reduced prices for use in the event that student has an opioid overdose.”

If a school does purchase naloxone, it must keep it in a secure location on the school’s premises, and any school district employee who administers naloxone to a student is immune from civil liability as long as they had a good faith belief that the student was suffering an opioid overdose.

Who Is Responsible for or Affected by the Bill? This may be a decision of the school health advisory committee. If there is a decision to purchase a supply of naloxone, the school nurse or another person at the school will be responsible for maintaining it in a secure location.

How Will the Bill Be Implemented? If the decision is made to obtain a supply of naloxone on school campuses, the drug should be stored securely like other drugs are stored on campus. Hopefully, districts will be able to partner with their local Department of Health to find a way to obtain the naloxone for free or at greatly reduced prices.

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

Does the Bill Apply to Charter Schools? Probably. The bill refers to “public schools” being able to buy naloxone, and charter schools are public schools. However, the civil liability language only refers to school district employees. The civil liability language is probably redundant to other provisions of law granting immunity to people who administer naloxone in good faith, but it may give pause to charter schools when the language specifically refers only to district employees.

What Problems or Concerns May Arise as a Result of this New Bill? The bill does not mandate that schools purchase a supply of naloxone, and there is no funding provided to cover

the costs. However, given the epidemic of opioid overdoses in the country, and this new statutory allowance to purchase a supply, questions may arise for any school that chooses not to keep this potentially life-saving drug on hand. On the other hand, if a school does have it on hand, questions may arise about who has been trained to use it or why it was not used in a given situation despite it being kept on campus – similar to recent issues and lawsuits related to defibrillators on campus.

Creates: N/A

Amends: Sections 381.887, 381.981, 395.1041, and 1002.20, Florida Statutes

Final Legislative Analysis

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

What Does the Bill Do? The bill requires districts to designate a mental health coordinator for the district, similar to the school safety specialist. This person will be “the district’s primary point of contact regarding the district’s coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.” As with the school safety specialist, the mental health coordinator will coordinate with the Office of Safe Schools. He or she will also maintain student mental health records and reports as they relate both to school safety and use of the Mental Health Allocation provided as a categorical to each district. The school safety specialist and mental health coordinator must work together on staffing and training threat assessment teams, as well as referrals to mental health services. Similarly, they must coordinate on staff training and resources available to students and districts for youth mental health and awareness. Finally, the mental health coordinator must annually review the district’s policies and procedures for compliance with state law and alignment with best practices. If changes are needed, the coordinator will make such recommendations to the superintendent and school board.

In addition, the law establishing the Mental Health Allocation was amended to add requirements for district mental health plans. Districts must have policies and procedures, including in their contracts with service providers, that require that:

1. Students referred to school- or community-based mental health services for “screening for the identification of mental health concerns” will be assessed within 15 days of the referral. School-based services must be initiated within 15 days, and then support from community-based providers must start within 30 days of the referral.
2. Parents of students receiving mental health services under the allocation must be “provided information about other behavioral health services available through the student’s school or local community-based health service providers.” This can be done

- by giving parents information about and Internet addresses for Internet directories or guides for local behavioral health services.
3. Other people living within the household of a student receiving mental health services must receive information about “behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals’ behavioral health would contribute to the improved well-being of the student.”

The first provision is not new, but the other two are.

Who Is Responsible for or Affected by the Bill? First, districts will need to designate someone to be the mental health coordinator for the district. This person will then work with the school safety specialist and the Office of Safe Schools to help coordinate district compliance with mental health and school safety laws.

Second, the district’s student services department will need to determine what other school-based and community-based behavioral health services are available locally. They probably also need to look for community-based programs that assist family and household members in their interactions with people with mental or behavioral health disorders.

How Will the Bill Be Implemented? The only real implementation needs are selecting a mental health coordinator and making sure that the district has information about other, local mental and behavioral health services to share with parents and other household members.

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

Does the Bill Apply to Charter Schools? Yes. The bill specifically adds language to the charter school statute providing that charter schools must report the number of involuntary examinations it had during the year, and charter schools are not exempt from statutes addressing the health, safety, and welfare of students.

What Problems or Concerns May Arise as a Result of this New Bill? Larger districts probably already have someone filling the role of the newly required mental health coordinator. For smaller districts, it may be more difficult to find someone qualified to perform this role without taking that person away from direct student services.

For those districts where there are available resources online about local mental and behavioral health services, compliance with the requirement that information be provided to parents will not be difficult. However, if no such resource exists, it is not clear how districts can determine what other resources are available within the community and how they can be contacted.

Finally, even for districts with a good awareness of the locally available mental and behavioral health services, it is not clear what the provision about providing information to household members means. It seems to suggest that districts need to advise household members of services that they themselves could obtain that would make the student's situation better. If so, it is difficult to imagine how districts can know about internal, household dynamics and what a sibling or grandparent might need to do so that the student's situation improves.

Creates: N/A.

Amends: Sections 394.463, 1002.33, 1006.07, 1011.62

Final Legislative Analysis

CS/CS/CS/HB 1421 (Ch. 22-___) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill implements most of the remaining Marjory Stoneman Douglas Commission recommendations, and it also makes some changes to the Commission itself. Instead of focusing on what happened at Marjory Stoneman Douglas High School in 2018, it will now be tasked with monitoring the implementation of school safety legislation. This will include:

1. evaluating the Office of Safe Schools,
2. reviewing Auditor General findings about school safety policies and procedures,
3. reviewing school hardening grant expenditures,
4. evaluating the utilization of centralized data by schools and its effectiveness in conducting threat assessments,
5. assessing local efforts to improve regional emergency communication systems,
6. investigating and evaluating any response failures by local law enforcement agencies and school resource officers, and
7. investigating any failures in interactions with perpetrators before an incident occurred.

The Commission was originally slated to end on July 1, 2023, but that has now been extended to July 1, 2026.

Locally, each district will be required to work with local government and law enforcement agencies to develop a family reunification plan "to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or

manmade disaster.” This family reunification plan must be evaluated annually and then updated, as necessary. Additionally, the Office of Safe Schools has been tasked with creating a model family reunification plan. This model plan is to be developed in coordination with the Division of Emergency Management, law enforcement agencies, and first responders.

Also, the bill enacts changes to active assailant drills at schools. The current law provides that schools shall hold active assailant drills “at least as often as other emergency drills.” The law now says that schools will conduct active assailant drills pursuant to State Board of Education (SBE) rules. It further requires that law enforcement officers who are responsible for responding to a school in the event of an active assailant emergency must be physically present on campus and involved with the drills. Thus, districts must notify law enforcement at least 24 hours in advance before conducting such a drill. By August 1, 2023, the SBE must adopt rules defining the terms “emergency drill,” “active threat,” and “after-action report,” as well as “establish minimum emergency drill policies and procedures related to the timing, frequency, participation, training, notification, accommodations, and responses to threat situations by incident type, school level, school type, and student and school characteristics.” No type of emergency drill can be conducted less than once per school year.

For threat assessment teams, the law now provides that “[a]ll members of the threat assessment team must be involved in the threat assessment process and final decisionmaking.”

Finally, there are new training requirements for safe school officers, though they differ depending on whether the officer is a sworn law enforcement officer. There is also a requirement that districts certify by July 1, 2023, and every July 1st thereafter, that at least 80% of school personnel have received the training required by section 1012.584, Florida Statutes, which requires continuing education and inservice training for youth mental health awareness and assistance.

Who Is Responsible for or Affected by the Bill? For the districts, the primary responsibility will be to develop family reunification plans for the schools, adjusting their active assailant and other emergency drills as needed following the adoption of new rules by the SBE, ensuring that all threat assessment team members take part in the process and any final decisions made as a team, and ensuring that its employees are undergoing all required safe school and mental health training. It may be wise to designate backup threat assessment team members to fill roles when a current member may not be available to participate in the process.

Districts with their own police departments will need to make sure that their officers receive the required training for certified law enforcement officers, and those districts with guardians or school security guards will need to develop training to provide them with the “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

How Will the Bill Be Implemented? Districts will need to reach out to local government and law enforcement agencies to adopt reunification plans. It will be necessary to strike a balance between not publicizing confidential safety and security plans and making sure that families are aware of the reunification process following an incident. Districts will also want to verify with any local law enforcement agencies that supply school resource officers or deputies

that their assigned personnel have undergone the required training. They will also want to work with these agencies to plan and prepare for active assailant drills so that the appropriate law enforcement officers can participate as required.

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification.

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer’s knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with statutes addressing student health, safety, and welfare, and they are specifically required to comply with parts of section 1006.07 and all of section 1006.12, Florida Statutes.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, there may be times when a threat assessment team member is not available, but the nature of the threat or issue does not allow for the team to wait until that member can participate. Thus, it may be necessary to designate backup members to serve different roles when a current member is unavailable.

As with all safety and security issues, there is also the problem of trying to protect sensitive safety and security plans and information from getting into the wrong hands and being used against students and staff while also remaining transparent and making sure that parents and other family members know what to do or how to respond in an emergency. In reality, most confidential plans for things like where students gather or where they can be picked up by parents are revealed after the first bomb threat or emergency storm closure.

Creates: N/A.

Amends: Sections 943.082, 943.687, 1001.11, 1001.212, 1006.07, 1006.12, 1006.1493, 1012.584, Florida Statutes.

Final Legislative Analysis

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

What Does the Bill Do? No bill received more attention this year than HB 1557 in its various forms as it made its way through the process. It seems to have arisen out of a concern that schools were working with LGBTQ students on various issues without the knowledge or participation of parents.

The bill amends the section of law setting forth the powers and duties of district school boards (sec. 1001.42, Fla. Stat.). Under the student welfare subsection, it adds a paragraph to address the services and monitoring of a student’s mental, emotional, or physical health and well-being at school. First, it requires school boards to adopt procedures for notifying parents if there is a change in services or monitoring related to their child’s “mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” It also reinforces that parents may not be prohibited from being able to access their child’s education and health records held by the school.

Next, the bill prohibits districts from adopting procedures or forms “that prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage *or have the effect of encouraging* a student to withhold from a parent such information.” (emphasis added). School personnel “may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being.” However, the procedures can allow personnel to withhold information from a parent “if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01.”

Then, the language that received the most attention addresses classroom instruction. It says, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”

The bill does not define “classroom instruction,” nor does it provide guidance for determining what is age or developmentally appropriate in grades 4-12.

With respect to district training of student services personnel, districts “must adhere to student services guidelines, standards, and frameworks established by the Department of Education” (DOE).

Next, the bill addresses healthcare and mental health services offered at schools. It requires districts to notify parents at the beginning of each school year about what healthcare services are offered and give parents the option “to withhold consent or decline any specific service.” While this could be read as creating an opt-out process (e.g., vision screening will be done unless the parent opts out), it seems clear that the intent is to require parents to opt-in to each individual service, as opposed to a blanket permission to conduct any and all screenings. Also, a school may not administer “a student well-being questionnaire or health screening form to a student in grades K-3 without first providing it to the parent and obtaining permission from the parent.”

Finally, the bill sets up an enforcement mechanism. It requires districts to adopt procedures for parents to notify the principal about concerns the parent has under this new law. The principal will then have seven (7) days to resolve those concerns. If they have not been resolved within 30 days, the district must either resolve them or give the parent “a statement of the reasons for not resolving the concern.”

From there, if the parent is not satisfied that the concern has been resolved, the parent can ask the DOE to appoint a special magistrate to hear the case and make a recommended ruling to the State Board of Education (SBE). The costs of the special magistrate and hearing are the responsibility of the school district. Alternatively, the parent can choose to seek a declaratory judgment and seek injunctive relief in court. If the parent is successful, the court can award attorney’s fees and costs to the parent, but not vice versa.

Who Is Responsible for or Affected by the Bill? Obviously, this law may affect LGBTQ students who are seeking help in trying to navigate difficult issues. This bill may also affect all school personnel, from school counselors working with students struggling with issues, to teachers having complaints made against them if LGBTQ issues somehow come up in class, to principals receiving parent complaints, and to school nurses and other personnel trying to address students who might be having vision or hearing problems but have not been permitted to be screened.

By June 30, 2023, the DOE is responsible for reviewing and updating “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

For parent complaints, the district will need to establish the process, but it will fall on principals or their designees to address the individual complaints within seven (7) days.

How Will the Bill Be Implemented?

It currently is not clear how much this bill will eventually affect students and school districts, because it is unknown how many lawsuits may be filed that will lead to new case law or an overall chilling effect on student services within the schools.

Initially, districts will need to look at and update, as necessary, their policies on both physical and mental health practices within the district. Useful tools like vision and hearing screening will now be available only to those students whose parents sign a consent form. Districts should attempt to document clearly when consent is sought but not given for certain screenings, as the failure to identify and address issues like vision or hearing loss may lead to an ESE child find complaint down the road when the student struggles as a result of these problems. Ultimately, a parent's refusal to give consent or otherwise address observed problems that clearly are having an effect on the child's well-being, whether they are physical or emotional, may require district personnel to contact the Department of Children and Families for possible neglect.

With respect to navigating LGBTQ issues in the school, it appears that all districts should employ the common practice of making sure that the first question asked of a student who approaches a school employee is "Have you talked about this with your parents?" After all, the best results are often seen when everyone (student, parents, friends, and school personnel) is on the same page and participating. The student's answer will then guide the rest of the discussion. If the student's response is that he or she has reason to believe that it will lead to abuse, neglect, or abandonment, then the school may look to serve the student without the parents' involvement, while documenting the decision as required by law (see SB 2524 discussion below). If the student's answer does not give rise to that concern, then the response will need to be that the student should talk this over with the parents and then arrange to have everyone meet to address any needs of the student in the school setting.

Required Rulemaking?

Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

- 1) School boards must "adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student." These procedures "must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent." Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student's mental, emotion, or physical well-being or encourage a student to withhold such information.
- 2) "Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student's school and the

process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

Does the Bill Apply to Charter Schools? Probably not. While charter schools are required to comply with statutory provisions addressing the health, safety, and welfare of students, this bill specifically added language to the section of law addressing the powers and duties of school boards. It is difficult to argue that charter schools are required to comply with a law specifically directed at school boards absent specific language saying otherwise. Section 1002.33(16), Florida Statutes, does say that duties assigned to a district school board apply to charter school governing boards for employee salary and evaluation statutes, so the maxim *expressio unius est exclusio alterius* (i.e., the expression of one means the exclusion of others) would appear to apply.

What Problems or Concerns May Arise as a Result of this New Bill? There are numerous potential issues raised with this bill. Some are simple and not unique to this particular topic, like the references to notifying “a” or “the” parent in the singular. What happens or what do districts do when the parents do not agree, as is often the case with shared custody and parental responsibilities?

The more complicated issue is what this means for teachers, counselors, and others who interact with students from all backgrounds every day. How does a counselor or teacher know whether a discussion will “have the effect of encouraging a student to withhold from a parent such information”? Where is the line between a classroom discussion sparked by a question from a student and “classroom instruction”? What happens when the district does not have a policy encouraging staff to withhold information, but an employee does so? Is this a violation of statute? If a parent complains and the principal resolves the issue by requiring the employee to undergo training about the law and the district’s policies under it, is the issue resolved, or can the parent still sue the district with a challenge to its procedures or practices?

With respect to age-appropriate classroom discussion, who determines whether a 7th grade Civics class can have a discussion about civil rights and the issue of transgender athlete participation, for example?

Can a teacher agree to call a student by a preferred nickname without inquiring as to why the student wants to use that nickname? Robert asking to be called Bobby or Rebecca asking to be called Becca may be one thing, but what about Patrick or Patricia asking to be called Pat? Does a teacher need to fear being accused of doing something without the parent's knowledge or consent in such cases?

Unfortunately, the full impact of this bill may not be known for years, depending on the number of parents filing complaints about their "concerns" and whether those concerns were resolved to their satisfaction.

Creates: N/A.

Amends: Section 1001.42, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (relevant provision for this section takes effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. For this part of the legislative review, there is only one section of note. The bill amends the powers and duties of Superintendents to connect them directly with the provisions of HB 1557. Section 1001.51(12)(a) already requires Superintendents to require that all employees keep accurate records and complete all required reports on time. The bill will now add, "Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent's minor child. Any such determination must be based solely on the child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined."

Who Is Responsible for or Affected by the Bill? Although the new language was added to the powers and duties of Superintendents, the real responsibility here will fall on principals and school personnel who work with students. Superintendents will need to advise their principals that a decision to withhold information from a parent, presumably under HB 1557 and a

determination that informing the parent is likely to lead to abuse, neglect, or abandonment, must be documented and that the decision must be reaffirmed annually.

How Will the Bill Be Implemented? School personnel who, after meeting with a student dealing with LGBTQ or other issues that may lead to some services for the mental, physical, or emotional health of the student at the school, determine that a reasonable person would believe that disclosure to the parent will result in abuse, neglect, or abandonment will need to seek approval of the decision from the principal or designee, who will then document it and reassess it annually thereafter.

It will be important to distinguish between discussions and actions. This new law says that schools must document the decision to withhold information from a parent about the provision of services. If the conversations with the student do not lead to any changes in services, there is no obligation to document it.

Required Rulemaking? None.

Required Reports? The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Required Training? None.

Does the Bill Apply to Charter Schools? No. For the same reason HB 1557 does not appear to apply to charter schools, this one does not appear to apply either. The new requirement was added to the powers and duties of a Superintendent, from which charter schools are exempt.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern here is whether this required record, which clearly relates to a student, would be considered an education record of the student and something the school would have to provide access to if requested. If that were the case, it would defeat the entire purpose of the exception created in HB 1557 to allow school personnel to withhold information if a reasonably prudent person would believe that disclosure would lead to abuse, abandonment, or neglect.

Creates: N/A

Amends: Section 1001.51, Florida Statutes

Final Legislative Analysis

Teacher Certification

CS/SB 896 (Ch. 22-___) – Educator Certification Pathways for Veterans

By: Senator Burgess

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill creates an additional pathway to educator certification for military service members. It specifies that a military service member may receive a temporary educator certificate if he or she:

1. can document 48 months of active-duty military service with an honorable discharge or a medical separation;
2. meets most of the general requirements for all people seeking certification, including age, constitutional oath, background check, good moral character, and competence;
3. completes subject-area content requirements or demonstrate mastery of subject-area knowledge; and
4. completes 60 college credits with a minimum grade point average of 2.5.

The bill further provides that a temporary certificate for military service members who meet the established requirements will be valid for a period of five (5) years, instead of three (3), but is nonrenewable. Finally, to assist them in the transition, anyone issued a temporary teaching certification under this new law must be assigned a teacher mentor for at least their first two (2) years of employment.

Who Is Responsible for or Affected by the Bill? This may encourage more people to enter the teaching profession using what they have learned in the military. They would then have five years to meet the requirements for permanent certification.

How Will the Bill Be Implemented? For districts, the main task will be assigning an appropriate mentor. The mentor must be certified, have at least three (3) years of PreK-12 teaching experience, and have received an effective or highly effective evaluation the previous year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? The bill imposes no responsibilities on charter schools, but they will also be able to benefit from any new, certified teachers it creates.

What Problems or Concerns May Arise as a Result of this New Bill? Given the critical shortage of teachers and the shrinking number of students enrolled in college education

programs, any concerns about a lack of sufficient education would appear to be outweighed by the need for more teachers. This is particularly true in some specialized areas to which many of our veterans may have been exposed, such as engineering, science, and mathematics.

Creates: N/A.

Amends: Sections 1012.56 and 1012.59, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (changes to New Worlds Reading Initiative take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses teacher certification issues and the creation of a new micro-credential for literacy under the expansion of the “New Worlds” reading umbrella.

Micro-credential means “evidence-based professional development activities that are competency-based, personalized, and on-demand.” It requires educators to demonstrate competence by submitting evidence for review by trained evaluators. The Administrator of the New Worlds Reading Initiative, which is currently the Lastinger Center, is required to develop and administer a literacy micro-credential program that will give teachers the ability to diagnose literacy difficulties, determine appropriate interventions, use evidence-based instruction and intervention practices, and effectively use progress monitoring and intervention material.

The micro-credential curriculum to be developed by the Lastinger Center “must be designed specifically for instructional personnel in prekindergarten through grade 3 . . . and address foundational literacy skills of students in grades 4 through 12.” It must be competency-based but not require more than 60 hours to complete. Finally, it must be made available to instructional personnel at no cost by December 31, 2022. Instructional personnel and certified prekindergarten teachers who have a reading certification or endorsement or obtain the literacy micro-credential will be eligible for incentives payable from the district’s Evidence-based Reading Instruction Allocation. Other statutory changes to the different categorical funds in section 1011.62 are discussed in the Budget section of this report.

Who Is Responsible for or Affected by the Bill? Initially, the Lastinger Center will need to create this program. However, once it is in place, district curriculum departments will need to decide how they want to take advantage of it.

How Will the Bill Be Implemented? The new literacy micro-credential program should allow districts to get more specialized teachers into classrooms and working on literacy issues without requiring them to go the more onerous path of obtaining a reading credential or endorsement. Summer reading camps currently require teachers with a reading endorsement or certificate, but those with a literacy micro-credential will now be eligible as well. Curriculum departments will need to look at these new options in creating their annual reading plan submitted to the DOE.

Required Rulemaking? None.

Required Reports? None.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive the Reading Instruction Allocation and must submit a reading plan. They also will be able to make use of instructional personnel who obtain the micro-credential.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern with the micro-credential is that it is new and needs to be developed. There are innovative examples from several districts which have been trying to address many of the problems the micro-credential is designed to help, so it is hoped that the Lastinger Center will consult with some of those districts and create something that will meet the needs of districts and their struggling readers.

Creates: N/A

Amends: Section 1003.485, Florida Statutes

Final Legislative Analysis

Other Legislation

CS/CS/HJR 1 (Proposed Constitutional Amendment) – Additional Homestead Property Tax for Specified Critical Public Service Workforce

By: Representative Tomkow
Effective Date: January 1, 2023 (if approved by voters)
Approved by Governor: N/A

What Does the Resolution Do? This resolution will ask voters at the upcoming general election to decide whether they want to approve giving first responders and classroom teachers an additional \$50,000 homestead property tax exemption for all levies other than school district levies.

Who Is Responsible for or Affected by the Resolution? Classroom teachers may be able to claim a sizable property tax exemption if this resolution is approved by a Florida voters.

How Will the Resolution Be Implemented? Implementation of the tax exemption is addressed in the discussion of CS/CS/HB 1563 below.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Resolution Apply to Charter Schools? Charter school classroom teachers will be able to claim the exemption, if approved.

What Problems or Concerns May Arise as a Result of this New Bill? See discussion of CS/CS/HB 1563 below.

Creates: Article VII, sec. (6)(g) and Article XII, Florida Constitution.

Amends: N/A.

Final Legislative Analysis

CS/CS/HB 1563 (Ch. 22-___) – Homestead Property Tax Exemptions

By: Representative Tomkow
Effective Date: January 1, 2023 (if CS/CS/HJR 1 is approved by voters)
Approved by Governor:

What Does the Bill Do? This bill sets forth the process for teachers and others to claim annually an additional \$50,000 homestead property tax exemption for all levies other than school district levies. The first year to claim the exemption, if approved, would be 2023.

Who Is Responsible for or Affected by the Bill? The bill defines a “classroom teacher” as “a staff member assigned the professional activity of instructing K-12 students in courses in classroom situations, including basic instruction, exceptional student education, and career education.” The individuals claiming the exemption are responsible for requesting it every year with the county’s Property Appraiser.

How Will the Bill Be Implemented? If the new exemption is approved by the electorate, eligible classroom teachers and others will be required to submit a request by March 1 each year on a form created by the Department of Revenue. The form will require the teacher to attach proof of employment as a classroom teacher

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter school classroom teachers will be able to benefit from the additional exemption too.

What Problems or Concerns May Arise as a Result of this New Bill? The definition of a “classroom teacher” in this bill differs from the definition of the same term in section 1012.01(2)(a), Florida Statutes, which includes adult education and substitute teachers in the definition. This may create confusion for teachers and requests for districts to get involved in helping teachers claim their exemptions.

Creates: Section 196.077, Florida Statutes

Amends: Sections 196.011 and 218.125, Florida Statutes

Final Legislative Analysis

CS/HB 45 (Ch. 22-___) – Educational Opportunities for Disabled Veterans

By: Representatives Morales and Benjamin

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill allows disabled veterans who reside in Florida and are enrolled in an education program through a state university, state college, district career center, or a charter technical career center to receive a waiver of tuition and fees equal to any amount not covered by the G.I. Bill.

Who Is Responsible for or Affected by the Bill? District career centers may have some disabled veterans enrolled who will benefit from this new law.

How Will the Bill Be Implemented? District career centers will need to be prepared to waive any tuition and fees not covered by the G.I. Bill. The Revenue Estimating Conference estimated

that there would be nine such students enrolled in career centers next year with an average waiver of 30% of tuition and fees or approximately \$448 per student. There is no funding provided to cover these tuition and fee waivers, but the cost should be negligible.

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Disabled veterans enrolled in a charter technical career center are eligible for tuition and fee waivers too.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 295.011, Florida Statutes

Amends: N/A

Final Legislative Analysis

CS/HB 461 (Ch. 22-___) – Florida Bright Futures Scholarship Program Student Service Requirements

By: Representatives Melo and Valdés

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? Beginning with the 2022-23 graduating class, the required 100 hours of service to obtain the Scholar recognition can be either volunteer hours or paid work, such as a paid internship instead of only a volunteer one. For those seeking the Medallion scholarship, 75 hours of volunteer service will still suffice, but they can also meet the requirements through 100 hours of paid service. Similarly, a 2022-23 senior can still satisfy the Gold Seal Vocational Scholars or the Florida Gold Seal CAPE Scholars awards with 30 hours of volunteer service, but 100 hours of paid work will now be an option as well. All other requirements, such as the type of service work and the requirement to obtain District approval, remain the same.

Who Is Responsible for or Affected by the Bill? School counselors and other academic advisors will need to be aware of this new law and advise students accordingly.

How Will the Bill Be Implemented? There are no new requirements for district personnel to implement. There is just another option for students to meet the public service requirements of the scholarships.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. It applies to all Florida students, including those in charter, private, and home school.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 1009.534, 1009.535, and 1009.536, Florida Statutes

Final Legislative Analysis

HB 497 (Ch. 22-___) – Lee County School District, Lee County

By: Representative Persons-Mulicka

Effective Date: July 1, 2022

Approved by Governor: Upon Becoming Law and then Upon Approval of the Electorate

What Does the Bill Do? This bill asks Lee County voters this November to repeal their 1974 decision to switch from an elected to an appointed Superintendent. If approved, Lee County will hold an election for Superintendent in November of 2024. If rejected, Lee County will continue to have an appointed Superintendent.

Who Is Responsible for or Affected by the Bill? The voters of Lee County will decide whether they want to continue with an appointed Superintendent or return to electing their Superintendent.

How Will the Bill Be Implemented? If approved this year, Lee County will conduct an election for Superintendent in 2024, and the winner will take over as Superintendent following that election.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is that the voters of Lee County already made a decision, and the Lee County School Board did not seek this vote. However, the ultimate decision will be made by the local voters.

Creates: N/A

Amends: N/A

Final Legislative Analysis

CS/SB 722 (Ch. 22-___) – Education for Student Inmates

By: Senator Perry

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill adds Florida Colleges to the list of entities with which the state or county may contract to provide education services to its prison or jail inmates, respectively. Currently, they can contract with a district school board, Florida Virtual School, or a charter school. Beginning July 1, 2022, they can also contract with a Florida College for inmate educational services. Finally, state funds provided for postsecondary workforce programs can be spent on inmates as long as they have no more than 24 months left to serve (recent implementing bills have not allowed this provision of section 1011.80, Florida Statutes, to take effect).

Who Is Responsible for or Affected by the Bill? N/A

How Will the Bill Be Implemented? N/A

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools remain authorized to provide inmate education services at county jails and state prisons.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 944.801, 951.176, and 1011.80, Florida Statutes

Final Legislative Analysis

CS/HB 1571 (Ch. 22-118) – Residential Picketing

By: Representative Maggard

Effective Date: October 1, 2022

Approved by Governor: May 16, 2022

What Does the Bill Do? Beginning October 1, 2022, this bill makes it a second degree misdemeanor “to picket or protest before or about the dwelling of any person with the intent to harass or disturb that person in his or her dwelling.” Before someone can be arrested under this new law, a law enforcement officer must first direct the person to disperse immediately and peaceably. If the person refuses, then he or she can be arrested.

Who Is Responsible for or Affected by the Bill? There have been several recent incidents of people protesting at the homes and neighborhoods of school board members and other local officials.

How Will the Bill Be Implemented? Law enforcement will be responsible for implementation.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? N/A

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 810.15, Florida Statutes

Amends: N/A

Final Legislative Analysis

Budget and Finance

HB 5001 (Ch. 22-___) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor:

What Does the Bill Do? Links to the General Appropriations Act (GAA) and the Florida Education Finance Program (FEFP) run built from it are at the bottom of this summary, and the FEFP is also part of the appendix to this legislative summary. Looking at the bottom line at several important categories, the Legislature allocated the following amounts compared to the 3rd Calculation from 2021-22:

| <u>Category</u> | <u>3rd Calc 21-22</u> | <u>Conf Calc 22-23</u> | <u>Difference</u> | <u>Percentage Diff</u> |
|-------------------------------|----------------------------------|------------------------|-------------------|------------------------|
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| RLE | 3.606 | 3.606 | 0 | 0% |
| BSA | \$4,372.91 | \$4,587.40 | \$214.49 | 4.90% |
| Total Funds per UFTE | \$7,758,30 | \$8,142.85 | \$384.55 | 4.96% |
| Base FEFP | \$14,035,196,104 | \$15,038,797,002 | \$1,003,600,898 | 7.15% |
| Digital Classroom | \$8,000,000 | \$0 | (\$8,000,000) | (100%) |
| ESE | \$1,064,584,063 | \$1,094,851,200 | \$30,267,137 | 2.84% |
| Compression and Hold Harmless | \$47,949,110 | \$68,163,995 | \$20,214,885 | 42.16% |
| Inst. Materials | \$241,135,805 | \$246,978,361 | \$5,842,556 | 2.42% |
| Mental Health | \$120,000,000 | \$140,000,000 | \$20,000,000 | 16.67% |
| Reading | \$130,000,000 | \$170,000,000 | \$40,000,000 | 30.77% |
| Safe Schools | \$180,000,000 | \$210,000,000 | \$30,000,000 | 16.67% |
| Sparsity | \$53,468,748 | \$62,469,312 | \$9,000,564 | 16.83% |
| Transportation | \$458,641,984 | \$515,009,084 | \$56,367,100 | 12.29% |
| TSIA | \$550,000,000 | \$800,000,000 | \$250,000,000 | 45.45% |
| Total FEFP | \$18,006,895,938 | \$19,509,798,375 | \$1,502,902,437 | 8.35% |
| Local Effort | \$8,218,968,915 | \$8,852,197,815 | \$633,228,900 | 7.70% |
| State Effort | \$9,787,927,023 | \$10,657,600,560 | \$869,673,537 | 8.89% |
| Class Size | \$2,837,752,505 | \$2,896,071,526 | \$58,319,021 | 2.06% |
| Total Funding | \$22,877,150,000 | \$24,293,891,799 | \$1,416,741,799 | 6.19% |

Other key expenditures included in the GAA include:

| | |
|--------------------------|---|
| Bright Futures | \$620,881,057 (slight decrease) |
| PECO for Charters | \$195,768,743 (\$13 million increase) |
| PECO for Public Schools | \$11,422,223 (\$4 million increase) |
| Special Capital Projects | \$64,445,244 (6 districts) |
| VPK | \$553,417,542 (\$145 million increase, but see proviso below) |

Thus, it is clear that the Legislature passed an education budget for 2022-23 that sees significant increases in numerous areas. However, the 2022-23 budget also comes with numerous required expenses, including a significant hike in Florida Retirement System (FRS) payments and a requirement that all district employees earn at least \$15/hour by October 1, 2022.

To get a better understanding of these new costs districts will be facing, it is important to read some of the proviso and “back of the bill” provisions in the GAA, as well as certain provisions in the implementing and conforming bills (HB 5003 and SB 2524, respectively) discussed below.

There are two separate provisos within the GAA requiring districts to pay employees at least \$15 per hour. For VPK providers, the regular funding increased from roughly \$408 million to \$453 million, but there was an additional \$100,000,000 for providers to raise their minimum wages (GAA 82):

From the funds provided in Specific Appropriation 82, \$100,000,000 in nonrecurring funds from the Child Care and Development Block Grant Trust Fund is provided for Voluntary Prekindergarten (VPK) providers to provide an additional increase for the 2022-2023 fiscal year in the base student allocation per full-time equivalent student for the school year program and the summer program. Allocations will be distributed to the early learning coalitions using the same methodology to distribute the general revenue funds. **To be eligible for the additional base student allocation funds, the provider or public school must elect to participate in the additional payment program following an application procedure established by the Division of Early Learning. The provider or public school will submit an attestation confirming, that within 30 days of receiving the additional funding, all VPK personnel employed by the provider or public school will receive wages of at least \$15.00 per hour for VPK duties.** Beginning January 1, 2023, an employee of a VPK provider under contract with the Division of Early Learning that has elected to receive additional base student allocation funds and who is not receiving a wage of at least \$15.00 per hour for VPK duties may petition the division for relief. If the division finds that the VPK provider has failed to comply with this provision, the division may terminate the provider’s VPK contract. (emphasis added)

Then, for regular school district employees, the Legislature also required all school district employees to earn at least \$15/hour by October 1, 2022 (GAA 85):

From the funds in Specific Appropriations 5, 6, 86, and 87, each school district must pay each employee at least \$15.00 per hour by October 1, 2022.

By October 1, 2022, each superintendent must submit an attestation to the Department of Education subject to the penalty of perjury under section 837.012, Florida Statutes, which includes a statement that every school district employee's hourly rate is at least \$15.00 per hour.

Beginning January 1, 2023, an employee of a school district who is not receiving a wage of at least \$15.00 per hour **may bring a civil action in a court of competent jurisdiction against the school district** and, upon prevailing, shall recover the full amount of any back wages unlawfully withheld plus the same amount as liquidated damages, and shall be awarded reasonable attorney's fees and costs. In addition, they shall be entitled to such legal or equitable relief as may be appropriate to remedy the violation including, without limitation, reinstatement in employment and/or injunctive relief. Such actions may be brought as a class action pursuant to Rule 1.220 of the Florida Rules of Civil Procedure.

It is important to note that the proviso language says that districts are to use FEFP funds to accomplish this (Specific Appropriations 5, 6, 86, and 87). Furthermore, the GAA creates a cause of action for employees to bring suit after January 1, 2023, if they are not being paid at least \$15/hour.

The Teacher Salary Increase Allocation (TSIA) also includes proviso language (86):

From the funds in Specific Appropriations 5 and 86, \$800,000,000 is provided for the Teacher Salary Increase Allocation, pursuant to section 1011.62, Florida Statutes. The amount appropriated for each school district shall be the funding allocation to a school district as of the July 2022 Florida Education Finance Program Calculation.

Fifty percent of the \$250,000,000 provided in Specific Appropriations 5 and 86 for the Teacher Salary Increase Allocation **is provided for school districts to increase the minimum base salary for full-time classroom teachers** as defined in section 1012.01(2)(a), Florida Statutes, **plus certified prekindergarten teachers funded in the Florida Education Finance Program**, but not including substitute teachers, **to at least \$47,500, or to the maximum amount achievable** based on the school district's allocation. No eligible full-time classroom teacher shall receive a base salary less than the minimum base salary as adjusted by the school district's allocation. **The remaining fifty percent of the \$250,000,000, plus any remaining funds from the district's share of the fifty percent stated above, shall be used by school districts as specified in section 1011.62, Florida Statutes.** (emphasis added)

The GAA for 2022-23 also includes some changes to the program cost factors compared to last year:

| | | |
|---|--------------|--------------|
| 1. Basic Programs | <u>22-23</u> | <u>21-22</u> |
| A. K-3 Basic..... | 1.126 | 1.126 |
| B. 4-8 Basic..... | 1.000 | 1.000 |
| C. 9-12 Basic..... | 0.999 | 1.010 |
| 2. Programs for Exceptional Students | | |
| A. Support Level 4..... | 3.674 | 3.648 |
| B. Support Level 5..... | 5.401 | 5.340 |
| 3. English for Speakers of Other Languages | 1.206 | 1.199 |
| 4. Programs for Grades 9-12 Career Education..... | 0.999 | 1.010 |

For the instructional materials allocation, there is proviso language allowing districts to spend these funds on electronic devices and technology equipment and infrastructure, which is discussed below with HB 5003, the implementing bill for the GAA.

The Legislature also took the Jefferson County School District’s special circumstances into account, as Jefferson County schools transition back to district control on July 1, 2022, after five years of operation by a charter school. The GAA includes a \$5 million appropriation to support this transition.

Finally, at the back of the bill, there are numerous provisions affecting 2021-22 allocations, including one that has created some issues for districts attempting to spend down their ESSER II funds according to their DOE-approved plans. Often, the Legislature reverts unexpended funds for a particular program and then allocates those leftover funds for the same program or purpose for the upcoming year. This was the case again this year with most of the COVID-19 relief dollars. However, with respect to ESSER II dollars that had been earmarked for finding missing students (nonenrolment assistance) and learning loss (academic assistance), the Legislature changed how the remaining funds must be used:

SECTION 38. From the funds appropriated to the Department of Education for the Nonenrollment Assistance Allocation in Specific Appropriation 115A of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 39. From the funds appropriated to the Department of Education for the Academic Acceleration Allocation in Specific Appropriation 115B of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 40. The nonrecurring sum of \$165,370,287 in the Federal Grants Trust Fund awarded to the Department of Education in the American Rescue Plan (ARP) Act, the nonrecurring sum of the unexpended balance of funds from the reversions in section 38 and section 39 of the Fiscal Year 2021-2022 General Appropriations Act, and the nonrecurring sum of \$36,250,299 in the Federal Grants Trust Fund awarded to the Department of Education from the ARP Act

are appropriated for the 2021-2022 fiscal year to the Department of Education to distribute to all school districts, the developmental research (lab) schools, and the Florida Virtual School **to implement summer enrichment camps that target public school students' academic and extracurricular needs, after school programs, and individualized tutoring services that address public school students' academic, social, and emotional needs.** The nonrecurring sums of the unexpended balance of funds stated above shall be distributed to each school district based on the district's unexpended balance of the funds reverted in section 38 and section 39 of the Fiscal Year 2022-2023 General Appropriations Act. The nonrecurring sums of \$165,370,287 and \$36,250,299 shall be allocated based on the funding entity's proportionate share of the state's total full-time equivalent (FTE) students. **The unexpended balance of funds as of June 30, 2022, shall revert and is appropriated for the 2022-2023 fiscal year for the same purpose.** (emphasis added)

This leaves districts with only a few weeks to spend the funds for this newly identified purpose, though they will then revert and can be used for the same purpose during the 2022-23 school year as well.

Who Is Responsible for or Affected by the Bill? All district employees and students are affected by the GAA. In particular, many staff members may see a significant raise with the \$15/hour requirement, but this may also result in some compression issues for education support professionals similar to what has occurred for teachers in the last couple of years. Teachers, especially beginning teachers not yet making \$47,500, should also see a significant pay increase with the \$250 million added to the TSIA, and some districts may be able to start addressing the compression issues with the Legislature's decision to split the new funds 50-50 this year instead of 80-20.

How Will the Bill Be Implemented? District finance officers will need to look closely at the projected allocations for their district and calculate the added costs to determine exactly how the district's finances will be affected in 2022-23. This will include calculating the cost of raising minimum salaries to \$15/hour, the added FRS costs, and whether 50% of the district's share of the TSIA will bring the district's minimum teacher salary to \$47,500, if it is not there already.

With respect to the TSIA, \$550,000,000 of the \$800,000,000 has already been bargained and included in district instructional salary schedules. The key language addresses the new \$250,000,000 added to the TSIA this year. For the previous two years, districts were required to expend 80% of the TSIA allocation on raising the minimum salary of classroom teachers to \$47,500 or to the maximum amount achievable, while the remaining 20% (and any leftover funds from the 80% if the district was able to reach \$47,500) went to the remaining instructional staff). This year, the split is 50-50. So, for those districts which have not yet reached a minimum salary of \$47,500, they will have \$125,000,000 to address the minimum. The other \$125,000,000 (plus any remaining funds from the first half if the district reaches \$47,500) will be used as specified in section 1011.62(16), Florida Statutes, which includes the following, "Although district school boards and charter school governing boards are not

precluded from bargaining over wages, the teacher salary increase allocation must be used solely to comply with the requirements of this section.” It is important to note that these funds must be expended according to the proviso language and section 1011.62, not section 1012.22, which has very strict restrictions on salary adjustments based on performance and other criteria. However, any funds the district spends on salary schedule adjustments on top of the TSIA funds do have to comply with section 1012.22, including the new language about longevity payments included in SB 2524 and discussed below. This can make bargaining more difficult and confusing.

For the \$15/hour requirement, it will be necessary first to calculate the cost of raising all employees currently earning less than \$15/hour to that mark. From there, districts will need to determine whether they have sufficient funds to try to address any compression issues that may occur.

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? The Legislature appropriated a large increase in funding this year, including an increase to the BSA that is roughly the same as the BSA increase over the previous five years combined. However, as discussed above and below, there are significant increases to retirement rates, and, more importantly, there is a requirement to pay all school district employees \$15/hour by October 1. For most districts, the increased funding should allow them to meet that \$15/hour requirement, but it may not allow them to avoid significant compression of the salary schedule. Just as many veteran teachers have expressed disappointment that brand new teachers now make the same salary as 10- or 15-year veterans, districts may have situations where veteran employees with greater responsibilities make the same as new hires with fewer responsibilities, such as head custodians and the entry-level custodians they supervise.

Also, for employees paid from federal funds, there may not be sufficient funding to support the raise to \$15/hour, and the proviso language specifically directs districts to use their FEFP dollars to pay the increase. Florida is set by law to have an \$11/hour minimum wage on October 1, 2022, so there is a concern that any raises above that amount would be viewed as supplanting if federal funds were used to pay for it.

Overall, the Legislature has provided districts with a significant increase in funding. However, reconciling the large increases to the bottom line with the less obvious cost increases that come with this budget falls on district leaders. Superintendents may want to consider getting the message out as early as possible about how much the new FRS rates will cost the district; how much it will cost to raise minimum salaries to \$15/hour; how much the teacher minimum salary

can be raised, if not yet at \$47,500, with the district's share of \$125 million; and how much other costs may rise due to inflation or other factors, like fuel, electricity, vehicle and equipment replacement parts, custodial supplies, and other school supplies.

Creates: N/A.

Amends: N/A.

General Appropriations Act 2022-23

Final FAFP

HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? In its implementation of the 2022-23 General Appropriations Act (GAA), the Legislature included some important language in the implementing bill that will have affect districts.

First, the implementing bill address the Instructional Materials Allocation. The GAA provides:

From the funds provided in Specific Appropriations 5 and 86, \$246,978,361 is provided for Instructional Materials including \$13,041,792 for Library Media Materials, \$3,564,756 for the purchase of science lab materials and supplies, \$11,056,278 for dual enrollment instructional materials, and \$3,334,158 for the purchase of digital instructional materials for students with disabilities. The growth allocation per FTE shall be \$325.05 for the 2022-2023 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62, Florida Statutes.

The funds provided for Instructional Materials may also be used by school districts to purchase electronic devices and technology equipment and infrastructure that comply with the eligible expenditures authorized pursuant to section 1011.62, Florida Statutes. Prior to release of the funds by the department to a school district for the purchase of electronic devices or technology equipment or infrastructure, the district must: (1) certify that it has the instructional materials necessary to provide instruction aligned to the adopted statewide benchmarks and standards, and (2) include an expenditure plan for the purchase of electronic devices and technology equipment, and infrastructure that demonstrates its compliance with section 1011.62, Florida Statutes. The department shall provide a report to the Legislature on or before March 1, 2023, that details the district expenditures for these funds to demonstrate compliance with the amount made available for such purchases.

The implementing bill provides that districts shall spend their Instructional Materials Allocation as set forth in the proviso language, “notwithstanding ss. 1002.20, 1003.02, 1006.28-1006.42, 1011.62(6)(b)3., and 1011.67, Florida Statutes.”

Next, the implementing bill addresses the GAA including sufficient state funds to cover charter school capital outlay funding without having to dip into local resources. Because this is an annual budgetary decision, the implementing bill simply changes the dates in the law to cover the current year. Similarly, the implementing bill extends the Funding Compression and Hold Harmless Allocation for an additional year.

The Legislature also used the implementing bill to try to punish certain districts and schools that implemented mask mandates. For the 2022-23 school year, the School Recognition Program receives \$200 million but the eligibility requirements are changed. To be eligible, a school must have maintained an A grade or demonstrated improvement, and it also must not have been “found in violation of emergency rules promulgated by the Department of Health during the 2020-2021 or 2021-2022 school year.” The bill does not specify what it means for a school to have been found in violation.

Finally, with respect to provisions of particular importance to school districts, the implementing bill gives the Department of Education the power, for this year only, to grant virtual instruction providers without a successful track record the ability to obtain conditional approval for two years instead of just one.

Who Is Responsible for or Affected by the Bill? The primary impact of this bill will probably be felt by the teachers and other personnel at high performing schools in districts where school boards, not teachers, required that everyone wear a mask despite emergency rules from the Florida Department of Health prohibiting it. As discussed below, it is not clear just how these schools will be identified, because the language in the bill is so vague.

How Will the Bill Be Implemented? Districts that choose to use some of their instructional materials allocation on electronic devices will need to submit the required certifications to the DOE. With respect to school recognition funds, there will probably need to be some direction from the DOE about school eligibility and the application process before anything else can be done.

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive a proportionate share of the Instructional Materials Allocation, received a sufficient amount of PECO dollars to avoid

pulling from local resources, and must follow the same school recognition criteria as district schools.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern with the implementing bill this year is the further politicization of COVID-19 issues, and the decision to punish high performing teachers and staff for something over which they had no control. Further compounding the problem, the Legislature failed to enact clear language. Those who supported this measure repeatedly remarked that this was a punishment against 12 districts, but the SBE made findings against only eight after complaints against three districts were withdrawn at the SBE meeting and a fourth was not brought before the SBE at all. Also, the language here refers to schools, not districts, and no findings were made against an individual school other than the Commissioner’s preliminary finding against the FSU lab school, which was not brought before the SBE. Finally, it is not clear how this will apply to charter schools, some of which may not have required masks in those eight districts, and others that may have required masks but are located in districts where there were no findings.

Creates: N/A

Amends: Sections 1001.26, 1002.45, 1008.36, 1011.62, and 1013.62, Florida Statutes

Final Legislative Analysis

HB 5007 (Ch. 22-___) – State-administered Retirement Systems

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

What Does the Bill Do? This bill changes the Florida Retirement System rates districts must pay for their employees, including both the pension plan and investment plan employees. For the pension plan, Regular Class employees will go from 9.10% to 10.19%. Elected county officials go from 49.70% to 55.28%, and Senior Management employees go from 27.29% to 29.85%. Employees in DROP will see their rates go from 16.68% to 16.94%. For employees in the investment plan, the employer contribution will rise three percentage points for all employees (e.g., from 6.3% to 9.3% for Regular Class employees and 11.34% to 14.34% for elected county officials). Finally, for those districts that employ law enforcement officers, the DROP rules are changed to allow officers in the Special Risk Class to extend their DROP period an additional 36 months beyond the five-year limit, similar to what is available to instructional personnel.

The estimated financial impact for all school districts combined is \$156.3 million. For each district, the cost should be roughly the midpoint between their mental health allocation (\$140 million) and their reading allocation (\$170 million).

| Membership Class | "Blended" Normal Costs 7/01/21 | "Blended" Normal Costs 7/01/22 | Unfunded Actuarial Liability 7/01/21 | Unfunded Actuarial Liability 7/01/22 | Combined Contribution Rates 7/01/21 | Combined Contribution Rates 7/01/22 |
|--------------------------|--------------------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Regular | 4.91% | 5.96% | 4.19% | 4.23% | 9.10% | 10.19% |
| Special Risk | 15.27% | 16.44% | 8.90% | 9.67% | 24.17% | 26.11% |
| Special Risk Admin Class | 9.73% | 10.77% | 26.31% | 26.16% | 36.04% | 36.93% |
| Elected Officers | | | | | | |
| Leg/Gov/SAO/PD | 8.49% | 9.31% | 53.52% | 56.76% | 62.01% | 66.07% |
| Judges | 13.38% | 14.41% | 25.81% | 27.64% | 39.19% | 42.05% |
| County Officers | 10.28% | 11.30% | 39.42% | 43.98% | 49.70% | 55.28% |
| Senior Management | 6.49% | 7.70% | 20.80% | 22.15% | 27.29% | 29.85% |
| DROP | 7.23% | 7.79% | 9.45% | 9.15% | 16.68% | 16.94% |

Who Is Responsible for or Affected by the Bill? With much talk about record funding increases, it will be incumbent on district finance officers and superintendents to explain this hidden cost well to both their boards and unions. The overall FEFP may have increased by roughly \$1.5 million from the Third Calculation of 2021-22, but more than 10% of that will have to go to covering this significant increase in retirement costs.

How Will the Bill Be Implemented? Districts will need to adjust their state contribution rates beginning July 1, 2022, and make sure that these increased rates are represented in their 2022-23 budgets.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No, except for the few charter schools that participate in FRS.

What Problems or Concerns May Arise as a Result of this New Bill? For a system that is rated as fundamentally sound, it is concerning that districts must keep paying higher and higher rates each year from existing funding sources. In some years, the increased cost of employer retirement contributions has exceeded the increase in the Base Student Allocation, which can create confusion and unrealistic expectations at the bargaining table and elsewhere.

Creates: N/A

Amends: Sections 121.091, 121.71, and 121.72, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (the provisions discussed in this section take effect July 1, 2022)

Approved by Governor:

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses provisions that are primarily budgetary in nature.

As noted above, this bill makes funding for virtual courses uniform pursuant to the newly revised section 1002.45(6). School district virtual course offerings will be funded the same as all other virtual course offerings in the state.

There are also changes made to Department of Juvenile Justice (DJJ) program funding. Going forward, students enrolled in DJJ programs will be funded in the FEFP the same as students enrolled in traditional public schools. Further, districts will now be required to expend at least 95% of the funds received for students in DJJ programs on the program costs, instead of the current 90%.

With respect to transportation costs, section 1011.68 is amended to allow districts to spend transportation funds for additional purposes. “Student transportation funds may also be used to pay for transportation of students to and from school in private passenger cars and boats when transportation on a school bus is impractical or when transportation is for isolated students or students with disabilities, or to support parents or carpools,” as defined by rule.

Also, this bill creates the Driving Choice Grant Program to come up with innovative solutions to increase the efficiency of public school transportation for students in public school choice programs. Grant proposals can include partnerships with other districts or local governments, developing or contracting with rideshare or carpooling programs, efforts to reduce costs and increase efficiencies while simultaneously improving access, and developing plans to address personnel shortages. The Legislature appropriated \$15,000,000 to this grant program for the 2022-23 school year.

Finally, there were several amendments made to section 1011.62, which is the primary statute addressing school funding. First, the determination of the basic amount to be allocated for district operations has received a new multiplier. It will now be the FTE student membership in each program x the cost factor for each program, adjusted for the maximum x the district cost differential x the base student allocation (BSA).

Next, where the law currently allows school boards to adopt a resolution declaring that certain funds are urgently needed to maintain classroom instruction or school safety, they will no longer be able to use their Reading allocation for this purpose. The other potential fund

sources, including Transportation and Instructional Materials, remain an option, with the exception of the Digital Classroom Allocation, which has been eliminated this year.

On the issue of Sparsity funding, the cap on FTE within the district has been increased from 24,000 to 30,000 students, which should benefit Bay and Hernando.

The most significant changes this year were made to the Evidence-based Reading Instruction Allocation, some of which has been discussed above. First, the funds can be used on grades PreK-12 now, not just grades K-12. Next, the requirement that districts spend these funds on an additional hour of intensive reading for every elementary school in the lowest 300 has been eliminated. However, districts are still required to deliver intensive reading instruction to students who have reading deficiencies. Also, the district's system of comprehensive reading instruction may still include additional time at school. It need not be an hour, and it can be delivered during or outside the regular school day.

Next, the law has been clarified to make it clear that "highly qualified reading coaches" who are paid for with these funds must be endorsed in reading. Also, as mentioned above, these funds can be used for summer reading camps, and the teachers at those camps can possess the new literacy micro-credential created in this bill, or they can still be either endorsed or certified in reading. Further, Reading funds can be used to provide incentives for instructional personnel and certified PreK teachers who have a reading certification, reading endorsement, or the new literacy micro-credential if they are providing educational support to improve student literacy. Lastly, Reading funds can be used to pay for tutoring in reading.

On the issue of the new literacy micro-credential, instructional personnel with the micro-credential will now be able to deliver intensive reading instruction in addition to those who are certified or endorsed in reading, but personnel with only the micro-credential must be supervised by someone certified or endorsed in reading. Supervision is defined as "the ability to communicate by way of telecommunication with or physical presence of the certified or endorsed personnel for consultation and direction of the actions of the personnel with the micro-credential."

Finally, with respect to the Reading allocation, where the law currently directs DOE to release the Reading funds to districts by July 1 *if they have an approved plan*, the requirement that districts have an approved plan before the funds can be released has been removed.

Who Is Responsible for or Affected by the Bill? The changes discussed in this section largely fall on the district finance officer to navigate. However, district curriculum departments will need to review the new options and restrictions for using the Reading allocation, which now includes the literacy micro-credential and no longer requires the extra hour of instruction for the bottom 300 schools. Also, there are opportunities for creative transportation departments to seek grant funds.

How Will the Bill Be Implemented? Most of the implementation needs arise out of the changes to the Reading allocation. Districts will need to revise their reading plans for the coming year and address how they will use those funds to support early literacy for struggling readers, particularly now that the required extra hour of instruction has been eliminated.

Required Rulemaking? None, but the DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? None, but there will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes, charter schools need to adopt annual reading plans too. The provisions for transportation and DJJ schools do not apply to charters.

What Problems or Concerns May Arise as a Result of this New Bill? There appears to have been a concerted effort to encourage district creativity and to find more ways to address literacy issues for students. While the conditions imposed for obtaining the micro-credential may be a bit more onerous than hoped, there are clear signs that the Legislature wants to reward districts for coming up with solutions to this long-standing problem. Hopefully, the Lastinger Center will embrace the idea and create a useful and obtainable tool for teachers who do not yet have a reading certificate or endorsement.

Creates: N/A.

Amends: Sections 1002.45, 1003.498, 1003.52, 1006.27, 1010.20, 1011.62, 1011.68

Final Legislative Analysis

HB 7071 (Ch. 22-97) – Taxation

By: Representative Payne

Effective Date: July 1, 2022 (unless otherwise noted)

Approved by Governor: May 6, 2022

What Does the Bill Do? Relevant to school districts, this bill amends the school capital outlay surtax to allow for the tax proceeds to be used for the “purchase, lease-purchase, lease, or maintenance of school buses . . . which have a life expectancy of 5 years or more.” The bill allows districts to apply this new provision retroactively if the original referendum included these types of expenditures.

The bill also amends the amount of money a district may expend from its 1.5 capital millage on certain vehicles (e.g., driver’s education cars, maintenance vehicles, security vehicles, and delivery trucks) and property and casualty insurance premiums. Currently, districts may expend up to \$150 per FTE student on these items. Beginning with the 2022-23 fiscal year, districts will be able to spend up to \$175 per FTE student.

Finally, this bill establishes the tax holidays for this year. The School Supplies tax holiday will run from July 25, 2022, through August 7, 2022. This two-week holiday is significantly longer than recent years. The tax holiday applies to many items, including clothing under \$100, school supplies under \$50, learning aids that cost \$30 or less, and personal computers priced at or below \$1,500. The hurricane preparation tax holiday is also for two weeks and will run from May 28, 2022, through June 10, 2022. Finally, there is a three-month tax holiday for the purchase of children’s books from May 14, 2022, through August 14, 2022.

Who Is Responsible for or Affected by the Bill? One or two districts asked voters to approve a sales tax that would be used, among other things, to buy new school buses, but then were advised that the law did not allow it. The change to the capital outlay sales tax law will greatly benefit those districts and meet the expectations of their voters. In the future, it will also help other districts looking for approval of a local sales tax needed, in part, due to an aging bus fleet and a lack of sufficient funds to replace them.

Also, those districts experiencing rising property and casualty insurance premiums or aging fleet vehicles may be able to benefit from the additional \$25 per FTE student.

How Will the Bill Be Implemented? Those districts that already passed a referendum that included school buses and other transportation costs will be able to start spending their tax proceeds on those expenses July 1, 2022.

As for the use of the 1.5 capital millage, districts will need to determine their local needs before deciding whether to take advantage of the additional \$25 of flexibility provided by this bill.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Section 212.055 was amended recently to require sales tax referenda to include a statement that eligible charter schools will receive a proportionate share of the tax proceeds based on enrollment.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: None

Amends: Sections 212.055, 1001.71

Final Legislative Analysis

New Rulemaking, Reporting, or Training Requirements

Chapter 120, Florida Statutes, governs the adoption of school board rules/policies when the school board is implementing a power or responsibility delegated to it by the Legislature. Please remember that it does not matter what something is called (e.g., rule, policy, procedure, guideline, regulation, etc.). If it meets the definition of a rule under section 120.52, Florida Statutes, then it is a rule and must be adopted pursuant to sections 120.54 and 120.81.

Please also note that this may not be a complete list of new or amended rulemaking, reporting, and training requirements. The list was compiled primarily by searching for every use of the words “adopt,” “report,” “certify,” and “train” in the new laws. The Legislature is not always consistent with its use of terminology, so there may be some other terms used such as “establish” or “notify.” Much of what is set forth below is also covered above in the broader discussion of each new law.

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

CS/HB 45 (Ch. 22-___) – Educational Opportunities for Disabled Veterans
By: Representatives Morales and Benjamin
Effective Date: July 1, 2022
Approved by Governor:

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

CS/HB 173 (Ch. 22-19) -- Care of Students with Epilepsy or Seizure Disorders

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Chapter 22-19, page 2 (sec. 1006.0626(3), Fla. Stat.):

(3) The school nurse or an appropriate school employee of a school that receives an ISAP pursuant to subsection (2) shall:

...

(b) Verify that each school employee whose duties include regular contact with the student has completed training in the care of students with epilepsy and seizure disorders. The training must include how to recognize the symptoms of and provide care for epilepsy and seizure disorders. To assist schools in meeting this requirement, the Department of Education shall identify on its website one or more online training courses that are provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders and are available free of charge to schools.

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools

By: Representative Plascencia

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Section 1003.573(4), Florida Statutes, sets forth each district's rulemaking requirements.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Section 1003.573(7), Florida Statutes, sets forth each district's documentation and reporting requirements.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Section 1003.573(5), Florida Statutes, establishes district training requirements for the use of positive behavior interventions and supports and the use of restraints.

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules. "Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 9 5 years of age or through the student's completion of grade 2, whichever occurs first, must be adopted by the State Board of Education."

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

CS/CS/SB 758 (Ch. 22-____) – Education

By: Senator Diaz

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission. “The State Board of Education shall adopt rules to implement this section.”

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year’s GAA. The college’s responsibilities are contingent upon receipt of funding in the GAA.

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Chapter 22-16, page 19: “The information included under this paragraph relating to results from the statewide, standardized ELA assessments for grades 3 through 10 and Mathematics assessments for grades 3 through 8 must be included in individual student reports under s. 1008.25(8)(c).” Sec. 1008.22(7)(h), Fla. Stat. (2022).

Page 30:

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student’s teacher within 1 week and to the student’s parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(h).

1. A student’s results from the coordinated screening and progress monitoring system must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent secure access to his or her child’s individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system.

4. An individual student report must be provided in a printed format upon a parent's request.

Required Training? None.

CS/CS/CS/HB 1421 (Ch. 22-___) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

“Each district school board and charter school governing board shall adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster.”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification. “No later than July 1, 2023, and annually thereafter by July 1, each school district shall certify to the department, in a format determined by the department, that at least 80 percent of school personnel in elementary, middle, and high schools have received the training required under this section.”

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer's knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

(6) CRISIS INTERVENTION TRAINING.—

(a) Each safe-school officer who is also a sworn law enforcement officer shall complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must improve the officer's knowledge and skills as a first responder to

incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

(b) Each safe-school officer who is not a sworn law enforcement officer shall receive training to improve the officer's knowledge and skills necessary to respond to and de-escalate incidents on school premises.

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training, which is required by section 1012.584, Florida Statutes.

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Chapter 22-21, page 2 (sec. 1006.28(2)(a)2., Fla. Stat.): “Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.”

Pages 3-4 (sec. 1006.28(2)(d)2., Fla. Stat.):

Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

Page 6 (sec. 1006.40, Fla. Stat.):

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(b) Provide a process for public review of, public comment on, and the adoption of ~~instructional~~ materials, including those instructional materials used to provide instruction required by s. 1003.42 teach reproductive health or any disease, including HIV/AIDS, under ss. 1003.42(3) and 1003.46, which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Page 4 (sec. 1006.28(2)(e)3., Fla. Stat.):

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

Page 7 (sec. 1011.67(2), Fla. Stat.):

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Page 3 (sec. 1006.28(2)(d), Fla. Stat.):

(d) School library media services; establishment and maintenance. — Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, Each school district shall provide training to school librarians, and media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

Page 6 (sec. 1006.29(6), Fla. Stat.):

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

Required Rulemaking? Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

1) School boards must “adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student’s mental, emotion, or physical well-being or encourage a student to withhold such information.

2) “Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student’s school and the process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the

different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

“Student support services training developed or provided by a school district to school district personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.”

SB 2524 (Ch. 22-___) – Education
By: Senate Appropriations Committee
Effective Date: Varied (assessment and accountability provisions take effect July 1, 2022)

Approved by Governor:

Required Rulemaking? The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract. Section 1002.31, Florida Statutes has been amended as follows:

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

...

(f) Require school districts to provide information on ~~Address the availability of~~ transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.

2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.

3. Any other transportation the school district may provide.

4. Any transportation options available in the community.

...

(j) Require school districts to maintain a wait list of students who are denied access due to capacity and notify parents when space becomes available.

(k) Require schools to accept students throughout the school year as capacity becomes available.

The DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? The DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Section 1001.51(12)(a), Florida Statutes, is amended to read:

(12) RECORDS AND REPORTS.—Recommend such records as should be kept in addition to those prescribed by rules of the State Board of Education; prepare forms for keeping such records as are approved by the district school board; ensure that such records are properly kept; and make all reports that are needed or required, as follows:

(a) Forms, blanks, and reports.—Require that all employees accurately keep all records and promptly make in proper form all reports required by the education code or by rules of the State Board of Education; recommend the keeping of such additional records and the making of such additional reports as may be deemed necessary to provide data essential for the operation of the school system; and prepare such forms and blanks as may be required and ensure that these records and reports are properly prepared. Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent’s minor child. Any such determination must be based solely

on child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined.

There will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

HB 5001 (Ch. 22-___) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor:

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

HB 5003 (Ch. 22-___) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor:

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

CS/CS/HB 7057 (Ch. 22-___) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor:

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.



APPENDIX I

2022-23 FEFP Conference Report



*Public School Funding
The Florida Education Finance Program
(FEFP)
Fiscal Year 2022-2023*

*Final Conference Report
for House Bill 5001
March 10, 2022*



The Florida House of Representatives

Appropriations Committee

Jay Trumbull, Chair

MEMORANDUM

To: Jeff Takacs, Clerk
From: Representative Jay Trumbull
Appropriations Committee 
Date: March 10, 2022
Re: Public School Funding: The Florida Education Finance Program

For the 2022-2023 fiscal year, we intend to incorporate by reference in House Bill 5003, the document titled "Public School Funding: The Florida Education Finance Program," dated March 10, 2022.

The purpose of the document is to display the calculations used by the Legislature, consistent with the requirements of Florida Statutes, in making appropriations for the Florida Education Finance Program.

The document will be made available as a PDF file that can be searched by anyone interested in the calculations used by the Legislature to make appropriations for the Florida Education Finance Program.

A hard copy of the document is attached to this memorandum to formalize the exact document that is incorporated by reference in House Bill 5003.

*Fiscal Year 2022-2023
Florida Education Finance Program*

Table of Contents

| | |
|--|----|
| SUMMARY OF INFORMATION | |
| Statewide Funding Summary | 1 |
| Total Funds and Funds per Unweighted FTE Summary | 2 |
| District Funding Summary | 4 |
| FULL-TIME EQUIVALENT (FTE) STUDENT ENROLLMENT | |
| Unweighted FTE | 8 |
| Program Cost Factors | 12 |
| Weighted FTE | 13 |
| District Cost Differential | 17 |
| FEFP DETAIL | |
| .748 Mills Discretionary Local Effort and Compression Adjustment | 18 |
| DJJ Supplemental Allocation | 19 |
| Exceptional Student Education (ESE) Guaranteed Allocation | 20 |
| Federally Connected Student Supplement | 22 |
| Funding Compression and Hold Harmless Allocation | 23 |
| Instructional Materials Allocation | 25 |
| Mental Health Assistance Allocation | 27 |
| Reading Instruction Allocation | 28 |
| Safe Schools Allocation | 29 |
| Sparsity Supplement | 30 |
| State-Funded Discretionary Contribution | 33 |
| Student Transportation Allocation | 34 |
| Supplemental Academic Instruction Allocation | 35 |
| Teacher Salary Increase Allocation | 36 |
| Teachers Classroom Supply Assistance Program | 37 |
| Turnaround Supplemental Services Allocation | 38 |
| LOCAL EFFORT | |
| Required Local Effort | 39 |
| STATE CATEGORICAL PROGRAMS | |
| Class Size Reduction Allocation | 44 |

FLORIDA EDUCATION FINANCE PROGRAM
2022-23 FEFP CONFERENCE CALCULATION
STATEWIDE SUMMARY
COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2022-23 FEFP Conference Calculation | Difference | Percentage Difference |
|--|---|--|----------------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| School Taxable Value | 2,443,188,085,001 | 2,629,264,001,685 | 186,075,916,684 | 7.62% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,587.40 | 214.49 | 4.90% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 15,038,797,002 | 1,003,600,898 | 7.15% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 311,462,994 | 25,240,319 | 8.82% |
| Digital Classroom Allocation | 8,000,000 | 0 | (8,000,000) | -100.00% |
| DJ Supplemental Allocation | 4,814,376 | 3,461,325 | (1,353,051) | -28.10% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,094,851,200 | 30,267,137 | 2.84% |
| Federally Connected Student Supplement | 14,081,975 | 14,390,179 | 308,204 | 2.19% |
| Funding Compression and Hold Harmless Allocation | 47,949,110 | 68,163,995 | 20,214,885 | 42.16% |
| Instructional Materials Allocation | 241,135,805 | 246,978,361 | 5,842,556 | 2.42% |
| Mental Health Assistance Allocation | 120,000,000 | 140,000,000 | 20,000,000 | 16.67% |
| Reading Allocation | 130,000,000 | 170,000,000 | 40,000,000 | 30.77% |
| Safe Schools Allocation | 180,000,000 | 210,000,000 | 30,000,000 | 16.67% |
| Sparsity Supplement | 53,468,748 | 62,469,312 | 9,000,564 | 16.83% |
| State-Funded Discretionary Contribution | 34,236,438 | 36,373,591 | 2,137,153 | 6.24% |
| Student Transportation | 458,641,984 | 515,009,084 | 56,367,100 | 12.29% |
| Supplemental Academic Instruction | 714,704,630 | 719,314,907 | 4,610,277 | 0.65% |
| Teacher Salary Increase Allocation | 550,000,000 | 800,000,000 | 250,000,000 | 45.45% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 24,383,050 | 14,666,395 | 150.94% |
| TOTAL FEFP | 18,006,895,938 | 19,509,798,375 | 1,502,902,437 | 8.35% |
| Less: Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| GROSS STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| Allocated Student Reserve | 186,190,845 | 0 | (186,190,845) | -100.00% |
| Proration to Appropriation | (186,190,845) | 0 | 186,190,845 | -100.00% |
| NET STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE FUNDING | 12,625,679,528 | 13,553,672,086 | 927,992,558 | 7.35% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,888,021,898 | 133,617,399 | 7.62% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 10,740,219,713 | 766,846,299 | 7.69% |
| TOTAL FUNDING | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |
| State Funds per UFTE | 4,334.42 | 4,542.93 | 208.51 | 4.81% |
| Local Funds per UFTE | 3,423.88 | 3,599.92 | 176.04 | 5.14% |
| Total Funds per UFTE | 7,758.30 | 8,142.85 | 384.55 | 4.96% |
| State Funds as a Percent of Total | 55.87% | 55.79% | -0.08% | -0.14% |
| Local Funds as a Percent of Total | 44.13% | 44.21% | 0.08% | 0.18% |
| Student Reserve Allocation | 464,287,903 | 0 | (464,287,903) | -100.00% |
| Student Reserve Allocation Balance | 278,097,058 | 0 | (278,097,058) | -100.00% |
| TOTAL STATE FUNDING WITH STUDENT RESERVE INCLUDED | 12,903,776,586 | 13,553,672,086 | 649,895,500 | 5.04% |
| TOTAL FUNDING WITH STUDENT RESERVE INCLUDED | 22,877,150,000 | 24,293,891,799 | 1,416,741,799 | 6.19% |

2022-23 FEFP Conference Calculation
Change in FTE and Funds Compared to the 2021-22 Third Calculation

| District | K-12 Unweighted FTE Students | | | | K-12 Total Funding | | | |
|----------------------|------------------------------|---------------------|------------------|-----------------------|-----------------------|-----------------------|----------------------|-----------------------|
| | 2021-22 | 2022-23 | Difference | Percentage Difference | 2021-22 | 2022-23 | Difference | Percentage Difference |
| | Third | Conference | | | Third | Conference | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 2.74% | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% |
| 2 Baker | 4,854.76 | 4,837.86 | (16.90) | -0.35% | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 1.72% | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 2.91% | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 2.16% | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 0.51% | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 0.64% | 17,355,699 | 18,100,298 | 744,599 | 4.29% |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 2.47% | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 1.62% | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 1.79% | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 2.23% | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 2.27% | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 2.98% | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% |
| 14 DeSoto | 4,619.49 | 4,590.74 | (28.75) | -0.62% | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 2.00% | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 1.92% | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 0.95% | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 2.29% | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% |
| 19 Franklin | 1,179.70 | 1,177.38 | (2.32) | -0.20% | 10,176,002 | 10,592,680 | 416,678 | 4.09% |
| 20 Gadsden | 4,714.60 | 4,682.44 | (32.16) | -0.68% | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 3.56% | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% |
| 22 Glades | 1,713.49 | 1,706.83 | (6.66) | -0.39% | 14,470,261 | 14,918,957 | 448,696 | 3.10% |
| 23 Gulf | 1,903.11 | 1,882.38 | (20.73) | -1.09% | 15,982,030 | 16,350,738 | 368,708 | 2.31% |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 0.73% | 13,271,760 | 13,900,467 | 628,707 | 4.74% |
| 25 Hardee | 4,939.10 | 4,926.93 | (12.17) | -0.25% | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 3.34% | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 5.45% | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 1.63% | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 2.59% | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 2.58% | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 0.56% | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% |
| 32 Jackson | 5,823.47 | 5,740.81 | (82.66) | -1.42% | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 5.19% | 7,184,110 | 7,710,581 | 526,471 | 7.33% |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 0.53% | 9,752,008 | 10,153,362 | 401,354 | 4.12% |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 4.34% | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 2.78% | 779,633,100 | 842,832,466 | 63,199,366 | 8.11% |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 2.12% | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 1.46% | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 1.69% | 11,043,110 | 11,619,820 | 576,710 | 5.22% |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 1.43% | 18,822,866 | 19,820,060 | 997,194 | 5.30% |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 2.16% | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 2.46% | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 2.50% | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 2.33% | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 3.53% | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 2.42% | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 3.71% | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 2.58% | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 4.93% | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% |
| 50 Palm Beach | 190,767.03 | 194,563.49 | 3,796.46 | 1.99% | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 4.75% | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% |
| 52 Pinellas | 96,332.15 | 95,991.09 | (341.06) | -0.35% | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 3.49% | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 1.27% | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 5.24% | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 4.48% | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 2.65% | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 2.08% | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 3.40% | 507,203,398 | 552,754,256 | 45,550,858 | 8.98% |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 2.53% | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 3.33% | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 0.35% | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 0.79% | 18,345,477 | 19,185,354 | 839,877 | 4.58% |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 2.86% | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 2.23% | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 3.56% | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 1.61% | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0.00% | 5,372,437 | 5,486,880 | 114,443 | 2.13% |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 0.89% | 10,882,016 | 11,338,062 | 456,046 | 4.19% |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 2.16% | 10,820,309 | 11,286,411 | 466,102 | 4.31% |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0.00% | 6,269,714 | 6,501,652 | 231,938 | 3.70% |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0.00% | 14,114,477 | 14,475,686 | 361,209 | 2.56% |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0.00% | 10,196,084 | 10,566,491 | 370,407 | 3.63% |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 1.25% | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% |
| TOTAL | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |

2022-23 FEFP Conference Calculation
Change in Funds and Funds per Student Compared to the 2021-22 Third Calculation

| District | K-12 Total Funding | | | | K-12 Total Funds per Unweighted FTE Student | | | |
|----------------------|-----------------------|-----------------------|----------------------|--------------------------|---|-----------------------|---------------|--------------------------|
| | 2021-22 Third | 2022-23 Conference | Difference | Percentage Difference | 2021-22 Third | 2022-23 Conference | Difference | Percentage Difference |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% | 7,495.79 | 7,913.35 | 417.56 | 5.57% |
| 2 Baker | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% | 7,839.33 | 8,173.22 | 333.89 | 4.26% |
| 3 Bay | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% | 7,803.17 | 8,248.00 | 444.83 | 5.70% |
| 4 Bradford | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% | 8,129.63 | 8,401.49 | 271.86 | 3.34% |
| 5 Brevard | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% | 7,659.08 | 8,056.04 | 396.96 | 5.18% |
| 6 Broward | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% | 7,750.69 | 8,143.16 | 392.47 | 5.06% |
| 7 Calhoun | 17,355,699 | 18,100,298 | 744,599 | 4.29% | 8,375.09 | 8,678.99 | 303.90 | 3.63% |
| 8 Charlotte | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% | 8,057.87 | 8,459.82 | 401.95 | 4.99% |
| 9 Citrus | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% | 7,633.07 | 7,908.60 | 275.53 | 3.61% |
| 10 Clay | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% | 7,543.40 | 7,877.61 | 334.21 | 4.43% |
| 11 Collier | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% | 9,241.50 | 9,748.78 | 507.28 | 5.49% |
| 12 Columbia | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% | 7,591.78 | 7,907.64 | 315.86 | 4.16% |
| 13 Dade | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% | 7,873.10 | 8,236.18 | 363.08 | 4.61% |
| 14 DeSoto | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% | 7,804.11 | 8,192.60 | 388.49 | 4.98% |
| 15 Dixie | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% | 7,992.28 | 8,325.43 | 333.15 | 4.17% |
| 16 Duval | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% | 7,630.62 | 8,020.59 | 389.97 | 5.11% |
| 17 Escambia | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% | 7,577.78 | 7,984.40 | 406.62 | 5.37% |
| 18 Flagler | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% | 7,641.14 | 7,935.16 | 294.02 | 3.85% |
| 19 Franklin | 10,176,002 | 10,592,680 | 416,678 | 4.09% | 8,625.92 | 8,996.82 | 370.90 | 4.30% |
| 20 Gadsden | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% | 7,744.86 | 8,164.43 | 419.57 | 5.42% |
| 21 Gilchrist | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% | 8,491.24 | 8,797.09 | 305.85 | 3.60% |
| 22 Glades | 14,470,261 | 14,918,957 | 448,696 | 3.10% | 8,444.91 | 8,740.74 | 295.83 | 3.50% |
| 23 Gulf | 15,982,030 | 16,350,738 | 368,708 | 2.31% | 8,397.85 | 8,686.20 | 288.35 | 3.43% |
| 24 Hamilton | 13,271,760 | 13,900,467 | 628,707 | 4.74% | 8,105.63 | 8,427.74 | 322.11 | 3.97% |
| 25 Hardee | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% | 7,691.66 | 7,959.28 | 267.62 | 3.48% |
| 26 Hendry | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% | 7,112.08 | 7,288.47 | 176.39 | 2.48% |
| 27 Hernando | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% | 7,554.76 | 7,994.17 | 439.41 | 5.82% |
| 28 Highlands | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% | 7,586.11 | 7,865.39 | 279.28 | 3.68% |
| 29 Hillsborough | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% | 7,659.62 | 8,056.04 | 396.42 | 5.18% |
| 30 Holmes | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% | 8,080.60 | 8,366.61 | 286.01 | 3.54% |
| 31 Indian River | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% | 7,834.91 | 8,260.74 | 425.83 | 5.44% |
| 32 Jackson | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% | 8,038.81 | 8,403.78 | 364.97 | 4.54% |
| 33 Jefferson | 7,184,110 | 7,710,581 | 526,471 | 7.33% | 9,505.93 | 9,699.09 | 193.16 | 2.03% |
| 34 Lafayette | 9,752,008 | 10,153,362 | 401,354 | 4.12% | 8,466.83 | 8,768.70 | 301.87 | 3.57% |
| 35 Lake | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% | 7,471.03 | 7,850.88 | 379.85 | 5.08% |
| 36 Lee | 779,633,100 | 842,832,486 | 63,199,386 | 8.11% | 8,020.16 | 8,436.08 | 415.92 | 5.19% |
| 37 Leon | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% | 7,586.86 | 7,972.52 | 385.66 | 5.08% |
| 38 Levy | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% | 8,085.58 | 8,463.43 | 377.85 | 4.67% |
| 39 Liberty | 11,043,110 | 11,619,820 | 576,710 | 5.22% | 8,694.75 | 8,996.80 | 302.05 | 3.47% |
| 40 Madison | 18,822,866 | 19,820,060 | 997,194 | 5.30% | 7,880.06 | 8,180.78 | 300.72 | 3.82% |
| 41 Manatee | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% | 7,647.95 | 8,052.59 | 404.64 | 5.29% |
| 42 Marion | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% | 7,521.15 | 7,958.74 | 437.59 | 5.82% |
| 43 Martin | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% | 8,297.99 | 8,666.39 | 368.40 | 4.44% |
| 44 Monroe | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% | 10,281.61 | 10,605.47 | 323.86 | 3.15% |
| 45 Nassau | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% | 7,758.04 | 8,142.43 | 384.39 | 4.95% |
| 46 Okaloosa | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% | 7,766.69 | 8,120.35 | 353.66 | 4.55% |
| 47 Okeechobee | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% | 7,783.07 | 8,087.80 | 304.73 | 3.92% |
| 48 Orange | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% | 7,698.10 | 8,116.45 | 418.35 | 5.43% |
| 49 Osceola | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% | 7,529.11 | 7,854.89 | 325.78 | 4.33% |
| 50 Palm Beach | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% | 8,217.17 | 8,635.93 | 418.76 | 5.10% |
| 51 Pasco | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% | 7,679.17 | 8,000.21 | 321.04 | 4.18% |
| 52 Pinellas | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% | 7,875.50 | 8,315.52 | 440.02 | 5.59% |
| 53 Polk | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% | 7,520.34 | 7,907.88 | 387.54 | 5.15% |
| 54 Putnam | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% | 7,718.52 | 8,110.67 | 392.15 | 5.08% |
| 55 St. Johns | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% | 7,771.24 | 8,080.98 | 309.74 | 3.99% |
| 56 St. Lucie | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% | 7,739.06 | 8,036.78 | 297.72 | 3.85% |
| 57 Santa Rosa | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% | 7,607.62 | 7,920.48 | 312.86 | 4.11% |
| 58 Sarasota | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% | 8,535.88 | 8,994.39 | 458.51 | 5.37% |
| 59 Seminole | 507,203,398 | 552,754,256 | 45,550,858 | 8.98% | 7,502.41 | 7,907.58 | 405.17 | 5.40% |
| 60 Sumter | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% | 8,206.52 | 8,617.55 | 411.03 | 5.01% |
| 61 Suwannee | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% | 7,444.51 | 7,719.81 | 275.30 | 3.70% |
| 62 Taylor | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% | 8,056.86 | 8,410.35 | 353.49 | 4.39% |
| 63 Union | 18,345,477 | 19,185,354 | 839,877 | 4.58% | 8,073.17 | 8,376.90 | 303.73 | 3.76% |
| 64 Volusia | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% | 7,463.06 | 7,857.86 | 394.80 | 5.29% |
| 65 Wakulla | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% | 7,634.59 | 7,978.42 | 343.83 | 4.50% |
| 66 Walton | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% | 8,669.65 | 9,070.22 | 400.57 | 4.62% |
| 67 Washington | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% | 8,257.77 | 8,606.48 | 348.71 | 4.22% |
| 69 FAMU Lab School | 5,372,437 | 5,486,880 | 114,443 | 2.13% | 8,767.03 | 8,953.79 | 186.76 | 2.13% |
| 70 FAU - Palm Beach | 10,882,016 | 11,338,062 | 456,046 | 4.19% | 8,438.16 | 8,713.88 | 275.72 | 3.27% |
| 71 FAU - St. Lucie | 10,820,309 | 11,286,411 | 466,102 | 4.31% | 7,584.95 | 7,744.63 | 159.68 | 2.11% |
| 72 FSU Lab - Broward | 6,269,714 | 6,501,652 | 231,938 | 3.70% | 8,870.06 | 9,198.19 | 328.13 | 3.70% |
| 73 FSU Lab - Leon | 14,114,477 | 14,475,686 | 361,209 | 2.56% | 7,886.11 | 8,087.92 | 201.81 | 2.56% |
| 74 UF Lab School | 10,196,084 | 10,566,491 | 370,407 | 3.63% | 8,276.31 | 8,576.98 | 300.67 | 3.63% |
| 75 Virtual School | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% | 5,551.17 | 5,853.65 | 302.48 | 5.45% |
| TOTAL | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% | 7,758.30 | 8,142.85 | 384.55 | 4.96% |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 1

| District | 2022-23 | 2022-23 | \$4,587.40 | District | Base | 0.748 | DJJ |
|----------------------|-------------------|----------------------------|---------------------------------|----------------------|----------------------|----------------------|----------------------------|
| | Unweighted FTE | Funded FTE ¹ | Times Funded Weighted FTE | Cost Differential | Funding ² | Mills Compression | Supplemental Allocation |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 30,172.37 | 32,704.37 | 150,028,027 | 0.9796 | 146,967,455 | 4,726,502 | 117,520 |
| 2 Baker | 4,837.86 | 5,214.04 | 23,918,887 | 0.9606 | 22,976,483 | 2,155,750 | 0 |
| 3 Bay | 26,279.15 | 30,222.70 | 138,643,614 | 0.9687 | 134,304,069 | 632,014 | 26,283 |
| 4 Bradford | 2,963.82 | 3,172.97 | 14,555,683 | 0.9513 | 13,846,821 | 1,002,838 | 0 |
| 5 Brevard | 75,349.51 | 82,969.19 | 380,612,862 | 0.9904 | 376,958,979 | 8,087,263 | 92,173 |
| 6 Broward | 263,621.47 | 291,210.74 | 1,335,900,149 | 1.0196 | 1,362,083,792 | 0 | 207,454 |
| 7 Calhoun | 2,085.53 | 2,291.26 | 10,510,926 | 0.9222 | 9,693,176 | 972,170 | 0 |
| 8 Charlotte | 16,776.84 | 18,536.12 | 85,032,597 | 0.9845 | 83,714,592 | 0 | 0 |
| 9 Citrus | 15,955.44 | 17,151.19 | 78,679,369 | 0.9430 | 74,194,645 | 894,302 | 136,287 |
| 10 Clay | 39,517.35 | 42,750.95 | 196,115,708 | 0.9798 | 192,154,171 | 14,549,498 | 96,393 |
| 11 Collier | 48,534.91 | 54,548.77 | 250,237,027 | 1.0523 | 263,324,424 | 0 | 65,665 |
| 12 Columbia | 10,373.91 | 11,071.69 | 50,790,271 | 0.9407 | 47,778,408 | 3,999,350 | 0 |
| 13 Dade | 350,795.41 | 384,564.25 | 1,764,150,040 | 1.0166 | 1,793,434,931 | 0 | 164,209 |
| 14 DeSoto | 4,590.74 | 4,867.62 | 22,329,720 | 0.9645 | 21,537,015 | 1,310,978 | 0 |
| 15 Dixie | 2,174.07 | 2,352.75 | 10,793,005 | 0.9258 | 9,992,164 | 919,740 | 0 |
| 16 Duval | 134,868.07 | 146,868.26 | 673,743,456 | 1.0058 | 677,651,168 | 20,501,295 | 157,454 |
| 17 Escambia | 39,163.04 | 42,566.13 | 195,267,865 | 0.9746 | 190,308,061 | 7,299,207 | 108,198 |
| 18 Flagler | 13,669.98 | 14,762.30 | 67,720,575 | 0.9560 | 64,740,870 | 0 | 0 |
| 19 Franklin | 1,177.38 | 1,278.98 | 5,867,193 | 0.9275 | 5,441,822 | 0 | 0 |
| 20 Gadsden | 4,682.44 | 5,062.25 | 23,222,566 | 0.9435 | 21,910,491 | 1,662,079 | 0 |
| 21 Gilchrist | 2,857.08 | 3,216.05 | 14,753,308 | 0.9424 | 13,903,517 | 1,035,606 | 0 |
| 22 Glades | 1,706.83 | 1,812.33 | 8,313,883 | 0.9734 | 8,092,734 | 463,695 | 0 |
| 23 Gulf | 1,882.38 | 2,074.20 | 9,515,185 | 0.9389 | 8,933,807 | 0 | 0 |
| 24 Hamilton | 1,649.37 | 1,764.73 | 8,095,522 | 0.9168 | 7,421,975 | 269,952 | 30,229 |
| 25 Hardee | 4,926.93 | 5,277.07 | 24,208,031 | 0.9557 | 23,135,615 | 1,720,287 | 0 |
| 26 Hendry | 13,771.40 | 14,629.15 | 67,109,763 | 0.9823 | 65,921,920 | 6,623,493 | 0 |
| 27 Hernando | 25,661.77 | 28,075.40 | 128,793,090 | 0.9587 | 123,473,935 | 7,075,976 | 63,803 |
| 28 Highlands | 12,735.17 | 13,641.08 | 62,577,090 | 0.9489 | 59,379,401 | 3,340,944 | 0 |
| 29 Hillsborough | 229,392.45 | 252,435.78 | 1,158,023,897 | 1.0072 | 1,166,361,669 | 44,933,393 | 353,898 |
| 30 Holmes | 3,159.29 | 3,331.72 | 15,263,932 | 0.9259 | 14,151,393 | 1,616,419 | 0 |
| 31 Indian River | 17,315.61 | 18,840.66 | 86,429,644 | 0.9990 | 86,343,214 | 0 | 0 |
| 32 Jackson | 5,740.81 | 6,327.49 | 29,026,728 | 0.9219 | 26,759,741 | 2,263,831 | 22,964 |
| 33 Jefferson | 794.98 | 862.00 | 3,954,339 | 0.9396 | 3,715,497 | 0 | 0 |
| 34 Lafayette | 1,157.91 | 1,288.29 | 5,909,902 | 0.9187 | 5,429,427 | 506,276 | 0 |
| 35 Lake | 48,736.76 | 52,667.89 | 241,608,679 | 0.9746 | 235,471,819 | 8,942,708 | 8,191 |
| 36 Lee | 99,908.05 | 110,089.41 | 505,024,159 | 1.0173 | 513,761,077 | 0 | 115,135 |
| 37 Leon | 33,875.42 | 36,693.63 | 168,328,358 | 0.9718 | 163,581,498 | 5,918,036 | 98,331 |
| 38 Levy | 5,687.12 | 6,244.45 | 28,645,790 | 0.9431 | 27,015,845 | 1,710,856 | 0 |
| 39 Liberty | 1,291.55 | 1,465.09 | 6,720,954 | 0.9245 | 6,213,522 | 572,157 | 55,720 |
| 40 Madison | 2,422.76 | 2,578.80 | 11,829,987 | 0.9189 | 10,870,575 | 901,897 | 17,785 |
| 41 Manatee | 51,737.07 | 56,120.69 | 257,448,053 | 0.9937 | 255,826,130 | 0 | 152,947 |
| 42 Marion | 45,361.88 | 50,526.87 | 231,786,963 | 0.9472 | 219,548,611 | 10,165,144 | 145,702 |
| 43 Martin | 19,007.19 | 21,266.57 | 97,558,263 | 1.0164 | 99,158,219 | 0 | 0 |
| 44 Monroe | 8,817.22 | 9,621.37 | 44,137,073 | 1.0516 | 46,414,546 | 0 | 0 |
| 45 Nassau | 13,104.64 | 14,127.70 | 64,809,411 | 0.9870 | 63,966,889 | 0 | 0 |
| 46 Okaloosa | 33,381.04 | 36,443.52 | 167,181,004 | 0.9900 | 165,509,194 | 3,999,049 | 103,287 |
| 47 Okeechobee | 6,553.43 | 6,990.86 | 32,069,871 | 0.9638 | 30,908,942 | 1,304,722 | 91,342 |
| 48 Orange | 214,553.60 | 241,797.39 | 1,109,221,347 | 1.0091 | 1,119,315,261 | 5,554,793 | 175,640 |
| 49 Osceola | 78,752.26 | 85,478.08 | 392,122,144 | 0.9870 | 387,024,556 | 22,331,778 | 53,996 |
| 50 Palm Beach | 194,563.49 | 218,086.59 | 1,000,450,423 | 1.0438 | 1,044,270,152 | 0 | 123,652 |
| 51 Pasco | 85,550.75 | 94,312.45 | 432,648,933 | 0.9813 | 424,558,398 | 25,024,450 | 87,098 |
| 52 Pinellas | 95,991.09 | 106,000.96 | 486,268,804 | 1.0011 | 486,803,700 | 0 | 157,272 |
| 53 Polk | 116,184.44 | 125,663.56 | 576,469,015 | 0.9704 | 559,405,532 | 36,945,490 | 146,298 |
| 54 Putnam | 10,362.25 | 11,153.76 | 51,166,759 | 0.9455 | 48,378,171 | 2,677,916 | 0 |
| 55 St. Johns | 50,198.06 | 55,702.46 | 255,529,465 | 1.0023 | 256,117,183 | 3,577,114 | 81,407 |
| 56 St. Lucie | 46,381.29 | 50,091.89 | 229,791,536 | 0.9935 | 228,297,891 | 7,100,512 | 80,637 |
| 57 Santa Rosa | 31,175.15 | 34,254.27 | 157,138,038 | 0.9627 | 151,276,789 | 9,561,730 | 0 |
| 58 Sarasota | 45,637.78 | 51,186.83 | 234,814,464 | 1.0153 | 238,407,125 | 0 | 0 |
| 59 Seminole | 69,901.86 | 75,921.97 | 348,284,445 | 0.9951 | 346,577,851 | 12,479,579 | 0 |
| 60 Sumter | 9,126.05 | 9,983.53 | 45,798,446 | 0.9708 | 44,461,131 | 0 | 0 |
| 61 Suwannee | 6,295.41 | 6,666.03 | 30,579,746 | 0.9251 | 28,289,323 | 2,331,253 | 0 |
| 62 Taylor | 2,658.49 | 2,963.39 | 13,594,255 | 0.9215 | 12,527,106 | 384,949 | 0 |
| 63 Union | 2,290.27 | 2,475.78 | 11,357,393 | 0.9415 | 10,692,986 | 1,231,180 | 0 |
| 64 Volusia | 65,663.77 | 71,669.35 | 328,775,976 | 0.9639 | 316,907,163 | 5,352,911 | 98,581 |
| 65 Wakulla | 5,184.76 | 5,604.48 | 25,709,992 | 0.9470 | 24,347,362 | 2,054,461 | 0 |
| 66 Walton | 11,400.62 | 12,267.95 | 56,277,994 | 0.9844 | 55,400,057 | 0 | 25,774 |
| 67 Washington | 3,345.91 | 3,747.72 | 17,192,291 | 0.9303 | 15,993,988 | 1,318,891 | 0 |
| 69 FAMU Lab School | 612.80 | 635.44 | 2,915,017 | 0.9718 | 2,832,814 | 107,056 | 0 |
| 70 FAU - Palm Beach | 1,301.15 | 1,332.61 | 6,113,215 | 1.0438 | 6,380,974 | 0 | 0 |
| 71 FAU - St. Lucie | 1,457.32 | 1,539.44 | 7,062,027 | 0.9935 | 7,016,124 | 223,101 | 0 |
| 72 FSU Lab - Broward | 706.84 | 877.38 | 4,024,893 | 1.0196 | 4,103,781 | 0 | 0 |
| 73 FSU Lab - Leon | 1,789.79 | 1,898.62 | 8,709,729 | 0.9718 | 8,464,115 | 312,676 | 0 |
| 74 UF Lab School | 1,231.96 | 1,292.58 | 5,929,581 | 0.9796 | 5,808,618 | 192,987 | 0 |
| 75 Virtual School | 50,922.08 | 52,503.51 | 240,854,602 | 1.0000 | 240,854,602 | 620,740 | 0 |
| State | 2,983,464.64 | 3,277,687.35 | 15,036,062,949 | | 15,038,797,002 | 311,462,994 | 3,461,325 |

1. Additional Weighted FTE for the Small District ESE Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early Graduation, and Industry Certified Career Education Supplement Additional FTE are included in the Weighted FTE.
2. Weighted FTE x BSA x DCD (column 2 x column 3 x column 4)

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 2

| District | ESE Guaranteed Allocation | Federally Connected Student Supplement | Funding Compression and Hold Harmless | Instructional Materials | Mental Health Assistance Allocation | Reading Allocation | Safe Schools | Sparsity Supplement |
|----------------------|---------------------------------|---|--|----------------------------|--|-----------------------|-----------------|------------------------|
| -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | |
| 1 Alachua | 11,581,337 | 0 | 1,927,453 | 2,551,923 | 1,441,010 | 1,693,170 | 2,752,243 | 0 |
| 2 Baker | 1,282,511 | 0 | 277,459 | 369,104 | 315,019 | 361,727 | 520,933 | 863,669 |
| 3 Bay | 8,943,731 | 899,633 | 13,864 | 2,141,267 | 1,267,976 | 1,557,187 | 2,149,602 | 2,597,409 |
| 4 Bradford | 1,306,936 | 0 | 231,435 | 245,100 | 231,727 | 263,690 | 431,045 | 1,232,747 |
| 5 Brevard | 29,195,746 | 2,911,469 | 1,829,962 | 6,377,692 | 3,448,907 | 4,162,871 | 5,328,511 | 0 |
| 6 Broward | 99,787,761 | 0 | 498,349 | 20,544,689 | 11,816,649 | 14,741,364 | 18,363,762 | 0 |
| 7 Calhoun | 788,171 | 0 | 118,773 | 166,573 | 192,691 | 219,088 | 360,965 | 1,895,362 |
| 8 Charlotte | 6,599,078 | 0 | 391,150 | 1,475,902 | 845,646 | 1,013,946 | 1,253,257 | 0 |
| 9 Citrus | 7,638,242 | 0 | 491,596 | 1,284,365 | 809,139 | 911,719 | 1,261,595 | 2,273,145 |
| 10 Clay | 13,664,460 | 758,633 | 2,085,830 | 3,262,300 | 1,856,347 | 2,178,395 | 2,428,553 | 0 |
| 11 Collier | 23,598,766 | 0 | 0 | 4,110,452 | 2,257,133 | 2,942,637 | 3,029,480 | 0 |
| 12 Columbia | 4,209,751 | 0 | 422,288 | 855,752 | 561,068 | 628,055 | 957,059 | 1,553,856 |
| 13 Dade | 134,605,314 | 132,988 | 0 | 29,084,939 | 15,691,092 | 19,373,310 | 26,582,683 | 0 |
| 14 DuSoto | 1,973,121 | 0 | 310,383 | 366,271 | 304,035 | 346,269 | 552,000 | 933,351 |
| 15 Dixie | 732,296 | 0 | 148,943 | 178,396 | 196,626 | 222,298 | 382,002 | 1,251,196 |
| 16 Duval | 50,863,254 | 1,008,941 | 4,224,091 | 10,862,029 | 6,094,208 | 7,391,771 | 10,791,582 | 0 |
| 17 Escambia | 14,070,975 | 1,518,980 | 1,750,717 | 3,033,026 | 1,840,600 | 2,158,571 | 3,382,368 | 0 |
| 18 Flagler | 6,791,876 | 0 | 391,443 | 1,176,149 | 707,562 | 810,202 | 1,004,159 | 1,343,519 |
| 19 Franklin | 484,393 | 0 | 5,867 | 89,330 | 152,329 | 173,436 | 333,360 | 0 |
| 20 Gadsden | 1,613,971 | 0 | 185,781 | 354,770 | 308,111 | 350,280 | 524,986 | 919,821 |
| 21 Gilchrist | 1,100,569 | 0 | 172,614 | 246,437 | 226,983 | 264,299 | 391,516 | 2,299,964 |
| 22 Glades | 510,001 | 285,601 | 136,348 | 141,232 | 175,860 | 201,902 | 342,981 | 1,161,338 |
| 23 Gulf | 402,201 | 0 | 24,739 | 148,108 | 183,662 | 210,933 | 366,953 | 1,237,107 |
| 24 Hamilton | 528,883 | 0 | 44,525 | 130,371 | 173,306 | 194,699 | 365,565 | 1,149,987 |
| 25 Hardee | 1,872,346 | 0 | 254,184 | 389,512 | 318,977 | 363,435 | 545,850 | 845,531 |
| 26 Hendry | 3,811,354 | 0 | 1,332,622 | 1,184,675 | 712,069 | 822,884 | 697,623 | 2,287,300 |
| 27 Hernando | 11,870,103 | 0 | 1,238,475 | 2,279,236 | 1,240,537 | 1,440,891 | 1,751,155 | 2,516,257 |
| 28 Highlands | 4,536,305 | 0 | 539,454 | 1,062,212 | 666,014 | 752,629 | 1,099,396 | 3,126,465 |
| 29 Hillsborough | 84,745,103 | 1,439,790 | 5,516,502 | 18,755,832 | 10,295,341 | 12,639,655 | 12,991,019 | 0 |
| 30 Holmes | 1,040,636 | 0 | 206,333 | 260,903 | 240,415 | 266,961 | 421,311 | 2,770,661 |
| 31 Indian River | 6,206,106 | 0 | 77,787 | 1,396,384 | 869,592 | 1,042,173 | 1,301,641 | 0 |
| 32 Jackson | 2,294,708 | 0 | 148,036 | 452,028 | 355,150 | 402,352 | 553,778 | 3,729,287 |
| 33 Jefferson | 386,602 | 0 | 37,962 | 70,633 | 135,333 | 154,898 | 332,270 | 652,827 |
| 34 Lafayette | 376,845 | 0 | 39,005 | 103,953 | 151,463 | 173,302 | 307,906 | 1,036,274 |
| 35 Lake | 18,765,607 | 0 | 3,354,536 | 4,298,137 | 2,266,104 | 2,643,550 | 3,249,510 | 0 |
| 36 Lee | 36,098,223 | 75,306 | 2,222,106 | 8,317,534 | 4,540,410 | 5,631,883 | 6,049,135 | 0 |
| 37 Leon | 17,711,318 | 0 | 1,421,759 | 2,739,031 | 1,605,592 | 1,871,575 | 2,981,299 | 0 |
| 38 Levy | 1,988,221 | 0 | 300,781 | 462,666 | 352,764 | 405,102 | 650,029 | 3,707,521 |
| 39 Liberty | 497,802 | 0 | 67,882 | 106,092 | 157,403 | 181,722 | 315,224 | 1,111,522 |
| 40 Madison | 1,014,750 | 0 | 73,346 | 198,874 | 207,680 | 231,731 | 397,560 | 1,241,672 |
| 41 Manatee | 20,539,480 | 0 | 1,397,297 | 4,227,776 | 2,399,453 | 2,862,119 | 3,646,974 | 0 |
| 42 Marion | 15,358,417 | 0 | 2,625,013 | 3,689,707 | 2,116,107 | 2,472,563 | 3,266,929 | 0 |
| 43 Martin | 7,107,106 | 0 | 87,802 | 1,687,682 | 944,774 | 1,179,783 | 1,387,822 | 0 |
| 44 Monroe | 3,528,810 | 1,010,300 | 0 | 715,971 | 491,881 | 613,410 | 814,554 | 0 |
| 45 Nassau | 3,858,879 | 0 | 181,466 | 1,128,333 | 682,435 | 801,891 | 988,028 | 2,997,001 |
| 46 Okaloosa | 13,993,948 | 2,890,279 | 217,335 | 2,758,355 | 1,583,619 | 1,892,275 | 2,214,997 | 0 |
| 47 Oklawaha | 2,892,112 | 0 | 516,325 | 567,992 | 391,267 | 446,907 | 705,777 | 642,009 |
| 48 Orange | 58,480,792 | 0 | 3,147,816 | 17,960,189 | 9,635,829 | 12,134,460 | 15,009,562 | 0 |
| 49 Osceola | 24,017,364 | 0 | 4,300,674 | 6,993,070 | 3,600,142 | 4,270,957 | 4,695,964 | 0 |
| 50 Palm Beach | 69,755,340 | 25,789 | 0 | 15,439,413 | 8,747,369 | 11,328,609 | 13,484,104 | 0 |
| 51 Pasco | 33,270,642 | 0 | 1,615,532 | 7,559,254 | 3,902,301 | 4,674,004 | 5,134,017 | 0 |
| 52 Pinellas | 42,548,408 | 32,136 | 0 | 7,581,483 | 4,366,321 | 5,342,408 | 7,523,362 | 0 |
| 53 Polk | 44,942,731 | 0 | 6,678,812 | 10,032,139 | 5,263,814 | 6,122,023 | 7,031,298 | 0 |
| 54 Putnam | 3,355,441 | 0 | 614,001 | 818,742 | 560,550 | 634,496 | 910,920 | 3,547,521 |
| 55 St. Johns | 16,507,385 | 0 | 894,353 | 4,447,187 | 2,331,051 | 2,865,244 | 2,799,645 | 0 |
| 56 St. Lucie | 19,886,617 | 0 | 1,953,228 | 4,133,924 | 2,161,415 | 2,566,514 | 2,910,219 | 0 |
| 57 Santa Rosa | 11,166,300 | 1,400,334 | 1,304,246 | 2,649,278 | 1,485,579 | 1,739,444 | 1,800,568 | 0 |
| 58 Sarasota | 23,597,219 | 0 | 0 | 3,797,113 | 2,128,370 | 2,675,070 | 3,313,393 | 0 |
| 59 Seminole | 21,276,911 | 0 | 4,324,716 | 5,860,108 | 3,206,786 | 3,836,631 | 4,286,458 | 0 |
| 60 Sumter | 3,945,778 | 0 | 0 | 763,272 | 505,607 | 592,434 | 823,378 | 0 |
| 61 Suwannee | 1,452,830 | 0 | 477,944 | 545,326 | 379,799 | 418,777 | 645,655 | 2,420,251 |
| 62 Taylor | 1,105,541 | 0 | 48,939 | 210,456 | 218,157 | 249,519 | 461,305 | 1,300,638 |
| 63 Union | 682,798 | 0 | 180,583 | 177,950 | 201,791 | 229,824 | 370,371 | 1,257,491 |
| 64 Volusia | 25,050,726 | 0 | 4,711,826 | 5,497,037 | 3,018,424 | 3,518,021 | 4,581,979 | 0 |
| 65 Wakulla | 1,927,876 | 0 | 156,869 | 471,704 | 330,437 | 376,448 | 549,620 | 762,896 |
| 66 Walton | 4,351,491 | 0 | 0 | 1,041,171 | 606,700 | 709,898 | 887,736 | 0 |
| 67 Washington | 770,377 | 0 | 153,011 | 287,989 | 248,709 | 286,747 | 437,196 | 2,432,988 |
| 69 FAMU Lab School | 54,012 | 0 | 0 | 45,611 | 127,236 | 145,419 | 277,326 | 547,178 |
| 70 FAU - Palm Beach | 130,364 | 0 | 0 | 337,482 | 157,830 | 183,520 | 308,021 | 638,203 |
| 71 FAU - St. Lucie | 222,724 | 0 | 61,827 | 113,663 | 164,771 | 190,341 | 314,985 | 0 |
| 72 FSU Lab - Broward | 168,429 | 0 | 0 | 51,533 | 131,415 | 159,067 | 281,520 | 0 |
| 73 FSU Lab - Leon | 353,520 | 0 | 0 | 148,965 | 179,547 | 205,890 | 329,760 | 1,178,235 |
| 74 UF Lab School | 421,347 | 0 | 0 | 102,164 | 154,754 | 177,374 | 304,691 | 1,007,113 |
| 75 Virtual School | 2,640,112 | 0 | 0 | 3,862,443 | 2,363,230 | 2,701,351 | 0 | 0 |
| State | 1,094,851,200 | 14,390,179 | 68,163,995 | 246,978,361 | 140,000,000 | 170,000,000 | 210,000,000 | 62,469,312 |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 3

| District | State-Funded Discretionary Contribution | Student Transportation | Supplemental Academic Instruction | Teacher Salary Increase Allocation | Teachers Classroom Supply Assistance | Turnaround Supplemental Services Allocation | Gross State & Local FEFP | Required Local Effort Taxes | Net State FEFP |
|----------------------|---|------------------------|-----------------------------------|------------------------------------|--------------------------------------|---|--------------------------|-----------------------------|----------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 4,599,054 | 8,206,624 | 7,818,043 | 554,588 | 799,460 | 195,736,382 | 70,071,331 | 125,665,051 |
| 2 Baker | 0 | 1,804,221 | 1,734,971 | 1,222,251 | 90,888 | 0 | 33,974,986 | 4,607,206 | 29,367,780 |
| 3 Bay | 0 | 4,307,285 | 7,224,948 | 7,144,405 | 488,109 | 231,485 | 173,929,267 | 78,516,847 | 95,412,420 |
| 4 Bradford | 0 | 749,601 | 890,119 | 736,592 | 55,014 | 0 | 21,223,665 | 4,398,570 | 16,825,095 |
| 5 Brevard | 0 | 12,672,725 | 20,004,669 | 20,052,614 | 1,397,294 | 510,570 | 493,031,445 | 194,393,089 | 298,638,356 |
| 6 Broward | 0 | 32,761,618 | 57,248,035 | 72,457,062 | 4,934,703 | 315,300 | 1,695,760,538 | 855,827,721 | 839,932,817 |
| 7 Calhoun | 0 | 457,244 | 446,045 | 515,636 | 37,642 | 0 | 15,863,536 | 1,836,742 | 14,026,794 |
| 8 Charlotte | 0 | 4,097,467 | 3,676,224 | 4,453,260 | 311,334 | 0 | 107,831,856 | 86,675,211 | 21,156,645 |
| 9 Citrus | 0 | 4,876,841 | 3,373,536 | 3,946,839 | 292,473 | 0 | 102,384,724 | 45,252,682 | 57,132,042 |
| 10 Clay | 0 | 8,482,827 | 9,940,859 | 10,221,785 | 727,532 | 293,550 | 262,701,133 | 51,174,379 | 211,526,754 |
| 11 Collier | 0 | 9,709,300 | 10,883,350 | 14,007,738 | 902,758 | 0 | 334,831,703 | 301,392,468 | 33,439,235 |
| 12 Columbia | 0 | 2,338,705 | 3,784,486 | 2,541,608 | 191,898 | 0 | 69,822,284 | 13,118,164 | 56,704,120 |
| 13 Dade | 0 | 21,847,999 | 113,568,475 | 95,403,106 | 6,521,266 | 178,825 | 2,256,589,137 | 1,381,967,906 | 874,621,231 |
| 14 DeSoto | 0 | 827,067 | 1,741,203 | 1,145,677 | 85,048 | 244,590 | 31,677,008 | 7,840,337 | 23,836,671 |
| 15 Dixie | 0 | 559,037 | 473,476 | 531,540 | 40,599 | 0 | 15,628,313 | 2,308,394 | 13,319,919 |
| 16 Duval | 0 | 20,125,324 | 32,462,051 | 36,048,158 | 2,465,996 | 1,866,920 | 882,514,242 | 318,142,576 | 564,371,666 |
| 17 Escambia | 0 | 9,195,393 | 10,202,848 | 10,123,579 | 729,268 | 1,352,060 | 257,073,851 | 87,863,628 | 169,210,223 |
| 18 Flagler | 0 | 2,923,924 | 2,884,982 | 3,443,939 | 252,484 | 0 | 86,471,109 | 45,305,037 | 41,166,072 |
| 19 Franklin | 0 | 323,362 | 245,093 | 289,482 | 21,190 | 0 | 7,559,664 | 6,803,652 | 756,012 |
| 20 Gadsden | 0 | 1,576,441 | 1,316,172 | 1,165,545 | 87,318 | 496,330 | 32,472,096 | 6,507,660 | 25,964,436 |
| 21 Gilchrist | 0 | 554,063 | 618,764 | 739,607 | 52,698 | 0 | 21,606,637 | 3,873,424 | 17,733,213 |
| 22 Glades | 0 | 258,037 | 410,924 | 430,499 | 31,842 | 0 | 12,642,994 | 3,054,213 | 9,588,781 |
| 23 Gulf | 0 | 408,449 | 375,602 | 475,241 | 35,060 | 0 | 12,801,862 | 8,652,423 | 4,149,439 |
| 24 Hamilton | 0 | 597,577 | 343,793 | 394,817 | 30,114 | 0 | 11,675,793 | 3,715,972 | 7,959,821 |
| 25 Hardee | 0 | 1,312,604 | 1,059,810 | 1,230,716 | 91,750 | 0 | 33,140,617 | 6,963,048 | 26,177,569 |
| 26 Hendry | 0 | 1,755,865 | 1,864,314 | 3,506,785 | 138,845 | 202,495 | 90,862,224 | 10,544,777 | 80,317,447 |
| 27 Hernando | 0 | 5,531,620 | 5,947,027 | 6,588,288 | 472,860 | 0 | 171,470,163 | 45,912,263 | 125,557,900 |
| 28 Highlands | 0 | 3,254,779 | 2,482,128 | 3,158,732 | 232,607 | 0 | 83,631,066 | 23,787,528 | 59,843,538 |
| 29 Hillsborough | 0 | 37,105,892 | 51,314,834 | 62,045,478 | 4,181,643 | 6,400,975 | 1,519,081,024 | 492,011,601 | 1,027,069,423 |
| 30 Holmes | 0 | 758,384 | 667,328 | 752,794 | 57,969 | 0 | 23,211,507 | 2,015,047 | 21,196,460 |
| 31 Indian River | 0 | 2,828,493 | 3,736,144 | 4,593,091 | 322,775 | 0 | 108,717,400 | 82,033,298 | 26,684,102 |
| 32 Jackson | 0 | 1,882,969 | 1,121,661 | 1,423,504 | 106,566 | 0 | 41,516,575 | 6,910,684 | 36,605,891 |
| 33 Jefferson | 0 | 354,766 | 310,027 | 197,648 | 14,821 | 0 | 6,363,284 | 2,808,234 | 3,555,050 |
| 34 Lafayette | 0 | 232,345 | 198,393 | 288,822 | 21,708 | 0 | 8,867,719 | 1,123,132 | 7,744,587 |
| 35 Lake | 0 | 9,959,851 | 11,041,676 | 12,526,099 | 900,304 | 267,635 | 313,695,727 | 107,896,930 | 205,798,797 |
| 36 Lee | 0 | 28,665,635 | 23,322,749 | 27,329,903 | 1,857,739 | 843,960 | 658,830,795 | 405,516,281 | 253,314,514 |
| 37 Leon | 0 | 4,819,106 | 9,424,770 | 8,701,840 | 625,361 | 620,195 | 222,119,711 | 75,677,672 | 146,442,039 |
| 38 Levy | 0 | 1,482,333 | 1,286,378 | 1,437,128 | 105,763 | 0 | 40,905,387 | 9,337,136 | 31,568,251 |
| 39 Liberty | 0 | 282,890 | 264,783 | 330,533 | 24,046 | 0 | 10,181,298 | 1,191,910 | 8,989,388 |
| 40 Madison | 0 | 571,994 | 640,884 | 578,268 | 45,320 | 0 | 16,992,336 | 3,130,104 | 13,862,232 |
| 41 Manatee | 0 | 8,509,623 | 12,783,575 | 13,608,861 | 968,956 | 1,209,930 | 328,133,121 | 181,493,461 | 146,639,660 |
| 42 Marion | 0 | 12,255,774 | 13,164,864 | 11,679,052 | 837,190 | 1,278,085 | 298,603,158 | 91,692,728 | 206,910,430 |
| 43 Martin | 0 | 3,799,475 | 4,126,758 | 5,274,796 | 357,202 | 0 | 125,111,419 | 59,538,633 | 29,572,786 |
| 44 Monroe | 0 | 1,245,138 | 1,910,886 | 2,469,056 | 164,659 | 0 | 59,379,211 | 53,431,223 | 5,947,988 |
| 45 Nassau | 0 | 3,752,194 | 2,836,450 | 3,402,766 | 242,645 | 0 | 84,838,977 | 44,398,042 | 40,440,935 |
| 46 Okaloosa | 0 | 7,584,563 | 8,920,038 | 8,804,385 | 614,524 | 0 | 221,085,848 | 86,279,283 | 134,806,565 |
| 47 Okeechobee | 0 | 1,846,458 | 1,991,897 | 1,644,224 | 120,652 | 0 | 44,070,626 | 13,936,080 | 30,134,546 |
| 48 Orange | 0 | 34,595,511 | 48,721,100 | 59,542,809 | 3,943,094 | 1,722,840 | 1,389,939,696 | 628,841,356 | 761,098,340 |
| 49 Osceola | 0 | 17,707,532 | 16,880,550 | 20,588,060 | 1,447,245 | 0 | 513,911,888 | 137,226,418 | 376,685,470 |
| 50 Palm Beach | 0 | 30,038,099 | 42,833,763 | 55,550,728 | 3,642,786 | 492,805 | 1,295,732,609 | 874,362,910 | 421,369,699 |
| 51 Pasco | 0 | 19,641,241 | 21,942,177 | 22,584,700 | 1,563,755 | 0 | 571,557,569 | 145,665,892 | 425,891,677 |
| 52 Pinellas | 0 | 14,119,443 | 22,535,164 | 25,895,885 | 1,793,706 | 1,331,990 | 620,031,278 | 390,321,066 | 229,710,212 |
| 53 Polk | 0 | 29,871,356 | 29,074,461 | 29,757,994 | 2,162,708 | 1,453,190 | 768,887,846 | 183,679,745 | 585,208,101 |
| 54 Putnam | 0 | 2,626,340 | 2,963,101 | 2,573,513 | 192,592 | 603,610 | 70,456,914 | 19,033,651 | 51,423,263 |
| 55 St. Johns | 0 | 13,362,729 | 9,958,997 | 13,624,345 | 927,300 | 0 | 327,493,940 | 137,653,914 | 189,840,026 |
| 56 St. Lucie | 0 | 11,166,171 | 11,259,143 | 12,144,476 | 863,111 | 566,320 | 305,090,178 | 108,743,455 | 196,346,723 |
| 57 Santa Rosa | 0 | 8,422,461 | 8,219,727 | 8,047,281 | 554,157 | 0 | 207,627,894 | 51,451,157 | 156,176,737 |
| 58 Sarasota | 0 | 8,817,211 | 9,242,612 | 12,682,244 | 853,789 | 0 | 305,514,146 | 274,970,313 | 30,543,833 |
| 59 Seminole | 0 | 15,339,549 | 16,080,341 | 18,436,467 | 1,276,728 | 300,455 | 453,282,580 | 154,586,330 | 298,696,250 |
| 60 Sumter | 0 | 1,384,049 | 1,839,188 | 2,365,143 | 170,156 | 0 | 56,850,136 | 51,170,557 | 5,679,579 |
| 61 Suwannee | 0 | 1,495,129 | 1,272,356 | 1,504,871 | 114,362 | 0 | 41,347,876 | 8,522,231 | 32,825,645 |
| 62 Taylor | 0 | 788,551 | 570,430 | 666,388 | 49,522 | 38,330 | 18,619,831 | 6,266,934 | 12,352,897 |
| 63 Union | 0 | 672,242 | 503,642 | 568,822 | 43,041 | 0 | 16,812,721 | 1,204,405 | 15,608,316 |
| 64 Volusia | 0 | 13,156,376 | 16,889,816 | 16,858,112 | 1,197,079 | 761,145 | 417,599,196 | 176,698,110 | 240,901,086 |
| 65 Wakulla | 0 | 1,814,095 | 966,272 | 1,295,177 | 97,413 | 0 | 35,150,630 | 6,300,793 | 28,849,837 |
| 66 Walton | 0 | 3,117,833 | 2,312,046 | 2,947,047 | 212,311 | 0 | 71,612,064 | 64,441,797 | 7,170,267 |
| 67 Washington | 0 | 1,026,854 | 934,735 | 850,812 | 62,196 | 0 | 24,804,493 | 4,128,054 | 20,676,439 |
| 69 FAMU Lab School | 288,212 | 0 | 322,956 | 150,694 | 11,516 | 0 | 4,910,030 | 0 | 4,910,030 |
| 70 FAU - Palm Beach | 1,211,579 | 0 | 332,309 | 339,440 | 24,453 | 0 | 10,044,175 | 0 | 10,044,175 |
| 71 FAU - St. Lucie | 716,899 | 0 | 423,441 | 373,228 | 27,387 | 0 | 9,848,491 | 0 | 9,848,491 |
| 72 FSU Lab - Broward | 488,455 | 0 | 144,945 | 218,304 | 13,284 | 0 | 5,760,733 | 0 | 5,760,733 |
| 73 FSU Lab - Leon | 841,774 | 0 | 303,553 | 450,255 | 33,614 | 0 | 12,801,904 | 0 | 12,801,904 |
| 74 UF Lab School | 601,652 | 0 | 313,459 | 308,994 | 23,049 | 0 | 9,416,202 | 0 | 9,416,202 |
| 75 Virtual School | 32,225,020 | 0 | 0 | 12,812,439 | 0 | 0 | 298,079,937 | 0 | 298,079,937 |
| State | 36,373,591 | 515,009,084 | 719,314,907 | 800,000,000 | 54,143,375 | 24,383,050 | 19,509,798,375 | 8,852,197,815 | 10,657,600,560 |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 4

| District | Net State FEFP | Class Size Reduction Allocation | Total State Funding | Required Local Effort Taxes | 0.748 Discretionary Local Effort | Total Local Funding | Total State and Local Funding |
|----------------------|----------------|---------------------------------|---------------------|-----------------------------|----------------------------------|---------------------|-------------------------------|
| | -1- | -2- | -3- | -4 | -5- | -6- | -7- |
| 1 Alachua | 125,665,051 | 28,292,856 | 153,957,907 | 70,071,331 | 14,735,270 | 84,806,601 | 238,764,508 |
| 2 Baker | 29,367,780 | 4,601,135 | 33,968,915 | 4,607,206 | 964,779 | 5,571,985 | 39,540,900 |
| 3 Bay | 95,412,420 | 26,502,538 | 121,914,958 | 78,516,847 | 16,318,589 | 94,835,436 | 216,750,394 |
| 4 Bradford | 16,825,095 | 2,767,975 | 19,593,070 | 4,398,570 | 908,876 | 5,307,446 | 24,900,516 |
| 5 Brevard | 298,638,356 | 73,472,986 | 372,111,342 | 194,393,089 | 40,514,358 | 234,907,447 | 607,018,789 |
| 6 Broward | 839,932,817 | 268,778,476 | 1,108,711,293 | 855,827,721 | 182,173,914 | 1,038,001,635 | 2,146,712,928 |
| 7 Calhoun | 14,026,794 | 1,863,728 | 15,890,522 | 1,836,742 | 373,034 | 2,209,776 | 18,100,298 |
| 8 Charlotte | 21,156,645 | 16,354,149 | 37,510,794 | 86,675,211 | 17,743,037 | 104,418,248 | 141,929,042 |
| 9 Citrus | 57,132,042 | 14,403,112 | 71,535,154 | 45,252,682 | 9,397,281 | 54,649,963 | 126,185,117 |
| 10 Clay | 211,526,754 | 37,661,135 | 249,187,889 | 51,174,379 | 10,939,821 | 62,114,200 | 311,302,089 |
| 11 Collier | 33,439,235 | 51,716,014 | 85,155,249 | 301,392,468 | 86,608,362 | 388,000,830 | 473,156,079 |
| 12 Columbia | 56,704,120 | 9,518,863 | 66,222,983 | 13,118,164 | 2,692,013 | 15,810,177 | 82,033,160 |
| 13 Dade | 874,621,231 | 353,847,031 | 1,228,468,262 | 1,381,967,906 | 278,778,855 | 1,660,746,761 | 2,889,215,023 |
| 14 DeSoto | 23,836,671 | 4,282,941 | 28,119,612 | 7,840,337 | 1,650,133 | 9,490,470 | 37,610,082 |
| 15 Dixie | 13,319,919 | 1,989,181 | 15,309,100 | 2,308,394 | 482,582 | 2,790,976 | 18,100,076 |
| 16 Duval | 564,371,666 | 132,716,781 | 697,088,447 | 318,142,576 | 66,490,821 | 384,633,397 | 1,081,721,844 |
| 17 Escambia | 169,210,223 | 37,657,781 | 206,868,004 | 87,863,628 | 17,961,737 | 105,825,365 | 312,693,369 |
| 18 Flagler | 41,166,072 | 12,712,788 | 53,878,860 | 45,305,037 | 9,289,520 | 54,594,557 | 108,473,417 |
| 19 Franklin | 756,012 | 1,063,538 | 1,819,550 | 6,803,652 | 1,969,478 | 8,773,130 | 10,592,680 |
| 20 Gadsden | 25,964,436 | 4,399,193 | 30,363,629 | 6,507,660 | 1,358,183 | 7,865,843 | 38,229,472 |
| 21 Gilchrist | 17,733,213 | 2,720,077 | 20,453,290 | 3,873,424 | 807,278 | 4,680,702 | 25,133,992 |
| 22 Glades | 9,588,781 | 1,638,710 | 11,227,491 | 3,054,213 | 637,253 | 3,691,466 | 14,918,957 |
| 23 Gulf | 4,149,439 | 1,800,156 | 5,949,595 | 8,652,423 | 1,748,720 | 10,401,143 | 16,350,738 |
| 24 Hamilton | 7,959,821 | 1,430,744 | 9,390,565 | 3,715,972 | 793,930 | 4,509,902 | 13,900,467 |
| 25 Hardee | 26,177,569 | 4,616,499 | 30,794,068 | 6,963,048 | 1,457,699 | 8,420,747 | 39,214,815 |
| 26 Hendry | 80,317,447 | 7,250,879 | 87,568,326 | 10,544,777 | 2,259,379 | 12,804,156 | 100,372,482 |
| 27 Hernando | 125,557,900 | 24,198,093 | 149,755,993 | 45,912,263 | 9,476,372 | 55,388,635 | 205,144,628 |
| 28 Highlands | 59,843,538 | 11,662,577 | 71,506,115 | 23,787,528 | 4,873,479 | 28,661,007 | 100,167,122 |
| 29 Hillsborough | 1,027,069,423 | 225,883,022 | 1,252,952,445 | 492,011,601 | 103,030,425 | 595,042,026 | 1,847,994,471 |
| 30 Holmes | 21,196,460 | 2,799,667 | 23,996,127 | 2,015,047 | 421,374 | 2,436,421 | 26,432,548 |
| 31 Indian River | 26,684,102 | 17,177,584 | 43,861,686 | 82,033,298 | 17,144,707 | 99,178,005 | 143,039,691 |
| 32 Jackson | 34,605,891 | 5,288,848 | 39,894,739 | 6,910,684 | 1,439,084 | 8,349,768 | 48,244,507 |
| 33 Jefferson | 3,555,050 | 750,547 | 4,305,597 | 2,808,234 | 596,750 | 3,404,984 | 7,710,581 |
| 34 Lafayette | 7,744,587 | 1,047,045 | 8,791,632 | 1,123,132 | 238,598 | 1,361,730 | 10,153,362 |
| 35 Lake | 205,798,797 | 46,437,055 | 252,235,852 | 107,896,930 | 22,493,563 | 130,390,493 | 382,626,345 |
| 36 Lee | 253,314,514 | 100,989,601 | 354,304,115 | 405,516,281 | 83,012,090 | 488,528,371 | 842,832,486 |
| 37 Leon | 146,442,039 | 32,020,590 | 178,462,629 | 75,677,672 | 15,932,142 | 91,609,814 | 270,072,443 |
| 38 Levy | 31,568,251 | 5,269,706 | 36,837,957 | 9,337,136 | 1,957,449 | 11,294,585 | 48,132,542 |
| 39 Liberty | 8,989,388 | 1,177,606 | 10,166,994 | 1,191,910 | 260,916 | 1,452,826 | 11,619,820 |
| 40 Madison | 13,862,232 | 2,166,895 | 16,029,127 | 3,130,104 | 660,829 | 3,790,933 | 19,820,060 |
| 41 Manatee | 146,639,660 | 50,982,207 | 197,621,867 | 181,493,461 | 37,501,964 | 218,995,425 | 416,617,292 |
| 42 Marion | 206,910,430 | 43,326,227 | 250,236,657 | 91,692,728 | 19,094,143 | 110,786,871 | 361,023,528 |
| 43 Martin | 29,572,786 | 19,633,780 | 49,206,566 | 95,538,633 | 19,978,445 | 115,517,078 | 164,723,644 |
| 44 Monroe | 5,947,988 | 9,276,700 | 15,224,688 | 53,431,223 | 24,854,823 | 78,286,046 | 93,510,734 |
| 45 Nassau | 40,440,935 | 12,626,816 | 53,067,751 | 44,398,042 | 9,237,757 | 53,635,799 | 106,703,550 |
| 46 Okaloosa | 134,806,565 | 32,447,396 | 167,253,961 | 86,279,283 | 17,532,438 | 103,811,721 | 271,065,682 |
| 47 Okeechobee | 30,134,546 | 6,009,800 | 36,144,346 | 13,936,080 | 2,922,396 | 16,858,476 | 53,002,822 |
| 48 Orange | 761,098,340 | 218,637,350 | 979,735,690 | 628,841,356 | 132,836,299 | 761,677,655 | 1,741,413,345 |
| 49 Osceola | 376,685,470 | 76,213,115 | 452,898,585 | 137,226,418 | 28,465,158 | 165,691,576 | 618,590,161 |
| 50 Palm Beach | 421,369,699 | 203,333,417 | 624,703,116 | 874,362,910 | 181,169,933 | 1,055,532,843 | 1,680,235,959 |
| 51 Pasco | 425,891,677 | 82,709,186 | 508,600,863 | 145,665,892 | 30,157,234 | 175,823,126 | 684,423,989 |
| 52 Pinellas | 229,710,212 | 96,035,247 | 325,745,459 | 390,321,066 | 82,149,735 | 472,470,801 | 798,216,260 |
| 53 Polk | 585,208,101 | 111,889,574 | 697,097,675 | 183,679,745 | 37,995,699 | 221,675,444 | 918,773,119 |
| 54 Putnam | 51,423,263 | 9,581,944 | 61,005,207 | 19,033,651 | 4,005,957 | 23,039,608 | 84,044,815 |
| 55 St. Johns | 189,840,026 | 49,354,306 | 239,194,332 | 137,653,914 | 28,801,434 | 166,455,348 | 405,649,680 |
| 56 St. Lucie | 196,346,723 | 44,849,756 | 241,196,479 | 108,743,455 | 22,816,299 | 131,559,754 | 372,756,233 |
| 57 Santa Rosa | 156,176,737 | 28,747,372 | 184,924,109 | 51,451,157 | 10,546,853 | 61,998,010 | 246,922,119 |
| 58 Sarasota | 30,543,833 | 46,555,281 | 77,099,114 | 274,970,313 | 58,414,596 | 333,384,909 | 410,484,023 |
| 59 Seminole | 298,696,250 | 66,862,941 | 365,559,191 | 154,586,330 | 32,608,735 | 187,195,065 | 552,754,256 |
| 60 Sumter | 5,679,579 | 8,730,716 | 14,410,295 | 51,170,557 | 13,063,337 | 64,233,894 | 78,644,189 |
| 61 Suwannee | 32,825,645 | 5,522,094 | 38,347,739 | 8,522,231 | 1,729,416 | 10,251,647 | 48,599,386 |
| 62 Taylor | 12,352,897 | 2,409,171 | 14,762,068 | 6,266,934 | 1,329,835 | 7,596,769 | 22,358,837 |
| 63 Union | 15,608,316 | 2,126,554 | 17,734,870 | 1,204,405 | 246,079 | 1,450,484 | 19,185,354 |
| 64 Volusia | 240,901,086 | 61,376,043 | 302,277,129 | 176,698,110 | 37,001,732 | 213,699,842 | 515,976,971 |
| 65 Wakulla | 28,849,837 | 4,925,746 | 33,775,583 | 6,300,793 | 1,289,818 | 7,590,611 | 41,366,194 |
| 66 Walton | 7,170,267 | 10,954,317 | 18,124,584 | 64,441,797 | 20,839,803 | 85,281,600 | 103,406,184 |
| 67 Washington | 20,676,439 | 3,152,721 | 23,829,160 | 4,128,054 | 839,300 | 4,967,354 | 28,796,514 |
| 69 FAMU Lab School | 4,910,030 | 576,850 | 5,486,880 | 0 | 0 | 0 | 5,486,880 |
| 70 FAU - Palm Beach | 10,044,175 | 1,293,887 | 11,338,062 | 0 | 0 | 0 | 11,338,062 |
| 71 FAU - St. Lucie | 9,848,491 | 1,437,920 | 11,286,411 | 0 | 0 | 0 | 11,286,411 |
| 72 FSU Lab - Broward | 5,760,733 | 740,919 | 6,501,652 | 0 | 0 | 0 | 6,501,652 |
| 73 FSU Lab - Leon | 12,801,904 | 1,673,782 | 14,475,686 | 0 | 0 | 0 | 14,475,686 |
| 74 UF Lab School | 9,416,202 | 1,150,289 | 10,566,491 | 0 | 0 | 0 | 10,566,491 |
| 75 Virtual School | 298,079,937 | 0 | 298,079,937 | 0 | 0 | 0 | 298,079,937 |
| State | 10,657,600,560 | 2,896,071,526 | 13,553,672,086 | 8,852,197,815 | 1,888,021,898 | 10,740,219,713 | 24,293,891,799 |

2022-23 FEFP Conference Calculation
Unweighted FTE by Program

| District | 101 | 102 | 103 | 111 | 112 | 113 | Group 1 | 130 | 254 | 255 | 300 | Group 2 | Grand |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|----------|--------|----------|-----------|------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | Total | -8- | -9- | -10- | -11- | Total | Total |
| 1 Alachua | 7,530.39 | 7,641.60 | 6,606.70 | 1,992.65 | 3,764.82 | 1,469.32 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,346.12 | 1,480.86 | 877.97 | 241.28 | 317.06 | 195.18 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 6,135.22 | 7,697.45 | 5,613.26 | 1,627.42 | 2,049.05 | 1,106.18 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 754.72 | 810.70 | 456.74 | 250.11 | 367.98 | 191.49 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 17,306.12 | 20,393.64 | 14,844.04 | 4,861.82 | 8,396.12 | 5,901.52 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 55,171.79 | 73,023.57 | 56,708.37 | 13,123.56 | 22,281.21 | 15,515.71 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 462.16 | 622.53 | 426.90 | 185.19 | 154.28 | 124.29 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 3,765.76 | 4,338.30 | 3,963.39 | 1,075.96 | 1,673.50 | 1,038.94 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 4,167.61 | 4,722.89 | 3,540.66 | 867.62 | 1,347.26 | 616.77 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 8,368.91 | 9,935.45 | 9,135.89 | 3,094.85 | 4,717.45 | 2,221.49 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 9,431.02 | 12,782.00 | 10,155.04 | 2,231.80 | 4,296.03 | 3,175.36 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 2,912.28 | 3,122.95 | 1,902.25 | 655.17 | 781.57 | 469.39 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 66,906.76 | 88,154.53 | 70,285.66 | 20,058.93 | 37,296.73 | 24,706.19 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,064.67 | 1,537.16 | 873.87 | 242.64 | 322.73 | 192.99 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 487.80 | 659.94 | 400.66 | 218.78 | 151.21 | 141.91 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 35,596.61 | 36,800.06 | 25,568.49 | 7,760.05 | 13,178.72 | 8,016.04 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 10,151.92 | 10,808.55 | 7,402.00 | 2,339.59 | 3,728.23 | 2,768.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,110.83 | 4,080.20 | 3,333.96 | 641.53 | 1,052.45 | 792.55 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 322.59 | 353.52 | 174.98 | 72.52 | 122.41 | 60.54 | 1,106.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,224.22 | 1,417.16 | 969.19 | 255.36 | 324.16 | 217.16 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 669.69 | 821.55 | 498.65 | 281.88 | 254.88 | 140.15 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 435.88 | 667.98 | 220.34 | 117.54 | 150.30 | 49.56 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 465.99 | 536.29 | 442.07 | 90.18 | 168.40 | 103.08 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 387.44 | 520.95 | 381.28 | 58.19 | 79.01 | 70.99 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,247.44 | 1,498.13 | 1,006.55 | 240.82 | 316.10 | 256.90 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,187.40 | 4,400.94 | 3,087.60 | 452.81 | 850.49 | 613.95 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 6,033.87 | 7,771.95 | 5,657.37 | 1,736.44 | 1,979.79 | 1,356.79 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,169.84 | 3,691.64 | 2,634.31 | 806.78 | 1,011.90 | 664.97 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 51,737.67 | 63,075.73 | 49,452.01 | 12,661.11 | 20,872.81 | 9,082.68 | 206,882.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 901.94 | 997.17 | 671.44 | 145.39 | 178.72 | 154.27 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 3,898.60 | 4,970.45 | 3,883.48 | 993.61 | 1,459.76 | 956.52 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,493.13 | 1,753.17 | 1,087.22 | 464.97 | 389.14 | 209.06 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 202.62 | 211.34 | 156.33 | 44.59 | 85.04 | 39.00 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 265.13 | 301.63 | 198.13 | 96.28 | 118.54 | 74.65 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 12,056.39 | 14,246.71 | 10,082.06 | 2,754.49 | 3,835.88 | 2,842.29 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 21,839.04 | 28,069.63 | 20,956.64 | 3,621.31 | 6,809.49 | 5,699.78 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 8,579.69 | 9,782.73 | 7,185.09 | 2,446.03 | 2,849.29 | 1,763.21 | 32,606.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,497.72 | 1,609.52 | 965.27 | 464.14 | 495.79 | 331.87 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 322.25 | 368.26 | 247.95 | 107.66 | 96.57 | 53.72 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 613.55 | 754.98 | 492.26 | 158.92 | 158.53 | 140.61 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 11,522.74 | 14,208.71 | 10,574.71 | 3,122.66 | 4,476.03 | 3,228.19 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 11,043.05 | 12,772.69 | 9,095.90 | 2,382.81 | 3,590.07 | 2,678.86 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,562.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 1,842.47 | 2,262.16 | 1,678.37 | 570.41 | 915.35 | 589.54 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 3,323.48 | 4,079.77 | 2,645.76 | 757.85 | 923.15 | 743.34 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 8,408.48 | 9,568.47 | 7,081.12 | 1,919.45 | 2,877.45 | 1,513.10 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 702.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,456.16 | 1,569.20 | 1,189.19 | 442.66 | 802.85 | 529.37 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 45,761.54 | 58,899.63 | 45,931.68 | 7,083.20 | 16,081.61 | 11,528.13 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 16,227.01 | 22,221.88 | 17,126.23 | 2,902.87 | 5,622.13 | 4,162.69 | 68,262.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 37,952.65 | 50,407.38 | 43,392.92 | 11,656.51 | 18,165.96 | 9,486.24 | 171,061.66 | 17,827.65 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 20,915.09 | 25,040.03 | 18,068.54 | 4,046.62 | 7,591.46 | 4,706.96 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 21,033.01 | 24,644.39 | 22,571.93 | 6,745.30 | 10,193.75 | 3,999.63 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 26,301.80 | 31,982.08 | 23,421.90 | 5,679.21 | 10,672.57 | 7,335.21 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 2,631.70 | 2,744.34 | 1,709.79 | 697.07 | 1,179.97 | 675.94 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 11,662.19 | 14,257.83 | 10,478.84 | 2,838.29 | 5,567.49 | 3,747.75 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 10,445.94 | 13,602.81 | 11,149.90 | 1,960.56 | 3,341.83 | 2,126.09 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 7,382.37 | 9,463.64 | 7,348.42 | 1,501.39 | 2,466.32 | 1,779.63 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 9,480.91 | 11,846.17 | 9,741.46 | 3,078.37 | 5,341.84 | 3,120.52 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 15,941.53 | 18,307.24 | 14,534.50 | 4,117.66 | 7,852.18 | 4,920.00 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,281.69 | 2,660.32 | 1,714.44 | 540.97 | 824.31 | 534.35 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 569.97 | 9,126.05 |
| 61 Suwannee | 1,594.15 | 1,834.51 | 1,328.39 | 314.38 | 458.11 | 352.89 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 742.92 | 795.77 | 471.25 | 203.16 | 265.32 | 116.34 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 15,469.84 | 18,253.37 | 12,716.36 | 3,854.89 | 6,047.43 | 4,583.80 | 60,925.69 | 1,991.78 | 576.45 | 34.27 | 2,135.58 | 4,738.08 | 65,663.77 |
| 65 Wakulla | 1,343.92 | 1,505.09 | 1,077.18 | 450.42 | 388.17 | 280.60 | 5,045.38 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,184.76 |
| 66 Walton | 2,925.13 | 3,267.70 | 2,604.20 | 731.22 | 866.86 | 385.34 | 10,780.45 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,400.62 |
| 67 Washington | 882.01 | 924.16 | 634.88 | 216.60 | 295.03 | 260.87 | 3,213.55 | 12.02 | 37.56 | 14.86 | 67.92 | 132.36 | 3,345.91 |
| 69 FAMU Lab School | 168.40 | 237.93 | 170.23 | 7.00 | 15.81 | 12.24 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 207.87 | 346.52 | 670.34 | 26.03 | 34.50 | 8.51 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 510.22 | 752.61 | 1.00 | 55.20 | 94.59 | 2.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 341.92 | 169.70 | 0.00 | 74.04 | 86.67 | 5.08 | | | | | | | |

2022-23 FEFP Conference Calculation
Unweighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|---|---|--|------------------|---|-----------------------------|----------------------------|-------------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,523.04 | 11,406.42 | 8,076.02 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,587.40 | 1,797.92 | 1,073.15 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 7,762.64 | 9,746.50 | 6,719.44 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 1,004.83 | 1,178.68 | 648.23 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 22,167.94 | 28,789.76 | 20,745.56 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 68,295.35 | 95,304.78 | 72,224.08 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 647.35 | 776.81 | 551.19 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 4,841.72 | 6,011.80 | 5,002.33 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 5,035.23 | 6,070.15 | 4,157.43 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 11,463.76 | 14,652.90 | 11,357.38 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 11,662.82 | 17,078.03 | 13,330.40 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 3,567.45 | 3,904.52 | 2,371.64 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 86,965.69 | 125,451.26 | 94,991.85 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,307.31 | 1,859.89 | 1,066.86 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 706.58 | 811.15 | 542.57 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 43,356.66 | 49,978.78 | 33,584.53 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 12,491.51 | 14,536.78 | 10,170.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,752.36 | 5,132.65 | 4,126.51 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 395.11 | 475.93 | 235.52 | 1,106.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,479.58 | 1,741.32 | 1,186.35 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 951.57 | 1,076.43 | 638.80 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 553.42 | 818.28 | 269.90 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 556.17 | 704.69 | 545.15 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 445.63 | 599.96 | 452.27 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,488.26 | 1,814.23 | 1,263.45 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,640.21 | 5,251.43 | 3,701.55 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 7,770.31 | 9,751.74 | 7,014.16 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,976.62 | 4,703.54 | 3,299.28 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 64,398.78 | 83,948.54 | 58,534.69 | 206,882.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 1,047.33 | 1,175.89 | 825.71 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 4,892.21 | 6,430.21 | 4,840.00 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,958.10 | 2,142.31 | 1,296.28 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 247.21 | 296.38 | 195.33 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 361.41 | 420.17 | 272.78 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 14,810.88 | 18,082.59 | 12,924.35 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 25,460.35 | 34,879.12 | 26,656.42 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 11,025.72 | 12,632.02 | 8,948.30 | 32,606.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,961.86 | 2,105.31 | 1,297.14 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 429.91 | 464.83 | 301.67 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 772.47 | 913.51 | 632.87 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 14,645.40 | 18,684.74 | 13,802.90 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 13,425.86 | 16,362.76 | 11,774.76 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,412.88 | 3,177.51 | 2,267.91 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 4,081.33 | 5,002.92 | 3,389.10 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 10,327.93 | 12,445.92 | 8,594.22 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 702.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,898.82 | 2,372.05 | 1,718.56 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 52,844.74 | 74,981.24 | 57,459.81 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 19,129.88 | 27,844.01 | 21,288.92 | 68,262.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 49,609.16 | 68,573.34 | 52,879.16 | 171,061.66 | 17,827.65 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 24,961.71 | 32,631.49 | 22,775.50 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 27,778.31 | 34,838.14 | 26,571.56 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 31,981.01 | 42,654.65 | 30,757.11 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 3,328.77 | 3,924.31 | 2,385.73 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 14,500.48 | 19,825.32 | 14,226.59 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 12,406.50 | 16,944.64 | 13,275.99 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 8,883.76 | 11,929.96 | 9,128.05 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 12,559.28 | 17,188.01 | 12,861.98 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 20,059.19 | 26,159.42 | 19,454.50 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,822.66 | 3,484.63 | 2,248.79 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 569.97 | 9,126.05 |
| 61 Suwannee | 1,908.53 | 2,292.62 | 1,681.28 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 946.08 | 1,061.09 | 587.59 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,324.73 | 24,300.80 | 17,300.16 | 60,925.69 | 1,991.78 | 576.45 | 34.27 | 2,135.58 | 4,738.08 | 65,663.77 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,357.78 | 5,045.38 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,184.76 |
| 66 Walton | 3,656.35 | 4,134.56 | 2,989.54 | 10,780.45 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,400.62 |
| 67 Washington | 1,098.61 | 1,219.19 | 895.75 | 3,213.55 | 12.02 | 37.56 | 14.86 | 67.92 | 132.36 | 3,345.91 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 690.02 | 565.54 | 1,698.16 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,789.79 |
| 74 UF Lab School | 217.70 | 517.23 | 479.37 | 1,214.30 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,231.96 |
| 75 Virtual School | 6,838.72 | 14,987.58 | 27,917.75 | 49,744.05 | 85.00 | 0.00 | 0.00 | 1,093.03 | 1,178.03 | 50,922.08 |
| State | 815,650.91 | 1,084,654.39 | 813,275.65 | 2,713,580.95 | 174,420.14 | 22,570.32 | 4,396.03 | 68,497.20 | 269,883.69 | 2,983,464.64 |

2022-23 FEFP Conference Calculation
Nonvirtual Unweighted FTE by Program

| District | Group 1 | | | | | | Group 1 Total | Group 2 | | | | | Group 2 Total | Grand Total | | | | | | | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|----------|--------|----------|-----------|------------------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|
| | 101 | 102 | 103 | 111 | 112 | 113 | | 130 | 254 | 255 | 300 | -1- | | | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 7,387.12 | 7,494.49 | 6,340.31 | 1,975.28 | 3,718.75 | 1,431.17 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 | | | | | | | | | |
| 2 Baker | 1,345.26 | 1,480.86 | 877.24 | 241.28 | 317.06 | 195.18 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 | | | | | | | | | |
| 3 Bay | 6,087.04 | 7,806.73 | 5,504.02 | 1,620.26 | 2,027.22 | 1,085.25 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 | | | | | | | | | |
| 4 Bradford | 749.76 | 804.79 | 438.85 | 248.49 | 366.30 | 187.27 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 | | | | | | | | | |
| 5 Brevard | 17,171.85 | 20,194.65 | 14,414.75 | 4,838.10 | 8,316.07 | 5,778.86 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 | | | | | | | | | |
| 6 Broward | 54,976.58 | 72,676.36 | 56,382.03 | 13,098.90 | 22,193.32 | 15,464.41 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 | | | | | | | | | |
| 7 Calhoun | 453.34 | 603.80 | 394.21 | 181.25 | 148.47 | 114.15 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 | | | | | | | | | |
| 8 Charlotte | 3,748.05 | 4,289.31 | 3,847.81 | 1,072.11 | 1,663.22 | 1,026.36 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 | | | | | | | | | |
| 9 Citrus | 4,105.36 | 4,599.04 | 3,439.04 | 838.82 | 1,311.89 | 592.12 | 14,886.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 | | | | | | | | | |
| 10 Clay | 8,327.58 | 9,810.40 | 8,659.29 | 3,089.39 | 4,651.93 | 2,157.64 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 | | | | | | | | | |
| 11 Collier | 9,316.99 | 12,624.82 | 10,079.08 | 2,205.32 | 4,238.20 | 3,137.45 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 | | | | | | | | | |
| 12 Columbia | 453.34 | 603.80 | 394.21 | 181.25 | 148.47 | 114.15 | 1,895.22 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 | | | | | | | | | |
| 13 Dade | 66,017.93 | 86,814.00 | 69,455.51 | 19,908.47 | 36,999.44 | 24,538.53 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 | | | | | | | | | |
| 14 DeSoto | 1,049.66 | 1,516.89 | 854.21 | 240.97 | 320.17 | 192.20 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 | | | | | | | | | |
| 15 Dixie | 484.26 | 654.28 | 396.79 | 218.78 | 151.21 | 141.24 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 | | | | | | | | | |
| 16 Duval | 34,801.77 | 35,674.15 | 24,655.22 | 7,628.07 | 12,828.23 | 7,746.66 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 | | | | | | | | | |
| 17 Escambia | 10,100.23 | 10,730.04 | 7,245.43 | 2,332.89 | 3,709.30 | 2,730.30 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 | | | | | | | | | |
| 18 Flagler | 3,071.68 | 3,996.43 | 3,265.07 | 632.99 | 1,031.79 | 780.04 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 | | | | | | | | | |
| 19 Franklin | 320.99 | 337.91 | 154.44 | 71.45 | 116.88 | 55.17 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 | | | | | | | | | |
| 20 Gadsden | 1,219.54 | 1,403.31 | 956.25 | 253.75 | 323.63 | 214.88 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 | | | | | | | | | |
| 21 Gilchrist | 667.55 | 814.08 | 465.97 | 281.22 | 252.79 | 132.56 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 | | | | | | | | | |
| 22 Glades | 434.38 | 682.23 | 216.17 | 117.54 | 150.30 | 48.64 | 1,629.26 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 | | | | | | | | | |
| 23 Gulf | 465.99 | 535.09 | 429.83 | 90.18 | 167.40 | 100.73 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 | | | | | | | | | |
| 24 Hamilton | 378.28 | 505.88 | 361.37 | 58.19 | 77.52 | 69.79 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 | | | | | | | | | |
| 25 Hardee | 1,243.20 | 1,491.10 | 978.56 | 240.82 | 316.10 | 251.65 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 | | | | | | | | | |
| 26 Hendry | 1,652.74 | 2,123.12 | 1,699.08 | 277.62 | 441.86 | 387.51 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 | | | | | | | | | |
| 27 Hernando | 6,018.84 | 7,585.02 | 5,423.16 | 1,736.44 | 1,964.57 | 1,321.26 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 | | | | | | | | | |
| 28 Highlands | 3,132.05 | 3,598.80 | 2,472.35 | 801.49 | 992.49 | 637.89 | 11,635.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 | | | | | | | | | |
| 29 Hillsborough | 49,731.19 | 60,708.21 | 47,520.08 | 12,549.87 | 20,591.12 | 8,966.19 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 | | | | | | | | | |
| 30 Holmes | 896.98 | 976.05 | 639.19 | 145.39 | 171.39 | 145.23 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 | | | | | | | | | |
| 31 Indian River | 3,872.62 | 4,931.89 | 3,833.66 | 993.61 | 1,448.57 | 945.31 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 | | | | | | | | | |
| 32 Jackson | 1,479.02 | 1,730.42 | 1,068.88 | 464.04 | 379.67 | 205.14 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 | | | | | | | | | |
| 33 Jefferson | 202.62 | 210.34 | 151.43 | 44.59 | 85.04 | 38.54 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 | | | | | | | | | |
| 34 Lafayette | 265.13 | 301.63 | 195.70 | 96.28 | 118.54 | 74.26 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 | | | | | | | | | |
| 35 Lake | 11,941.08 | 14,012.30 | 9,772.15 | 2,734.05 | 3,770.42 | 2,771.90 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 | | | | | | | | | |
| 36 Lee | 21,723.42 | 27,699.04 | 20,626.54 | 3,602.69 | 6,714.03 | 5,633.83 | 85,999.55 | 9,742.95 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 | | | | | | | | | |
| 37 Leon | 8,408.85 | 9,595.69 | 7,058.82 | 2,417.86 | 2,797.00 | 1,738.26 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 | | | | | | | | | |
| 38 Levy | 1,485.32 | 1,590.48 | 944.80 | 464.14 | 493.42 | 328.93 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 | | | | | | | | | |
| 39 Liberty | 322.25 | 365.83 | 239.03 | 107.11 | 96.42 | 53.72 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 | | | | | | | | | |
| 40 Madison | 608.59 | 750.70 | 491.72 | 157.74 | 158.27 | 140.61 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 | | | | | | | | | |
| 41 Manatee | 11,495.22 | 14,174.75 | 10,490.48 | 3,114.25 | 4,467.86 | 3,213.60 | 46,956.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 | | | | | | | | | |
| 42 Marion | 10,950.69 | 12,560.49 | 8,694.12 | 2,368.77 | 3,564.32 | 2,626.98 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 | | | | | | | | | |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,562.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 | | | | | | | | | |
| 44 Monroe | 1,839.24 | 2,249.91 | 1,650.65 | 569.22 | 913.67 | 580.10 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 | | | | | | | | | |
| 45 Nassau | 3,296.75 | 4,020.33 | 2,581.09 | 751.90 | 904.95 | 725.69 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 | | | | | | | | | |
| 46 Okaloosa | 8,379.06 | 9,477.96 | 6,639.95 | 1,916.22 | 2,849.12 | 1,430.37 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 | | | | | | | | | |
| 47 Okeechobee | 1,433.49 | 1,541.03 | 1,148.25 | 438.56 | 790.04 | 506.53 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 | | | | | | | | | |
| 48 Orange | 45,151.84 | 57,882.67 | 43,688.06 | 7,031.88 | 15,847.51 | 11,122.55 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 | | | | | | | | | |
| 49 Osceola | 15,704.14 | 21,636.38 | 16,746.97 | 2,850.35 | 5,505.76 | 4,105.98 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 | | | | | | | | | |
| 50 Palm Beach | 37,775.03 | 50,195.75 | 43,201.75 | 11,633.18 | 18,085.14 | 9,457.20 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 | | | | | | | | | |
| 51 Pasco | 20,653.59 | 24,495.11 | 17,084.94 | 4,012.26 | 7,440.07 | 4,517.95 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 | | | | | | | | | |
| 52 Pinellas | 20,979.10 | 24,553.11 | 22,460.27 | 6,683.39 | 10,075.26 | 3,904.03 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 | | | | | | | | | |
| 53 Polk | 26,090.29 | 31,649.05 | 23,119.27 | 5,649.44 | 10,572.94 | 7,248.95 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 | | | | | | | | | |
| 54 Putnam | 2,614.58 | 2,718.51 | 1,663.64 | 688.34 | 1,172.23 | 668.13 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 | | | | | | | | | |
| 55 St. Johns | 11,570.59 | 13,959.94 | 10,108.32 | 2,831.09 | 5,516.29 | 3,715.74 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 | | | | | | | | | |
| 56 St. Lucie | 10,360.98 | 13,435.78 | 11,009.23 | 1,945.07 | 3,318.45 | 2,109.13 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 | | | | | | | | | |
| 57 Santa Rosa | 7,111.53 | 8,958.97 | 6,693.67 | 1,465.19 | 2,375.59 | 1,666.19 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 | | | | | | | | | |
| 58 Sarasota | 9,465.90 | 11,826.85 | 9,608.03 | 3,076.94 | 5,332.94 | 3,093.52 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 | | | | | | | | | |
| 59 Seminole | 15,654.42 | 17,758.92 | 13,854.74 | 4,074.90 | 7,654.10 | 4,739.01 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 | | | | | | | | | |
| 60 Sumter | 2,274.00 | 2,643.54 | 1,674.18 | 540.21 | 821.82 | 531.60 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 | | | | | | | | | |
| 61 Suwannee | 1,567.83 | 1,780.15 | 1,234.88 | 312.51 | 444.46 | 336.33 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 | | | | | | | | | |
| 62 Taylor | 741.85 | 792.72 | 456.51 | 203.16 | 263.71 | 113.43 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 | | | | | | | | | |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 | | | | | | | | | |
| 64 Volusia | 15,242.53 | 17,691.47 | 12,035.82 | 3,811.48 | 5,846.17 | 4,398.09 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 | | | | | | | | | |
| 65 Wakulla | 1,343.92 | 1,505.09 | 1,076.22 | 450.42 | 388.17 | 280.26 | 5,044.08 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,183.46 | | | | | | | | | |
| 66 Walton | 2,917.24 | 3,243.26 | 2,542.94 | 731.22 | 862.44 | 380.08 | 10,677.18 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,297.35 | | | | | | | | | |
| 67 Washington | 878.47 | 914.57 | 616.06 | 216.60 | 295.03 | 256.85 | 3,177.58 | 12.02 | 37.56 | 14.86 | 67.51 | 131.95 | 3,309.53 | | | | | | | | | |
| 69 FAMU Lab School | 168.40 | 237.93 | 170.23 | 7.00 | 15.81 | 12.24 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 | | | | | | | | | |
| 70 FAU - Palm Beach | 207.87 | 346.52 | 670.34 | 26.03 | 34.50 | 8.51 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 | | | | | | | | | |
| 71 FAU - St. Lucie | 510.22 | 752.61 | 1.00 | 55.20 | 94.59 | 2.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 | | | | | | | | | |
| 72 FSU Lab - Broward | 341.92 | 169.70 | 0 | | | | | | | | | | | | | | | | | | | |

2022-23 FEFP Conference Calculation
Nonvirtual Unweighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------|------------------------------------|----------------------|---------------------|------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,362.40 | 11,213.24 | 7,771.48 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 |
| 2 Baker | 1,586.54 | 1,797.92 | 1,072.42 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 |
| 3 Bay | 7,707.30 | 9,633.95 | 6,589.27 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 |
| 4 Bradford | 998.25 | 1,171.09 | 626.12 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 |
| 5 Brevard | 22,009.95 | 28,510.72 | 20,193.61 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 |
| 6 Broward | 68,075.48 | 94,869.68 | 71,846.44 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 |
| 7 Calhoun | 634.59 | 752.27 | 508.36 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 |
| 8 Charlotte | 4,820.16 | 5,952.53 | 4,874.17 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 |
| 9 Citrus | 4,944.18 | 5,910.93 | 4,031.16 | 14,886.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 |
| 10 Clay | 11,416.97 | 14,462.33 | 10,816.93 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 |
| 11 Collier | 11,522.31 | 16,863.02 | 13,216.53 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 |
| 12 Columbia | 3,539.06 | 3,854.80 | 2,289.13 | 9,682.99 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 |
| 13 Dade | 85,926.40 | 123,813.44 | 93,994.04 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 |
| 14 DeSoto | 1,290.63 | 1,837.06 | 1,046.41 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 |
| 15 Dixie | 703.04 | 805.49 | 538.03 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 |
| 16 Duval | 42,429.84 | 48,502.38 | 32,401.88 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 |
| 17 Escambia | 12,433.12 | 14,439.34 | 9,975.73 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 |
| 18 Flagler | 3,704.67 | 5,028.22 | 4,045.11 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 |
| 19 Franklin | 392.44 | 454.79 | 209.61 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 |
| 20 Gadsden | 1,473.29 | 1,726.94 | 1,171.13 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 |
| 21 Gilchrist | 948.77 | 1,066.87 | 598.53 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 |
| 22 Glades | 551.92 | 812.53 | 264.81 | 1,629.26 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 |
| 23 Gulf | 556.17 | 702.49 | 530.56 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 |
| 24 Hamilton | 436.47 | 583.40 | 431.16 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 |
| 25 Hardee | 1,484.02 | 1,807.20 | 1,230.21 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 |
| 26 Hendry | 1,930.36 | 2,564.98 | 2,086.59 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 |
| 27 Hernando | 7,755.28 | 9,549.59 | 6,744.42 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 |
| 28 Highlands | 3,933.54 | 4,591.29 | 3,110.24 | 11,635.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 |
| 29 Hillsborough | 62,281.06 | 81,299.33 | 56,486.27 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 |
| 30 Holmes | 1,042.37 | 1,147.44 | 784.42 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 |
| 31 Indian River | 4,866.23 | 6,380.46 | 4,778.97 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 |
| 32 Jackson | 1,943.06 | 2,110.09 | 1,274.02 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 |
| 33 Jefferson | 247.21 | 295.38 | 189.97 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 |
| 34 Lafayette | 361.41 | 420.17 | 269.96 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 |
| 35 Lake | 14,675.13 | 17,782.72 | 12,544.05 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 |
| 36 Lee | 25,326.11 | 34,413.07 | 26,260.37 | 85,999.55 | 9,742.95 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 |
| 37 Leon | 10,826.71 | 12,392.69 | 8,797.08 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 |
| 38 Levy | 1,949.46 | 2,083.90 | 1,273.73 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 |
| 39 Liberty | 429.36 | 462.25 | 292.75 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 |
| 40 Madison | 766.33 | 908.97 | 632.33 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 |
| 41 Manatee | 14,609.47 | 18,642.61 | 13,704.08 | 46,956.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 |
| 42 Marion | 13,319.46 | 16,124.81 | 11,321.10 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,408.46 | 3,163.58 | 2,230.75 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 |
| 45 Nassau | 4,048.65 | 4,925.28 | 3,306.78 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 |
| 46 Okaloosa | 10,295.28 | 12,327.08 | 8,070.32 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 |
| 47 Okeechobee | 1,872.05 | 2,331.07 | 1,654.78 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 |
| 48 Orange | 52,183.72 | 73,730.18 | 54,810.61 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 |
| 49 Osceola | 18,554.49 | 27,142.14 | 20,852.95 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 |
| 50 Palm Beach | 49,408.21 | 68,280.89 | 52,658.95 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 |
| 51 Pasco | 24,665.85 | 31,935.18 | 21,602.89 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 |
| 52 Pinellas | 27,662.49 | 34,628.37 | 26,364.30 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 |
| 53 Polk | 31,739.73 | 42,221.99 | 30,368.22 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 |
| 54 Putnam | 3,302.92 | 3,890.74 | 2,331.77 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 |
| 55 St. Johns | 14,401.68 | 19,476.23 | 13,824.06 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 |
| 56 St. Lucie | 12,306.05 | 16,754.23 | 13,118.36 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 |
| 57 Santa Rosa | 8,576.72 | 11,334.56 | 8,359.86 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 |
| 58 Sarasota | 12,542.84 | 17,159.79 | 12,701.55 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 |
| 59 Seminole | 19,729.32 | 25,413.02 | 18,593.75 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 |
| 60 Sumter | 2,814.21 | 3,465.36 | 2,205.78 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 |
| 61 Suwannee | 1,880.34 | 2,224.61 | 1,571.21 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 |
| 62 Taylor | 945.01 | 1,056.43 | 569.94 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,054.01 | 23,537.64 | 16,433.91 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,356.48 | 5,044.08 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,183.46 |
| 66 Walton | 3,648.46 | 4,105.70 | 2,923.02 | 10,677.18 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,297.35 |
| 67 Washington | 1,095.07 | 1,209.60 | 872.91 | 3,177.58 | 12.02 | 37.56 | 14.86 | 67.51 | 131.95 | 3,309.53 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 688.97 | 565.44 | 1,697.01 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,788.64 |
| 74 UF Lab School | 217.70 | 516.81 | 474.29 | 1,208.80 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,226.46 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| State | 797,803.55 | 1,050,770.86 | 765,213.87 | 2,613,788.28 | 173,723.88 | 22,473.50 | 4,375.59 | 66,678.26 | 267,251.23 | 2,881,039.51 |

2022-23 FEFP Conference Calculation
Program Cost Factors

| Program Name | Program Number | Program Cost Factor |
|--|----------------|---------------------|
| 1 Basic Programs | | |
| Basic Education Grades K-3 | 101 | 1.126 |
| Basic Education Grades 4-8 | 102 | 1.000 |
| Basic Education Grades 9-12 | 103 | 0.999 |
| 2 Special Programs for At-Risk Students | | |
| ESOL/Intensive English Grades K-12 | 130 | 1.206 |
| 3 Special Programs for Exceptional Students | | |
| ESE Support Level IV | 254 | 3.674 |
| ESE Support Level V | 255 | 5.401 |
| 4 Special Programs for Career Education (9-12) | | |
| Career Education Grades 9-12 | 300 | 0.999 |

2022-23 FEFP Conference Calculation
Reported Weighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 -4- | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 -9- | Total Reported Weighted FTE -10- |
|----------------------|---|---|--|-------------------------|---|-----------------------------|----------------------------|-------------------------------------|-------------------------|-------------------------------------|
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 30,197.30 | 708.02 | 155.19 | 44.40 | 528.82 | 1,436.43 | 31,633.73 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 4,657.41 | 10.13 | 83.77 | 14.31 | 345.19 | 453.40 | 5,110.81 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 25,199.95 | 910.11 | 2,355.14 | 522.55 | 557.58 | 4,345.38 | 29,545.33 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 2,957.70 | 3.27 | 59.30 | 8.86 | 111.48 | 182.91 | 3,140.61 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 74,475.67 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 5,880.45 | 80,356.12 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 244,357.20 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 38,527.59 | 282,884.79 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 2,056.37 | 3.86 | 89.61 | 15.45 | 79.65 | 188.57 | 2,244.94 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 16,460.91 | 349.90 | 604.59 | 91.11 | 448.98 | 1,494.58 | 17,955.49 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 15,893.09 | 106.49 | 331.95 | 26.68 | 508.53 | 973.65 | 16,866.74 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 38,907.11 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 3,080.17 | 41,987.28 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 43,527.44 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 9,549.64 | 53,077.08 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 10,290.74 | 74.99 | 153.83 | 8.53 | 424.25 | 661.60 | 10,952.34 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 318,271.49 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 57,852.22 | 376,123.71 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 4,397.71 | 257.73 | 15.25 | 1.24 | 138.45 | 412.67 | 4,810.38 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 2,148.79 | 14.89 | 47.54 | 8.10 | 86.89 | 157.42 | 2,306.21 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 132,349.33 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 12,323.30 | 144,672.63 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 38,762.85 | 619.03 | 581.52 | 575.53 | 1,184.63 | 2,960.71 | 41,723.56 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 13,480.19 | 304.59 | 236.53 | 120.33 | 318.92 | 980.37 | 14,460.56 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 1,156.10 | 27.44 | 48.75 | 6.10 | 33.64 | 115.93 | 1,272.03 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 4,592.49 | 187.30 | 127.12 | 22.36 | 81.06 | 417.84 | 5,010.33 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 2,786.06 | 59.15 | 170.03 | 22.41 | 90.71 | 342.30 | 3,128.36 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 1,711.06 | 46.12 | 19.25 | 12.26 | 19.46 | 97.09 | 1,808.15 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 1,875.54 | 22.91 | 135.94 | 12.80 | 17.98 | 189.63 | 2,065.17 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 1,553.56 | 104.38 | 13.45 | 19.93 | 57.55 | 195.31 | 1,748.87 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 4,752.20 | 241.68 | 57.42 | 3.94 | 144.09 | 447.13 | 5,199.33 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 13,048.16 | 672.97 | 116.87 | 96.46 | 569.95 | 1,456.25 | 14,504.41 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 25,508.26 | 418.11 | 744.76 | 326.71 | 515.15 | 2,004.73 | 27,512.99 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 12,477.19 | 383.97 | 157.03 | 77.83 | 379.82 | 998.65 | 13,475.84 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 214,937.73 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 32,007.58 | 246,945.31 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 3,180.06 | 7.59 | 3.67 | 7.67 | 101.55 | 120.48 | 3,300.54 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 16,774.00 | 686.52 | 418.17 | 200.27 | 432.61 | 1,737.57 | 18,511.57 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 5,642.11 | 54.85 | 281.76 | 19.17 | 218.18 | 573.96 | 6,216.07 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 769.87 | 45.86 | 33.87 | 0.00 | 8.80 | 88.53 | 858.40 |
| 34 Lafayette | 406.95 | 420.17 | 272.51 | 1,099.63 | 48.38 | 3.67 | 5.40 | 61.37 | 118.82 | 1,218.45 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 47,671.07 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 4,061.05 | 51,732.12 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 90,177.23 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 17,041.96 | 107,219.19 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 33,986.33 | 570.56 | 643.87 | 100.46 | 601.83 | 1,916.72 | 35,903.05 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 5,610.20 | 136.52 | 41.99 | 33.38 | 191.81 | 403.70 | 6,013.90 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 1,250.28 | 18.33 | 68.30 | 44.40 | 53.08 | 184.11 | 1,434.39 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 2,415.55 | 19.30 | 31.45 | 5.78 | 78.20 | 134.73 | 2,550.28 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 48,964.56 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 6,155.54 | 55,120.10 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 43,243.27 | 1,789.15 | 2,683.60 | 636.24 | 1,465.26 | 6,574.25 | 49,817.52 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 17,585.96 | 1,620.07 | 193.44 | 777.85 | 477.53 | 3,068.89 | 20,654.85 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 8,160.05 | 808.02 | 214.97 | 72.37 | 216.79 | 1,312.15 | 9,472.20 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 12,984.21 | 149.07 | 249.32 | 42.13 | 431.59 | 872.11 | 13,856.32 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 32,660.80 | 1,218.39 | 922.28 | 265.51 | 701.81 | 3,107.99 | 35,768.79 |
| 47 Okeechobee | 2,138.07 | 2,372.05 | 1,716.84 | 6,226.96 | 434.75 | 27.00 | 8.70 | 194.36 | 664.81 | 6,891.77 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 191,886.77 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 44,549.35 | 236,436.12 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 70,651.88 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 13,757.25 | 84,409.13 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 177,259.53 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 31,757.26 | 209,016.79 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 83,491.10 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 9,899.08 | 92,480.18 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 92,661.51 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 10,525.17 | 103,186.68 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 109,391.62 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 15,057.20 | 124,448.82 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 10,055.85 | 450.10 | 58.89 | 27.28 | 328.81 | 865.08 | 10,920.93 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 50,365.22 | 381.45 | 1,561.60 | 466.59 | 817.13 | 3,226.77 | 53,591.99 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 44,177.07 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 4,622.83 | 48,799.90 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 31,051.99 | 214.90 | 1,433.85 | 321.47 | 604.79 | 2,575.01 | 33,627.00 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 44,178.88 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 5,029.91 | 49,208.79 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 68,181.12 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 5,613.14 | 73,794.26 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 8,909.49 | 228.30 | 200.09 | 8.37 | 324.34 | 761.10 | 9,670.59 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 6,121.22 | 254.22 | 7.35 | 0.00 | 199.98 | 461.55 | 6,582.77 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 2,713.38 | 0.00 | 44.68 | 0.00 | 51.52 | 96.20 | 2,809.58 |
| 63 Union | 939.38 | 891.12 | 472.12 | 2,302.62 | 0.00 | 12.79 | 2.86 | 88.20 | 103.85 | 2,406.47 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 63,343.31 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 6,838.50 | 70,181.81 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 5,270.11 | 8.92 | 104.71 | 70.86 | 90.27 | 274.76 | 5,544.87 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 11,238.16 | 558.97 | 43.06 | 15.45 | 141.96 | 759.44 | 11,997.60 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 3,351.07 | 14.50 | 138.00 | 80.26 | 67.85 | 300.61 | 3,651.68 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 633.53 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 634.72 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 1,322.56 | 8.90 | 0.00 | 0.00 | 0.00 | 8.90 | 1,331.46 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 1,487.72 | 48.05 | 3.67 | 0.00 | 0.00 | 51.72 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 729.81 | 35.49 | 0.00 | 0.00 | 0.00 | 35.49 | 765.30 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 1,753.36 | 5.96 | 0.00 | 0.00 | 86.60 | 92.56 | 1,845.92 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 1,241.25 | 0.00 | 0.00 | 10.80 | 15.64 | 26.44 | 1,267.69 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 50,577.81 | 102.51 | 0.00 | 0.00 | 1,091.94 | 1,194.45 | 51,772.26 |
| State | 918,422.94 | 1,084,654.39 | 812,462.35 | 2,815,539.68 | 210,350.69 | 82,923.36 | 23,742.95 | 68,428.68 | 385,445.68 | 3,200,985.36 |

2022-23 FEFP Conference Calculation
Add-On Weighted FTE

| District | Advanced Placement | Advanced Placement | IB | IB | AICE | AICE | Isolated | ESE | Early | Industry- | Dual | Dual | Total Add-On FTE |
|----------------------|--------------------|--------------------|----------|-------------|-------------|-----------|-------------|----------------|----------------|-------------------------------------|-----------------------|------------------------|------------------|
| | FTE | Capstone Diploma | Exam FTE | Diploma FTE | Diploma FTE | Score FTE | Schools FTE | Supplement FTE | Graduation FTE | Certified Career Ed. Supplement FTE | Enrollment Degree FTE | Enrollment Diploma FTE | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- | -11- | -12- | |
| 1 Alachua | 461.44 | 11.10 | 85.76 | 24.90 | 22.80 | 143.20 | 0.00 | 0.00 | 1.00 | 190.58 | 9.30 | 120.56 | 1,070.64 |
| 2 Baker | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.75 | 69.50 | 3.30 | 27.92 | 103.23 |
| 3 Bay | 200.80 | 5.10 | 13.28 | 2.10 | 20.10 | 171.68 | 0.00 | 0.00 | 51.00 | 168.99 | 0.00 | 44.32 | 677.37 |
| 4 Bradford | 3.68 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 25.70 | 0.00 | 2.48 | 32.36 |
| 5 Brevard | 641.92 | 43.50 | 75.84 | 21.00 | 60.90 | 413.60 | 0.00 | 0.00 | 123.25 | 718.20 | 122.70 | 392.16 | 2,613.07 |
| 6 Broward | 2,223.04 | 80.40 | 109.76 | 24.90 | 336.90 | 2,854.40 | 0.00 | 0.00 | 125.25 | 824.68 | 77.10 | 1,669.52 | 8,325.95 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 39.68 | 0.00 | 6.64 | 46.32 |
| 8 Charlotte | 89.60 | 2.40 | 0.00 | 0.00 | 2.70 | 218.72 | 0.00 | 0.00 | 2.00 | 184.85 | 23.40 | 56.96 | 580.63 |
| 9 Citrus | 77.76 | 0.90 | 45.44 | 13.20 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 80.20 | 0.90 | 60.80 | 284.45 |
| 10 Clay | 147.04 | 9.30 | 4.16 | 0.00 | 40.50 | 253.12 | 0.00 | 0.00 | 1.50 | 293.95 | 14.10 | 0.00 | 763.67 |
| 11 Collier | 355.20 | 0.00 | 0.00 | 0.00 | 31.80 | 526.56 | 77.15 | 0.00 | 15.25 | 317.73 | 0.00 | 148.00 | 1,471.69 |
| 12 Columbia | 36.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.75 | 32.60 | 12.00 | 25.04 | 119.35 |
| 13 Dade | 3,742.56 | 82.50 | 433.60 | 134.10 | 256.20 | 1,826.08 | 0.00 | 0.00 | 113.00 | 869.60 | 172.50 | 810.40 | 8,440.54 |
| 14 DeSoto | 8.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.06 | 9.00 | 20.00 | 3.30 | 15.92 | 57.24 |
| 15 Dixie | 10.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.01 | 1.50 | 20.13 | 2.70 | 10.96 | 46.54 |
| 16 Duval | 911.36 | 10.50 | 303.52 | 73.50 | 49.20 | 270.40 | 0.00 | 0.00 | 114.50 | 189.37 | 55.20 | 218.08 | 2,195.63 |
| 17 Escambia | 175.04 | 0.00 | 82.88 | 27.60 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 500.76 | 0.00 | 51.04 | 842.57 |
| 18 Flagler | 63.20 | 0.00 | 27.04 | 7.80 | 1.80 | 61.60 | 0.00 | 0.00 | 24.50 | 49.10 | 24.30 | 42.40 | 301.74 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 5.33 | 0.00 | 1.12 | 6.95 |
| 20 Gadsden | 0.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.00 | 19.10 | 2.10 | 22.08 | 51.92 |
| 21 Gilchrist | 0.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.50 | 54.15 | 4.80 | 21.28 | 87.69 |
| 22 Glades | 0.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 0.40 | 0.30 | 0.00 | 4.18 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.83 | 0.00 | 5.20 | 9.03 |
| 24 Hamilton | 2.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 7.20 | 0.00 | 5.92 | 15.86 |
| 25 Hardee | 10.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.85 | 0.25 | 40.88 | 0.00 | 17.36 | 77.74 |
| 26 Hendry | 27.84 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.00 | 86.90 | 0.00 | 0.00 | 124.74 |
| 27 Hernando | 130.08 | 0.00 | 58.08 | 13.50 | 9.90 | 65.92 | 0.00 | 0.00 | 19.00 | 129.65 | 6.60 | 129.68 | 562.41 |
| 28 Highlands | 37.60 | 0.30 | 22.08 | 4.50 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 48.68 | 6.00 | 40.08 | 165.24 |
| 29 Hillsborough | 2,332.48 | 34.20 | 400.80 | 126.60 | 5.70 | 160.80 | 0.00 | 0.00 | 118.75 | 1,419.00 | 56.70 | 835.44 | 5,490.47 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.60 | 0.50 | 20.80 | 0.00 | 7.28 | 31.18 |
| 31 Indian River | 129.76 | 1.50 | 44.00 | 12.60 | 0.00 | 0.00 | 0.00 | 0.00 | 8.50 | 81.95 | 9.90 | 40.88 | 329.09 |
| 32 Jackson | 4.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 84.20 | 0.00 | 22.08 | 111.42 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 1.60 | 0.00 | 0.00 | 3.60 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 14.90 | 0.00 | 39.00 | 0.90 | 15.04 | 69.84 |
| 35 Lake | 243.52 | 10.50 | 0.00 | 0.00 | 2.40 | 52.32 | 0.00 | 0.00 | 22.00 | 399.75 | 31.20 | 174.08 | 935.77 |
| 36 Lee | 353.60 | 9.60 | 256.96 | 75.90 | 171.60 | 1,003.04 | 0.00 | 0.00 | 21.25 | 472.15 | 36.60 | 469.52 | 2,870.22 |
| 37 Leon | 467.20 | 0.00 | 51.84 | 13.80 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 204.41 | 0.00 | 48.08 | 790.58 |
| 38 Levy | 8.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 139.55 | 8.85 | 4.75 | 44.60 | 0.00 | 24.32 | 230.55 |
| 39 Liberty | 0.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 26.30 | 0.00 | 4.24 | 30.70 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 3.00 | 19.52 | 28.52 |
| 41 Manatee | 286.24 | 0.00 | 38.56 | 10.50 | 50.70 | 304.96 | 0.00 | 0.00 | 7.00 | 256.95 | 0.00 | 45.68 | 1,000.59 |
| 42 Marion | 146.56 | 0.00 | 80.80 | 24.60 | 20.70 | 206.08 | 0.00 | 0.00 | 5.50 | 225.11 | 0.00 | 0.00 | 709.35 |
| 43 Martin | 184.16 | 4.80 | 45.76 | 12.30 | 0.00 | 112.80 | 0.00 | 0.00 | 14.75 | 129.45 | 29.70 | 78.00 | 611.72 |
| 44 Monroe | 92.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 43.13 | 0.00 | 12.88 | 149.17 |
| 45 Nassau | 84.32 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 | 149.58 | 0.00 | 28.48 | 271.38 |
| 46 Okaloosa | 225.92 | 0.00 | 23.20 | 5.40 | 0.30 | 155.68 | 0.00 | 0.00 | 0.00 | 241.13 | 23.10 | 0.00 | 674.73 |
| 47 Okeechobee | 18.72 | 2.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 1.50 | 58.60 | 4.20 | 13.52 | 99.09 |
| 48 Orange | 2,425.92 | 34.20 | 277.12 | 56.70 | 44.70 | 414.72 | 0.00 | 0.00 | 58.75 | 883.58 | 45.90 | 1,119.68 | 5,361.27 |
| 49 Osceola | 458.40 | 0.90 | 94.40 | 30.00 | 0.00 | 16.48 | 0.00 | 0.00 | 19.50 | 284.35 | 30.60 | 134.32 | 1,068.95 |
| 50 Palm Beach | 1,914.88 | 0.00 | 438.56 | 114.30 | 537.90 | 4,439.84 | 0.00 | 0.00 | 67.25 | 1,288.53 | 1.50 | 267.04 | 9,069.80 |
| 51 Pasco | 789.12 | 30.00 | 91.84 | 27.00 | 31.20 | 468.96 | 0.00 | 0.00 | 33.50 | 164.71 | 21.30 | 174.64 | 1,832.27 |
| 52 Pinellas | 887.04 | 17.40 | 248.00 | 66.60 | 42.90 | 336.96 | 0.00 | 0.00 | 103.00 | 490.60 | 89.70 | 532.08 | 2,814.28 |
| 53 Polk | 334.56 | 5.40 | 130.24 | 26.10 | 19.80 | 138.40 | 0.00 | 0.00 | 44.75 | 390.75 | 3.30 | 121.44 | 1,214.74 |
| 54 Putnam | 5.28 | 0.00 | 0.00 | 0.00 | 18.30 | 140.48 | 0.00 | 0.00 | 10.75 | 33.20 | 5.70 | 19.12 | 232.83 |
| 55 St. Johns | 1,000.96 | 0.00 | 135.84 | 32.40 | 36.60 | 218.72 | 0.00 | 0.00 | 12.50 | 547.61 | 0.00 | 125.84 | 2,110.47 |
| 56 St. Lucie | 39.68 | 0.30 | 50.72 | 10.50 | 14.70 | 390.56 | 0.00 | 0.00 | 20.25 | 354.20 | 72.60 | 338.48 | 1,291.99 |
| 57 Santa Rosa | 229.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 274.05 | 0.00 | 122.96 | 627.27 |
| 58 Sarasota | 514.56 | 3.90 | 230.88 | 58.50 | 83.70 | 630.08 | 0.00 | 0.00 | 16.00 | 310.50 | 8.40 | 121.52 | 1,978.04 |
| 59 Seminole | 1,177.44 | 7.50 | 127.36 | 37.80 | 0.00 | 0.00 | 0.00 | 0.00 | 20.50 | 569.65 | 16.50 | 170.96 | 2,127.71 |
| 60 Sumter | 69.12 | 1.50 | 0.00 | 0.00 | 0.00 | 21.28 | 0.00 | 1.03 | 0.00 | 151.65 | 9.00 | 59.36 | 312.94 |
| 61 Suwannee | 17.12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.25 | 53.25 | 0.00 | 10.64 | 83.26 |
| 62 Taylor | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 140.75 | 0.00 | 0.00 | 11.30 | 0.00 | 0.00 | 153.81 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5.90 | 0.00 | 53.33 | 0.00 | 10.08 | 69.31 |
| 64 Volusia | 251.68 | 0.00 | 216.64 | 53.40 | 38.10 | 237.44 | 0.00 | 0.00 | 81.50 | 433.28 | 41.10 | 134.40 | 1,487.54 |
| 65 Wakulla | 9.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.25 | 45.30 | 0.30 | 0.00 | 59.61 |
| 66 Walton | 88.80 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 125.03 | 0.00 | 53.52 | 270.35 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 88.28 | 0.00 | 7.76 | 96.04 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.72 | 0.72 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.90 | 0.00 | 1.15 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 112.08 | 112.08 |
| 73 FSU Lab - Leon | 17.92 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.50 | 14.00 | 1.20 | 18.08 | 52.70 |
| 74 UF Lab School | 15.52 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.00 | 9.12 | 24.89 |
| 75 Virtual School | 668.96 | 0.00 | 0.00 | 0.00 | 0.00 | 13.60 | 0.00 | 0.00 | 24.50 | 18.99 | 0.00 | 5.20 | 731.25 |
| State | 24,856.96 | 410.10 | 4,244.96 | 1,142.10 | 1,952.10 | 16,268.48 | 357.45 | 43.35 | 1,407.00 | 15,481.59 | 1,083.90 | 9,454.00 | 76,701.99 |

2022-23 FEFP Conference Calculation
Funded Weighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Total Weighted FTE ¹ -8- | Additional Weighted FTE ² -9- | Total Reported Weighted FTE -10- |
|----------------------|---|---|--|---|-----------------------------|----------------------------|-------------------------------------|--|---|-------------------------------------|
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 708.02 | 155.19 | 44.40 | 528.82 | 31,633.73 | 1,070.64 | 32,704.37 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 10.13 | 83.77 | 14.31 | 345.19 | 5,110.81 | 103.23 | 5,214.04 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 910.11 | 2,355.14 | 522.55 | 557.58 | 29,545.33 | 677.37 | 30,222.70 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 3.27 | 59.30 | 8.86 | 111.48 | 3,140.61 | 32.36 | 3,172.97 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 80,356.12 | 2,613.07 | 82,969.19 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 282,884.79 | 8,325.95 | 291,210.74 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 3.86 | 89.61 | 15.45 | 79.65 | 2,244.94 | 46.32 | 2,291.26 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 349.90 | 604.59 | 91.11 | 448.98 | 17,952.49 | 580.63 | 18,533.12 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 106.49 | 331.95 | 26.68 | 508.53 | 16,866.74 | 284.45 | 17,151.19 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 41,987.28 | 763.67 | 42,750.95 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 53,077.08 | 1,471.69 | 54,548.77 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 74.99 | 153.83 | 8.53 | 424.25 | 10,952.34 | 119.35 | 11,071.69 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 376,123.71 | 8,440.54 | 384,564.25 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 257.73 | 15.25 | 1.24 | 138.45 | 4,810.38 | 57.24 | 4,867.62 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 14.89 | 47.54 | 8.10 | 86.89 | 2,306.21 | 46.54 | 2,352.75 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 144,672.63 | 2,195.63 | 146,868.26 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 619.03 | 581.52 | 575.53 | 1,184.63 | 41,723.56 | 842.57 | 42,566.13 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 304.59 | 236.53 | 120.33 | 318.92 | 14,460.56 | 301.74 | 14,762.30 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 27.44 | 48.75 | 6.10 | 33.64 | 1,272.03 | 6.95 | 1,278.98 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 187.30 | 127.12 | 22.36 | 81.06 | 5,010.33 | 51.92 | 5,062.25 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 59.15 | 170.03 | 22.41 | 90.71 | 3,216.36 | 87.69 | 3,216.05 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 46.12 | 19.25 | 12.26 | 19.46 | 1,808.15 | 4.18 | 1,812.33 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 22.91 | 135.94 | 12.80 | 17.98 | 2,065.17 | 9.03 | 2,074.20 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 104.38 | 13.45 | 19.93 | 57.55 | 1,748.87 | 15.86 | 1,764.73 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 241.68 | 57.42 | 3.94 | 144.09 | 5,199.33 | 77.74 | 5,277.07 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 672.97 | 116.87 | 96.46 | 569.95 | 14,504.41 | 124.74 | 14,629.15 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 418.11 | 744.76 | 326.71 | 515.15 | 27,512.99 | 562.41 | 28,075.40 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 383.97 | 157.03 | 77.83 | 379.82 | 13,475.84 | 165.24 | 13,641.08 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 246,945.31 | 5,490.47 | 252,435.78 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 7.59 | 3.67 | 7.67 | 101.55 | 3,300.54 | 31.18 | 3,331.72 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 686.52 | 418.17 | 200.27 | 432.61 | 18,511.57 | 329.09 | 18,840.66 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 54.85 | 281.76 | 19.17 | 218.18 | 6,216.07 | 111.42 | 6,327.49 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 45.86 | 33.87 | 0.00 | 8.80 | 858.40 | 3.60 | 862.00 |
| 34 Lafayette | 406.95 | 420.17 | 272.15 | 48.38 | 3.67 | 5.40 | 61.37 | 1,218.45 | 69.84 | 1,288.29 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 51,732.12 | 935.77 | 52,667.89 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 107,219.19 | 2,870.22 | 110,089.41 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 570.56 | 643.87 | 100.46 | 601.83 | 35,903.05 | 790.58 | 36,693.63 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 136.52 | 41.99 | 33.38 | 191.81 | 6,013.90 | 230.55 | 6,244.45 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 18.33 | 68.30 | 44.40 | 53.08 | 1,434.39 | 30.70 | 1,465.09 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 19.30 | 31.45 | 5.78 | 78.20 | 2,550.28 | 28.52 | 2,578.80 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 55,120.10 | 1,000.59 | 56,120.69 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 1,789.15 | 2,683.80 | 636.24 | 1,465.26 | 49,817.52 | 709.35 | 50,526.87 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 808.02 | 214.97 | 72.37 | 216.79 | 9,472.20 | 149.17 | 9,621.37 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 149.07 | 249.32 | 42.13 | 431.59 | 13,856.32 | 271.38 | 14,127.70 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 1,218.39 | 922.28 | 265.51 | 701.81 | 35,768.79 | 674.73 | 36,443.52 |
| 47 Okeechobee | 1,387.07 | 2,372.05 | 1,716.84 | 434.75 | 27.00 | 8.70 | 194.36 | 6,891.77 | 99.09 | 6,990.86 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 236,436.12 | 5,361.27 | 241,797.39 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 84,409.13 | 1,068.95 | 85,478.08 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 209,016.79 | 9,069.80 | 218,086.59 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 92,480.18 | 1,832.27 | 94,312.45 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 103,186.68 | 2,814.28 | 106,000.96 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 124,448.82 | 1,214.74 | 125,663.56 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 450.10 | 58.89 | 27.28 | 328.81 | 10,920.93 | 232.83 | 11,153.76 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 381.45 | 1,561.60 | 466.59 | 817.13 | 53,591.99 | 2,110.47 | 55,702.46 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 48,799.90 | 1,291.99 | 50,091.89 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 214.90 | 1,433.85 | 321.47 | 604.79 | 33,627.00 | 627.27 | 34,254.27 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 49,208.79 | 1,978.04 | 51,186.83 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 73,794.26 | 2,127.71 | 75,921.97 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 228.30 | 200.09 | 8.37 | 324.34 | 9,670.59 | 312.94 | 9,983.53 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 254.22 | 7.35 | 0.00 | 199.98 | 6,582.77 | 83.26 | 6,666.03 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 0.00 | 44.68 | 0.00 | 51.52 | 2,809.58 | 153.81 | 2,963.39 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 70,181.81 | 1,487.54 | 71,669.35 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 8.92 | 104.71 | 70.86 | 90.27 | 5,544.87 | 59.61 | 5,604.48 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 558.97 | 43.06 | 15.45 | 141.96 | 11,997.60 | 270.35 | 12,267.95 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 14.50 | 138.00 | 80.26 | 67.85 | 3,651.68 | 96.04 | 3,747.72 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 5.96 | 0.00 | 0.00 | 86.60 | 1,845.92 | 52.70 | 1,898.62 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 0.00 | 0.00 | 10.80 | 15.64 | 1,267.69 | 24.89 | 1,292.58 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 102.51 | 0.00 | 0.00 | 1,091.94 | 51,772.26 | 731.25 | 52,503.51 |
| State | 918,422.94 | 1,084,654.39 | 812,462.35 | 210,350.69 | 82,923.36 | 23,742.95 | 68,428.68 | 3,200,985.36 | 76,701.99 | 3,277,687.35 |

1. The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
2. Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
Funded Nonvirtual Weighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Total Weighted FTE ¹ | Additional Weighted FTE ² | Total Reported Weighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------------------------|----------------------|---------------------|------------------------------|---------------------------------|--------------------------------------|-----------------------------|
| | -1- | -2- | -3- | 4 | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,542.06 | 11,213.24 | 7,763.70 | 704.46 | 154.79 | 44.40 | 528.24 | 30,950.89 | 1,070.64 | 32,021.53 |
| 2 Baker | 1,786.44 | 1,797.92 | 1,071.35 | 10.13 | 83.77 | 14.31 | 345.19 | 5,109.11 | 103.23 | 5,212.34 |
| 3 Bay | 8,678.42 | 9,633.95 | 6,582.68 | 907.17 | 2,351.98 | 522.55 | 552.73 | 29,229.48 | 677.37 | 29,906.85 |
| 4 Bradford | 1,124.03 | 1,171.09 | 625.49 | 3.27 | 59.30 | 7.89 | 111.48 | 3,102.55 | 32.36 | 3,134.91 |
| 5 Brevard | 24,783.20 | 28,510.72 | 20,173.41 | 1,758.59 | 2,201.02 | 408.75 | 1,503.08 | 79,338.77 | 2,613.07 | 81,951.84 |
| 6 Broward | 76,652.99 | 94,869.68 | 71,774.60 | 23,393.67 | 6,145.28 | 2,783.30 | 6,198.44 | 281,817.96 | 8,325.95 | 290,143.91 |
| 7 Calhoun | 714.55 | 752.27 | 507.85 | 3.86 | 87.00 | 12.64 | 78.48 | 2,156.65 | 46.32 | 2,202.97 |
| 8 Charlotte | 5,427.50 | 5,952.53 | 4,869.30 | 349.90 | 604.59 | 91.11 | 447.64 | 17,742.57 | 580.63 | 18,323.20 |
| 9 Citrus | 5,567.15 | 5,910.93 | 4,027.13 | 99.88 | 331.95 | 26.68 | 498.00 | 16,461.72 | 284.45 | 16,746.17 |
| 10 Clay | 12,855.50 | 14,462.33 | 10,806.11 | 775.88 | 1,051.57 | 163.22 | 1,055.85 | 41,170.46 | 763.67 | 41,934.13 |
| 11 Collier | 12,974.13 | 16,863.02 | 13,203.31 | 5,720.08 | 2,353.05 | 477.29 | 962.25 | 52,553.13 | 1,471.69 | 54,024.82 |
| 12 Columbia | 3,984.98 | 3,854.80 | 2,286.84 | 74.99 | 153.83 | 8.53 | 422.11 | 10,786.08 | 119.35 | 10,905.43 |
| 13 Dade | 96,753.13 | 123,813.44 | 93,900.05 | 40,311.21 | 8,554.25 | 1,452.76 | 7,241.09 | 372,025.93 | 8,440.54 | 380,466.47 |
| 14 DeSoto | 1,453.25 | 1,837.06 | 1,045.36 | 254.24 | 15.25 | 1.24 | 136.07 | 4,742.47 | 57.24 | 4,799.71 |
| 15 Dixie | 791.62 | 805.49 | 537.49 | 14.89 | 47.54 | 8.10 | 86.89 | 2,292.02 | 46.54 | 2,338.56 |
| 16 Duval | 47,776.00 | 48,502.38 | 32,369.48 | 6,094.93 | 3,424.53 | 1,025.38 | 1,707.25 | 140,899.95 | 2,195.63 | 143,095.58 |
| 17 Escambia | 13,999.69 | 14,439.34 | 9,965.76 | 617.06 | 581.52 | 575.53 | 1,179.44 | 41,358.34 | 842.57 | 42,200.91 |
| 18 Flagler | 4,171.46 | 5,028.22 | 4,041.06 | 303.02 | 236.53 | 120.33 | 318.74 | 14,219.36 | 301.74 | 14,521.10 |
| 19 Franklin | 441.88 | 454.79 | 209.40 | 27.44 | 48.75 | 6.10 | 33.50 | 1,221.86 | 6.95 | 1,228.81 |
| 20 Gadsden | 1,658.93 | 1,726.94 | 1,169.96 | 187.30 | 127.12 | 22.36 | 80.79 | 4,973.40 | 51.92 | 5,025.32 |
| 21 Gilchrist | 1,066.32 | 1,066.87 | 597.93 | 59.15 | 170.03 | 22.41 | 90.39 | 3,075.10 | 87.69 | 3,162.79 |
| 22 Glades | 621.46 | 812.53 | 264.55 | 46.12 | 19.25 | 12.26 | 19.31 | 1,795.48 | 4.18 | 1,799.66 |
| 23 Gulf | 626.25 | 702.49 | 530.02 | 22.91 | 135.94 | 12.80 | 17.98 | 2,048.39 | 9.03 | 2,057.42 |
| 24 Hamilton | 491.47 | 583.40 | 430.73 | 104.38 | 13.45 | 19.93 | 57.44 | 1,700.80 | 15.86 | 1,716.66 |
| 25 Hardee | 1,671.01 | 1,807.20 | 1,228.98 | 241.68 | 57.42 | 3.94 | 143.82 | 5,154.05 | 77.74 | 5,231.79 |
| 26 Hendry | 2,173.59 | 2,564.98 | 2,084.50 | 571.52 | 113.12 | 96.46 | 283.38 | 7,887.55 | 124.74 | 8,012.29 |
| 27 Hernando | 8,732.45 | 9,549.59 | 6,737.68 | 415.28 | 744.76 | 324.98 | 504.46 | 27,009.20 | 562.41 | 27,571.61 |
| 28 Highlands | 4,429.16 | 4,591.29 | 3,107.13 | 380.94 | 157.03 | 77.83 | 368.86 | 13,112.24 | 165.24 | 13,277.48 |
| 29 Hillsborough | 70,128.48 | 81,299.33 | 56,429.79 | 17,222.57 | 7,273.67 | 1,538.47 | 5,892.74 | 239,785.05 | 5,490.47 | 245,275.52 |
| 30 Holmes | 1,173.71 | 1,147.44 | 783.63 | 7.59 | 3.67 | 7.67 | 101.55 | 3,225.26 | 31.18 | 3,256.44 |
| 31 Indian River | 5,479.38 | 6,380.46 | 4,774.19 | 685.60 | 418.17 | 200.27 | 429.81 | 18,367.88 | 329.09 | 18,696.97 |
| 32 Jackson | 2,187.88 | 2,110.09 | 1,272.74 | 54.71 | 281.76 | 19.17 | 217.55 | 6,143.90 | 111.42 | 6,255.32 |
| 33 Jefferson | 278.36 | 295.38 | 189.78 | 45.86 | 33.87 | 0.00 | 8.80 | 852.05 | 3.60 | 855.65 |
| 34 Lafayette | 406.95 | 420.17 | 269.69 | 48.38 | 3.67 | 5.40 | 61.37 | 1,215.63 | 69.84 | 1,285.47 |
| 35 Lake | 16,524.20 | 17,782.72 | 12,531.51 | 1,464.15 | 1,096.14 | 112.18 | 1,369.92 | 50,880.82 | 935.77 | 51,816.59 |
| 36 Lee | 28,517.20 | 34,413.07 | 26,234.11 | 11,749.99 | 2,484.95 | 377.91 | 2,361.51 | 106,138.74 | 2,870.22 | 109,008.96 |
| 37 Leon | 12,190.87 | 12,392.69 | 8,788.28 | 569.85 | 629.03 | 95.55 | 597.78 | 35,264.05 | 790.58 | 36,054.63 |
| 38 Levy | 2,195.09 | 2,083.90 | 1,272.45 | 136.52 | 41.99 | 33.38 | 189.72 | 5,953.05 | 230.55 | 6,183.60 |
| 39 Liberty | 483.46 | 462.25 | 292.46 | 18.33 | 68.30 | 44.40 | 53.08 | 1,422.28 | 30.70 | 1,452.98 |
| 40 Madison | 862.89 | 908.97 | 631.70 | 19.30 | 31.45 | 5.78 | 78.20 | 2,538.29 | 28.52 | 2,566.81 |
| 41 Manatee | 16,450.26 | 18,642.61 | 13,690.38 | 3,926.82 | 718.93 | 439.86 | 1,069.00 | 54,937.86 | 1,000.59 | 55,938.45 |
| 42 Marion | 14,997.71 | 16,124.81 | 11,309.78 | 1,789.15 | 2,683.60 | 636.24 | 1,449.40 | 48,990.69 | 709.35 | 49,700.04 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,711.92 | 3,163.58 | 2,228.52 | 808.02 | 214.97 | 72.37 | 216.79 | 9,416.17 | 149.17 | 9,565.34 |
| 45 Nassau | 4,558.78 | 4,925.28 | 3,303.47 | 149.07 | 249.32 | 42.13 | 431.03 | 13,659.08 | 271.38 | 13,930.46 |
| 46 Okaloosa | 11,592.49 | 12,327.08 | 8,062.25 | 1,218.39 | 922.28 | 265.51 | 695.81 | 35,083.81 | 674.73 | 35,758.54 |
| 47 Okeechobee | 2,107.93 | 2,331.07 | 1,653.12 | 433.38 | 27.00 | 8.70 | 193.66 | 6,754.86 | 99.09 | 6,853.95 |
| 48 Orange | 58,758.87 | 73,730.18 | 54,755.80 | 26,013.38 | 12,144.45 | 2,408.03 | 3,767.58 | 231,578.29 | 5,361.27 | 236,939.56 |
| 49 Osceola | 20,892.35 | 27,142.14 | 20,832.10 | 9,864.38 | 1,534.92 | 566.29 | 1,756.40 | 82,588.58 | 1,068.95 | 83,657.53 |
| 50 Palm Beach | 55,633.64 | 68,280.89 | 52,606.29 | 21,489.24 | 4,248.03 | 1,832.07 | 4,171.09 | 208,261.25 | 9,069.80 | 217,331.05 |
| 51 Pasco | 27,773.75 | 31,935.18 | 21,581.28 | 2,709.50 | 3,724.22 | 758.35 | 1,603.17 | 90,085.45 | 1,832.27 | 91,917.72 |
| 52 Pinellas | 31,147.97 | 34,628.37 | 26,337.94 | 3,567.78 | 3,228.27 | 933.40 | 2,777.61 | 102,621.34 | 2,814.28 | 105,435.62 |
| 53 Polk | 35,738.94 | 42,221.99 | 30,337.85 | 8,247.91 | 1,525.26 | 2,141.01 | 3,096.83 | 123,309.79 | 1,214.74 | 124,524.53 |
| 54 Putnam | 3,719.09 | 3,890.74 | 2,329.43 | 450.10 | 58.89 | 27.28 | 328.01 | 10,803.54 | 232.83 | 11,036.37 |
| 55 St. Johns | 16,216.29 | 19,476.23 | 13,810.23 | 381.45 | 1,555.72 | 449.31 | 817.13 | 52,706.36 | 2,110.47 | 54,816.83 |
| 56 St. Lucie | 13,856.61 | 16,754.23 | 13,105.24 | 2,970.28 | 397.60 | 89.28 | 1,159.80 | 48,333.04 | 1,291.99 | 49,625.03 |
| 57 Santa Rosa | 9,657.38 | 11,334.56 | 8,351.50 | 205.38 | 1,430.76 | 321.47 | 596.41 | 31,897.46 | 627.27 | 32,524.73 |
| 58 Sarasota | 14,123.24 | 17,159.79 | 12,688.85 | 1,980.59 | 1,731.19 | 495.70 | 820.95 | 49,000.31 | 1,978.04 | 50,978.35 |
| 59 Seminole | 22,215.22 | 25,413.02 | 18,575.16 | 2,689.80 | 1,026.92 | 210.75 | 1,649.76 | 71,780.63 | 2,127.71 | 73,908.34 |
| 60 Sumter | 3,168.81 | 3,465.36 | 2,203.57 | 227.49 | 200.09 | 8.37 | 323.91 | 9,597.60 | 312.94 | 9,910.54 |
| 61 Suwannee | 2,117.26 | 2,224.61 | 1,569.64 | 251.48 | 7.35 | 0.00 | 198.48 | 6,368.82 | 83.26 | 6,452.08 |
| 62 Taylor | 1,064.09 | 1,056.43 | 569.37 | 0.00 | 44.68 | 0.00 | 51.52 | 2,786.09 | 153.81 | 2,939.90 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,454.82 | 23,537.64 | 16,417.48 | 2,359.75 | 2,006.23 | 185.09 | 2,133.44 | 68,094.45 | 1,487.54 | 69,581.99 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,355.12 | 8.92 | 104.71 | 70.86 | 90.27 | 5,543.57 | 59.61 | 5,603.18 |
| 66 Walton | 4,108.17 | 4,105.70 | 2,920.10 | 558.97 | 43.06 | 15.45 | 141.96 | 11,893.41 | 270.35 | 12,163.76 |
| 67 Washington | 1,233.04 | 1,209.60 | 872.03 | 14.50 | 138.00 | 80.26 | 67.44 | 3,614.87 | 96.04 | 3,710.91 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 688.97 | 564.87 | 5.96 | 0.00 | 0.00 | 86.60 | 1,844.77 | 52.70 | 1,897.47 |
| 74 UF Lab School | 245.13 | 516.81 | 473.82 | 0.00 | 0.00 | 10.80 | 15.64 | 1,262.20 | 24.89 | 1,287.09 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| State | 898,326.83 | 1,050,770.86 | 764,448.62 | 209,511.00 | 82,567.64 | 23,832.55 | 66,611.54 | 3,095,869.04 | 75,970.74 | 3,171,839.78 |

1. The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
 2. Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
 Florida Price Level Index (FPLI) and District Cost Differential (DCD)

| District | 2019 | 2020 | 2021 | Three-Year | 80% | Add | District |
|----------------------|--------|--------|--------|------------|------------|--------|----------|
| | FPLI | FPLI | FPLI | Average | Three-Year | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 2 Baker | 96.45 | 96.21 | 92.56 | 95.07 | 76.06 | 96.06 | 0.9606 |
| 3 Bay | 95.83 | 95.94 | 96.49 | 96.09 | 76.87 | 96.87 | 0.9687 |
| 4 Bradford | 95.83 | 95.58 | 90.31 | 93.91 | 75.13 | 95.13 | 0.9513 |
| 5 Brevard | 98.36 | 98.64 | 99.41 | 98.80 | 79.04 | 99.04 | 0.9904 |
| 6 Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 7 Calhoun | 91.43 | 91.54 | 87.86 | 90.28 | 72.22 | 92.22 | 0.9222 |
| 8 Charlotte | 98.71 | 98.68 | 96.79 | 98.06 | 78.45 | 98.45 | 0.9845 |
| 9 Citrus | 92.98 | 93.25 | 92.38 | 92.87 | 74.30 | 94.30 | 0.9430 |
| 10 Clay | 98.38 | 98.13 | 95.90 | 97.47 | 77.98 | 97.98 | 0.9798 |
| 11 Collier | 106.47 | 106.45 | 106.70 | 106.54 | 85.23 | 105.23 | 1.0523 |
| 12 Columbia | 93.08 | 92.78 | 91.89 | 92.58 | 74.07 | 94.07 | 0.9407 |
| 13 Dade | 101.92 | 101.96 | 102.34 | 102.07 | 81.66 | 101.66 | 1.0166 |
| 14 DeSoto | 97.26 | 97.55 | 91.89 | 95.57 | 76.45 | 96.45 | 0.9645 |
| 15 Dixie | 92.54 | 92.23 | 87.40 | 90.72 | 72.58 | 92.58 | 0.9258 |
| 16 Duval | 100.68 | 100.43 | 101.05 | 100.72 | 80.58 | 100.58 | 1.0058 |
| 17 Escambia | 96.75 | 96.79 | 96.94 | 96.83 | 77.46 | 97.46 | 0.9746 |
| 18 Flagler | 94.58 | 94.80 | 94.11 | 94.50 | 75.60 | 95.60 | 0.9560 |
| 19 Franklin | 90.28 | 90.81 | 91.73 | 90.94 | 72.75 | 92.75 | 0.9275 |
| 20 Gadsden | 93.91 | 93.62 | 91.30 | 92.94 | 74.35 | 94.35 | 0.9435 |
| 21 Gilchrist | 94.34 | 94.03 | 90.02 | 92.80 | 74.24 | 94.24 | 0.9424 |
| 22 Glades | 98.79 | 98.77 | 92.46 | 96.67 | 77.34 | 97.34 | 0.9734 |
| 23 Gulf | 92.43 | 92.54 | 92.13 | 92.37 | 73.89 | 93.89 | 0.9389 |
| 24 Hamilton | 90.22 | 89.99 | 88.58 | 89.60 | 71.68 | 91.68 | 0.9168 |
| 25 Hardee | 95.64 | 96.31 | 91.45 | 94.47 | 75.57 | 95.57 | 0.9557 |
| 26 Hendry | 100.27 | 100.25 | 92.83 | 97.78 | 78.23 | 98.23 | 0.9823 |
| 27 Hernando | 95.99 | 96.07 | 92.46 | 94.84 | 75.87 | 95.87 | 0.9587 |
| 28 Highlands | 94.67 | 94.65 | 91.52 | 93.61 | 74.89 | 94.89 | 0.9489 |
| 29 Hillsborough | 100.64 | 100.73 | 101.33 | 100.90 | 80.72 | 100.72 | 1.0072 |
| 30 Holmes | 92.40 | 92.12 | 87.69 | 90.74 | 72.59 | 92.59 | 0.9259 |
| 31 Indian River | 99.93 | 99.93 | 99.75 | 99.87 | 79.90 | 99.90 | 0.9990 |
| 32 Jackson | 90.30 | 90.08 | 90.35 | 90.24 | 72.19 | 92.19 | 0.9219 |
| 33 Jefferson | 93.62 | 93.33 | 90.39 | 92.45 | 73.96 | 93.96 | 0.9396 |
| 34 Lafayette | 90.75 | 90.45 | 88.32 | 89.84 | 71.87 | 91.87 | 0.9187 |
| 35 Lake | 97.80 | 97.46 | 95.21 | 96.82 | 77.46 | 97.46 | 0.9746 |
| 36 Lee | 102.78 | 102.75 | 100.96 | 102.16 | 81.73 | 101.73 | 1.0173 |
| 37 Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 38 Levy | 94.28 | 93.97 | 90.41 | 92.89 | 74.31 | 94.31 | 0.9431 |
| 39 Liberty | 91.80 | 91.52 | 88.37 | 90.56 | 72.45 | 92.45 | 0.9245 |
| 40 Madison | 90.37 | 90.09 | 89.12 | 89.86 | 71.89 | 91.89 | 0.9189 |
| 41 Manatee | 98.73 | 99.42 | 99.49 | 99.21 | 79.37 | 99.37 | 0.9937 |
| 42 Marion | 93.37 | 93.51 | 93.31 | 93.40 | 74.72 | 94.72 | 0.9472 |
| 43 Martin | 102.17 | 102.11 | 101.86 | 102.05 | 81.64 | 101.64 | 1.0164 |
| 44 Monroe | 106.07 | 106.51 | 106.78 | 106.45 | 85.16 | 105.16 | 1.0516 |
| 45 Nassau | 98.62 | 98.69 | 97.82 | 98.38 | 78.70 | 98.70 | 0.9870 |
| 46 Okaloosa | 98.89 | 98.59 | 98.78 | 98.75 | 79.00 | 99.00 | 0.9900 |
| 47 Okeechobee | 97.49 | 97.44 | 91.51 | 95.48 | 76.38 | 96.38 | 0.9638 |
| 48 Orange | 101.13 | 100.78 | 101.50 | 101.14 | 80.91 | 100.91 | 1.0091 |
| 49 Osceola | 98.81 | 98.46 | 97.84 | 98.37 | 78.70 | 98.70 | 0.9870 |
| 50 Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 51 Pasco | 98.01 | 98.10 | 96.87 | 97.66 | 78.13 | 98.13 | 0.9813 |
| 52 Pinellas | 99.85 | 100.03 | 100.52 | 100.13 | 80.11 | 100.11 | 1.0011 |
| 53 Polk | 96.00 | 96.08 | 96.82 | 96.30 | 77.04 | 97.04 | 0.9704 |
| 54 Putnam | 94.62 | 94.38 | 90.56 | 93.19 | 74.55 | 94.55 | 0.9455 |
| 55 St. Johns | 100.95 | 100.26 | 99.66 | 100.29 | 80.23 | 100.23 | 1.0023 |
| 56 St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 57 Santa Rosa | 96.37 | 95.85 | 93.81 | 95.34 | 76.27 | 96.27 | 0.9627 |
| 58 Sarasota | 101.23 | 101.94 | 102.55 | 101.91 | 81.53 | 101.53 | 1.0153 |
| 59 Seminole | 99.58 | 99.24 | 99.36 | 99.39 | 79.51 | 99.51 | 0.9951 |
| 60 Sumter | 95.74 | 96.20 | 97.11 | 96.35 | 77.08 | 97.08 | 0.9708 |
| 61 Suwannee | 91.07 | 90.77 | 90.07 | 90.64 | 72.51 | 92.51 | 0.9251 |
| 62 Taylor | 90.51 | 90.24 | 89.80 | 90.18 | 72.15 | 92.15 | 0.9215 |
| 63 Union | 94.61 | 94.37 | 89.08 | 92.69 | 74.15 | 94.15 | 0.9415 |
| 64 Volusia | 96.00 | 95.67 | 94.81 | 95.49 | 76.39 | 96.39 | 0.9639 |
| 65 Wakulla | 94.02 | 93.73 | 92.36 | 93.37 | 74.70 | 94.70 | 0.9470 |
| 66 Walton | 97.37 | 98.03 | 98.74 | 98.05 | 78.44 | 98.44 | 0.9844 |
| 67 Washington | 92.14 | 92.25 | 89.48 | 91.29 | 73.03 | 93.03 | 0.9303 |
| 69 FAMU Lab School | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 70 FAU - Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 71 FAU - St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 72 FSU Lab - Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 73 FSU Lab - Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 74 UF Lab School | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 75 Virtual School | 100.00 | 100.00 | 100.00 | 100.00 | 80.00 | 100.00 | 1.0000 |

2022-23 FEFP Conference Calculation
0.748 Mill Discretionary Effort and Compression Adjustment

| District | 2022 | 0.748 | Value of 0.748 | 0.748 Mill | 2022-23 | Value of | Col. 4 | Compress |
|----------------------|-------------------|-----------------------|------------------------------------|----------------------------|----------------|---------------------|-----------------------|---------------------|
| | Tax Roll | Discretionary Millage | Mills & Discretionary Contribution | Discretionary Local Effort | Unweighted FTE | 0.748 Mills per FTE | Amount Below \$645.02 | to \$645.02 per FTE |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 20,520,373,756 | 0.748 | 14,735,270 | 14,735,270 | 30,172.37 | 488.37 | 156.65 | 4,726,502 |
| 2 Baker | 1,343,553,361 | 0.748 | 964,779 | 964,779 | 4,837.86 | 199.42 | 445.60 | 2,155,750 |
| 3 Bay | 22,725,307,613 | 0.748 | 16,318,589 | 16,318,589 | 26,279.15 | 620.97 | 24.05 | 632,014 |
| 4 Bradford | 1,265,702,764 | 0.748 | 908,876 | 908,876 | 2,963.82 | 306.66 | 338.36 | 1,002,838 |
| 5 Brevard | 56,420,395,985 | 0.748 | 40,514,358 | 40,514,358 | 75,349.51 | 537.69 | 107.33 | 8,087,263 |
| 6 Broward | 253,695,847,899 | 0.748 | 182,173,914 | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 519,487,536 | 0.748 | 373,034 | 373,034 | 2,085.53 | 178.87 | 466.15 | 972,170 |
| 8 Charlotte | 24,708,997,813 | 0.748 | 17,743,037 | 17,743,037 | 16,776.84 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 13,086,676,855 | 0.748 | 9,397,281 | 9,397,281 | 15,955.44 | 588.97 | 56.05 | 894,302 |
| 10 Clay | 15,234,822,670 | 0.748 | 10,939,821 | 10,939,821 | 39,517.35 | 276.84 | 368.18 | 14,549,498 |
| 11 Collier | 120,611,020,848 | 0.748 | 86,608,362 | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 3,748,903,779 | 0.748 | 2,692,013 | 2,692,013 | 10,373.91 | 259.50 | 385.52 | 3,999,350 |
| 13 Dade | 388,228,128,887 | 0.748 | 278,778,855 | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 2,297,979,186 | 0.748 | 1,650,133 | 1,650,133 | 4,590.74 | 359.45 | 285.57 | 1,310,978 |
| 15 Dixie | 672,045,006 | 0.748 | 482,582 | 482,582 | 2,174.07 | 221.97 | 423.05 | 919,740 |
| 16 Duval | 92,595,282,579 | 0.748 | 66,490,821 | 66,490,821 | 134,868.07 | 493.01 | 152.01 | 20,501,295 |
| 17 Escambia | 25,013,559,167 | 0.748 | 17,961,737 | 17,961,737 | 39,163.04 | 458.64 | 186.38 | 7,299,207 |
| 18 Flagler | 12,936,608,164 | 0.748 | 9,289,520 | 9,289,520 | 13,669.98 | 679.56 | 0.00 | 0 |
| 19 Franklin | 2,742,700,201 | 0.748 | 1,969,478 | 1,969,478 | 1,177.38 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 1,891,409,679 | 0.748 | 1,358,183 | 1,358,183 | 4,682.44 | 290.06 | 354.96 | 1,662,079 |
| 21 Gilchrist | 1,124,217,394 | 0.748 | 807,278 | 807,278 | 2,857.08 | 282.55 | 362.47 | 1,035,606 |
| 22 Glades | 887,439,813 | 0.748 | 637,253 | 637,253 | 1,706.83 | 373.35 | 271.67 | 463,695 |
| 23 Gulf | 2,435,271,643 | 0.748 | 1,748,720 | 1,748,720 | 1,882.38 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,105,628,270 | 0.748 | 793,930 | 793,930 | 1,649.37 | 481.35 | 163.67 | 269,952 |
| 25 Hardee | 2,029,995,744 | 0.748 | 1,457,699 | 1,457,699 | 4,926.93 | 295.86 | 349.16 | 1,720,287 |
| 26 Hendry | 3,146,417,240 | 0.748 | 2,259,379 | 2,259,379 | 13,771.40 | 164.06 | 480.96 | 6,623,493 |
| 27 Hernando | 13,196,819,602 | 0.748 | 9,476,372 | 9,476,372 | 25,661.77 | 369.28 | 275.74 | 7,075,976 |
| 28 Highlands | 6,786,818,809 | 0.748 | 4,873,479 | 4,873,479 | 12,735.17 | 382.68 | 262.34 | 3,340,944 |
| 29 Hillsborough | 143,480,426,626 | 0.748 | 103,030,425 | 103,030,425 | 229,392.45 | 449.14 | 195.88 | 44,933,393 |
| 30 Holmes | 586,806,746 | 0.748 | 421,374 | 421,374 | 3,159.29 | 133.38 | 511.64 | 1,616,419 |
| 31 Indian River | 23,875,762,069 | 0.748 | 17,144,707 | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 |
| 32 Jackson | 2,004,072,630 | 0.748 | 1,439,084 | 1,439,084 | 5,740.81 | 250.68 | 394.34 | 2,263,831 |
| 33 Jefferson | 831,035,300 | 0.748 | 596,750 | 596,750 | 794.98 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 332,271,861 | 0.748 | 238,598 | 238,598 | 1,157.91 | 206.06 | 438.96 | 508,276 |
| 35 Lake | 31,324,591,815 | 0.748 | 22,493,563 | 22,493,563 | 48,736.76 | 461.53 | 183.49 | 8,942,708 |
| 36 Lee | 115,602,844,272 | 0.748 | 83,012,090 | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 |
| 37 Leon | 22,187,140,031 | 0.748 | 15,932,142 | 15,932,142 | 33,875.42 | 470.32 | 174.70 | 5,918,036 |
| 38 Levy | 2,725,948,224 | 0.748 | 1,957,449 | 1,957,449 | 5,687.12 | 344.19 | 300.83 | 1,710,856 |
| 39 Liberty | 363,351,669 | 0.748 | 260,916 | 260,916 | 1,291.55 | 202.02 | 443.00 | 572,157 |
| 40 Madison | 920,272,410 | 0.748 | 660,829 | 660,829 | 2,422.76 | 272.76 | 372.26 | 901,897 |
| 41 Manatee | 52,225,328,280 | 0.748 | 37,501,964 | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 |
| 42 Marion | 26,590,550,776 | 0.748 | 19,094,143 | 19,094,143 | 45,361.88 | 420.93 | 224.09 | 10,165,144 |
| 43 Martin | 27,822,032,144 | 0.748 | 19,978,445 | 19,978,445 | 19,007.19 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 34,612,887,850 | 0.748 | 24,854,823 | 24,854,823 | 8,817.22 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 12,864,523,195 | 0.748 | 9,237,757 | 9,237,757 | 13,104.64 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 24,415,716,559 | 0.748 | 17,532,438 | 17,532,438 | 33,381.04 | 525.22 | 119.80 | 3,999,049 |
| 47 Okeechobee | 4,069,736,409 | 0.748 | 2,922,396 | 2,922,396 | 6,553.43 | 445.93 | 199.09 | 1,304,722 |
| 48 Orange | 184,988,161,276 | 0.748 | 132,836,299 | 132,836,299 | 214,553.60 | 619.13 | 25.89 | 5,554,793 |
| 49 Osceola | 39,640,650,545 | 0.748 | 28,465,158 | 28,465,158 | 78,752.26 | 361.45 | 283.57 | 22,331,778 |
| 50 Palm Beach | 252,297,700,383 | 0.748 | 181,169,933 | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 |
| 51 Pasco | 41,997,039,731 | 0.748 | 30,157,234 | 30,157,234 | 85,550.75 | 352.51 | 292.51 | 25,024,450 |
| 52 Pinellas | 114,401,925,682 | 0.748 | 82,149,735 | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 |
| 53 Polk | 52,912,905,808 | 0.748 | 37,995,699 | 37,995,699 | 116,184.44 | 327.03 | 317.99 | 36,945,490 |
| 54 Putnam | 5,578,705,482 | 0.748 | 4,005,957 | 4,005,957 | 10,362.25 | 386.59 | 258.43 | 2,677,916 |
| 55 St. Johns | 40,108,949,231 | 0.748 | 28,801,434 | 28,801,434 | 50,198.06 | 573.76 | 71.26 | 3,577,114 |
| 56 St. Lucie | 31,774,034,363 | 0.748 | 22,816,299 | 22,816,299 | 46,381.29 | 491.93 | 153.09 | 7,100,512 |
| 57 Santa Rosa | 14,687,573,365 | 0.748 | 10,546,853 | 10,546,853 | 31,175.15 | 338.31 | 306.71 | 9,561,730 |
| 58 Sarasota | 81,348,312,816 | 0.748 | 58,414,596 | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 45,411,005,981 | 0.748 | 32,608,735 | 32,608,735 | 69,901.86 | 466.49 | 178.53 | 12,479,579 |
| 60 Sumter | 18,192,035,361 | 0.748 | 13,063,337 | 13,063,337 | 9,126.05 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 2,408,389,437 | 0.748 | 1,729,416 | 1,729,416 | 6,295.41 | 274.71 | 370.31 | 2,331,253 |
| 62 Taylor | 1,851,930,894 | 0.748 | 1,329,835 | 1,329,835 | 2,658.49 | 500.22 | 144.80 | 384,949 |
| 63 Union | 342,690,184 | 0.748 | 246,079 | 246,079 | 2,290.27 | 107.45 | 537.57 | 1,231,180 |
| 64 Volusia | 51,528,704,143 | 0.748 | 37,001,732 | 37,001,732 | 65,663.77 | 563.50 | 81.52 | 5,352,911 |
| 65 Wakulla | 1,796,203,212 | 0.748 | 1,289,818 | 1,289,818 | 5,184.76 | 248.77 | 396.25 | 2,054,461 |
| 66 Walton | 29,021,561,569 | 0.748 | 20,839,803 | 20,839,803 | 11,400.62 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 1,168,811,093 | 0.748 | 839,300 | 839,300 | 3,345.91 | 250.84 | 394.18 | 1,318,891 |
| 69 FAMU Lab School | 0 | 0.000 | 288,212 | 0 | 612.80 | 470.32 | 174.70 | 107,056 |
| 70 FAU - Palm Beach | 0 | 0.000 | 1,211,579 | 0 | 1,301.15 | 931.16 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 716,899 | 0 | 1,457.32 | 491.93 | 153.09 | 223,101 |
| 72 FSU Lab - Broward | 0 | 0.000 | 488,455 | 0 | 706.84 | 691.04 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 841,774 | 0 | 1,789.79 | 470.32 | 174.70 | 312,676 |
| 74 UF Lab School | 0 | 0.000 | 601,652 | 0 | 1,231.96 | 488.37 | 156.65 | 192,987 |
| 75 Virtual School | 0 | 0.000 | 32,225,020 | 0 | 50,922.08 | 632.83 | 12.19 | 620,740 |
| State | 2,629,264,001,685 | | 1,924,395,489 | 1,888,021,898 | 2,983,464.64 | 645.02 | | 311,462,994 |

2022-23 FEFP Conference Calculation
DJJ Supplemental Allocation

| District | 2022-23 | 2022-23 | \$922.54 x WFTE | District Cost Differential | Grades PK-12 DJJ Total Allocation |
|----------------------|-----------------------------------|---------------------------------|-----------------------|----------------------------------|--|
| | Grades PK-12 Unweighted FTE | Grades PK-12 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 127.63 | 130.04 | 119,967 | 0.9796 | 117,520 |
| 2 Baker | 0.00 | 0.00 | 0 | 0.9606 | 0 |
| 3 Bay | 29.43 | 29.41 | 27,132 | 0.9687 | 26,283 |
| 4 Bradford | 0.00 | 0.00 | 0 | 0.9513 | 0 |
| 5 Brevard | 100.93 | 100.88 | 93,066 | 0.9904 | 92,173 |
| 6 Broward | 211.52 | 220.55 | 203,466 | 1.0196 | 207,454 |
| 7 Calhoun | 0.00 | 0.00 | 0 | 0.9222 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0 | 0.9845 | 0 |
| 9 Citrus | 156.79 | 156.66 | 144,525 | 0.9430 | 136,287 |
| 10 Clay | 106.70 | 106.64 | 98,380 | 0.9798 | 96,393 |
| 11 Collier | 65.57 | 67.64 | 62,401 | 1.0523 | 65,665 |
| 12 Columbia | 0.00 | 0.00 | 0 | 0.9407 | 0 |
| 13 Dade | 174.46 | 175.09 | 161,528 | 1.0166 | 164,209 |
| 14 DeSoto | 0.00 | 0.00 | 0 | 0.9645 | 0 |
| 15 Dixie | 0.00 | 0.00 | 0 | 0.9258 | 0 |
| 16 Duval | 168.90 | 169.69 | 156,546 | 1.0058 | 157,454 |
| 17 Escambia | 120.41 | 120.34 | 111,018 | 0.9746 | 108,198 |
| 18 Flagler | 0.00 | 0.00 | 0 | 0.9560 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0 | 0.9275 | 0 |
| 20 Gadsden | 0.00 | 0.00 | 0 | 0.9435 | 0 |
| 21 Gilchrist | 0.00 | 0.00 | 0 | 0.9424 | 0 |
| 22 Glades | 0.00 | 0.00 | 0 | 0.9734 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0 | 0.9389 | 0 |
| 24 Hamilton | 35.77 | 35.74 | 32,972 | 0.9168 | 30,229 |
| 25 Hardee | 0.00 | 0.00 | 0 | 0.9557 | 0 |
| 26 Hendry | 0.00 | 0.00 | 0 | 0.9823 | 0 |
| 27 Hernando | 70.62 | 72.14 | 66,552 | 0.9587 | 63,803 |
| 28 Highlands | 0.00 | 0.00 | 0 | 0.9489 | 0 |
| 29 Hillsborough | 359.25 | 380.87 | 351,368 | 1.0072 | 353,898 |
| 30 Holmes | 0.00 | 0.00 | 0 | 0.9259 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0 | 0.9990 | 0 |
| 32 Jackson | 27.03 | 27.00 | 24,909 | 0.9219 | 22,964 |
| 33 Jefferson | 0.00 | 0.00 | 0 | 0.9396 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0 | 0.9187 | 0 |
| 35 Lake | 9.12 | 9.11 | 8,404 | 0.9746 | 8,191 |
| 36 Lee | 117.69 | 122.68 | 113,177 | 1.0173 | 115,135 |
| 37 Leon | 106.67 | 109.68 | 101,184 | 0.9718 | 98,331 |
| 38 Levy | 0.00 | 0.00 | 0 | 0.9431 | 0 |
| 39 Liberty | 53.88 | 65.33 | 60,270 | 0.9245 | 55,720 |
| 40 Madison | 20.99 | 20.98 | 19,355 | 0.9189 | 17,785 |
| 41 Manatee | 166.93 | 166.84 | 153,917 | 0.9937 | 152,947 |
| 42 Marion | 166.84 | 166.74 | 153,824 | 0.9472 | 145,702 |
| 43 Martin | 0.00 | 0.00 | 0 | 1.0164 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0 | 1.0516 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0 | 0.9870 | 0 |
| 46 Okaloosa | 113.04 | 113.09 | 104,330 | 0.9900 | 103,287 |
| 47 Okeechobee | 102.82 | 102.73 | 94,773 | 0.9638 | 91,342 |
| 48 Orange | 188.62 | 188.67 | 174,056 | 1.0091 | 175,640 |
| 49 Osceola | 59.33 | 59.30 | 54,707 | 0.9870 | 53,996 |
| 50 Palm Beach | 125.29 | 128.41 | 118,463 | 1.0438 | 123,652 |
| 51 Pasco | 95.22 | 96.21 | 88,758 | 0.9813 | 87,098 |
| 52 Pinellas | 170.34 | 170.29 | 157,099 | 1.0011 | 157,272 |
| 53 Polk | 163.54 | 163.42 | 150,761 | 0.9704 | 146,298 |
| 54 Putnam | 0.00 | 0.00 | 0 | 0.9455 | 0 |
| 55 St. Johns | 88.11 | 88.04 | 81,220 | 1.0023 | 81,407 |
| 56 St. Lucie | 88.05 | 87.98 | 81,165 | 0.9935 | 80,637 |
| 57 Santa Rosa | 0.00 | 0.00 | 0 | 0.9627 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0 | 1.0153 | 0 |
| 59 Seminole | 0.00 | 0.00 | 0 | 0.9951 | 0 |
| 60 Sumter | 0.00 | 0.00 | 0 | 0.9708 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0 | 0.9251 | 0 |
| 62 Taylor | 0.00 | 0.00 | 0 | 0.9215 | 0 |
| 63 Union | 0.00 | 0.00 | 0 | 0.9415 | 0 |
| 64 Volusia | 110.52 | 110.86 | 102,273 | 0.9639 | 98,581 |
| 65 Wakulla | 0.00 | 0.00 | 0 | 0.9470 | 0 |
| 66 Walton | 28.25 | 28.38 | 26,182 | 0.9844 | 25,774 |
| 67 Washington | 0.00 | 0.00 | 0 | 0.9303 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0 | 1.0438 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0 | 0.9935 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0 | 1.0196 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0 | 0.9796 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 3,730.26 | 3,791.43 | 3,497,748 | | 3,461,325 |

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 1

| District | 2021-22 ESE | 2021-22 FTE | 2021-22 Funds | 2022-23 FTE | Change in FTE | Percentage Change | Basic ESE | 2021-22 Unweighted | 2022-23 Unweighted |
|----------------------|-----------------------|-------------------------|---------------|-------------------------|---------------|-------------------|---------------------------|--------------------|--------------------|
| | Guaranteed Allocation | Programs 111, 112 & 113 | Per FTE | Programs 111, 112 & 113 | | | FTE as a Pct of Total FTE | All Programs | All Programs |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 11,215,210 | 6,715.46 | 1,670.06 | 7,006.54 | 291.08 | 4.33% | 22.87% | 29,368.47 | 30,172.37 |
| 2 Baker | 1,276,820 | 706.37 | 1,807.58 | 709.23 | 2.86 | 0.40% | 14.55% | 4,854.76 | 4,837.86 |
| 3 Bay | 8,725,746 | 4,666.18 | 1,870.00 | 4,775.73 | 109.55 | 2.35% | 18.06% | 25,834.14 | 26,279.15 |
| 4 Bradford | 1,267,836 | 753.83 | 1,681.86 | 773.48 | 19.65 | 2.61% | 26.18% | 2,879.94 | 2,963.82 |
| 5 Brevard | 28,488,265 | 16,460.60 | 1,730.69 | 17,029.15 | 568.55 | 3.45% | 22.32% | 73,759.06 | 75,349.51 |
| 6 Broward | 98,587,382 | 45,813.91 | 2,151.91 | 46,417.17 | 603.26 | 1.32% | 17.47% | 262,289.18 | 263,621.47 |
| 7 Calhoun | 782,480 | 454.04 | 1,723.37 | 456.90 | 2.86 | 0.63% | 21.91% | 2,072.30 | 2,085.53 |
| 8 Charlotte | 6,419,736 | 3,649.13 | 1,759.25 | 3,788.40 | 139.27 | 3.82% | 22.29% | 16,372.51 | 16,776.84 |
| 9 Citrus | 7,501,581 | 2,754.56 | 2,723.33 | 2,823.24 | 68.68 | 2.49% | 17.54% | 15,700.94 | 15,955.44 |
| 10 Clay | 13,329,772 | 9,396.76 | 1,418.55 | 9,827.45 | 430.69 | 4.58% | 24.21% | 38,820.59 | 39,517.35 |
| 11 Collier | 23,174,934 | 8,381.66 | 2,764.96 | 8,594.66 | 213.00 | 2.54% | 17.65% | 47,478.47 | 48,534.91 |
| 12 Columbia | 4,077,866 | 1,799.99 | 2,265.49 | 1,866.27 | 66.28 | 3.68% | 17.74% | 10,143.84 | 10,373.91 |
| 13 Dade | 131,111,588 | 67,828.96 | 1,932.97 | 69,584.76 | 1,755.80 | 2.59% | 19.91% | 340,648.40 | 350,795.41 |
| 14 DeSoto | 1,944,905 | 718.88 | 2,705.47 | 733.06 | 14.18 | 1.97% | 15.56% | 4,619.49 | 4,590.74 |
| 15 Dixie | 713,472 | 473.12 | 1,508.01 | 499.05 | 25.93 | 5.48% | 22.20% | 2,131.54 | 2,174.07 |
| 16 Duval | 49,865,837 | 26,107.19 | 1,910.04 | 26,846.59 | 739.40 | 2.83% | 19.73% | 132,333.68 | 134,868.07 |
| 17 Escambia | 13,925,081 | 7,718.38 | 1,804.15 | 7,836.57 | 118.19 | 1.53% | 19.90% | 38,792.75 | 39,163.04 |
| 18 Flagler | 6,607,599 | 2,337.74 | 2,826.49 | 2,430.35 | 92.61 | 3.96% | 17.49% | 13,364.38 | 13,669.98 |
| 19 Franklin | 497,291 | 259.47 | 1,916.56 | 252.74 | (6.73) | -2.59% | 21.99% | 1,179.70 | 1,177.38 |
| 20 Gadsden | 1,623,284 | 784.36 | 2,069.56 | 779.86 | (4.50) | -0.57% | 16.64% | 4,714.60 | 4,682.44 |
| 21 Gilchrist | 1,058,604 | 601.91 | 1,758.74 | 623.00 | 21.09 | 3.50% | 21.82% | 2,758.82 | 2,857.08 |
| 22 Glades | 512,347 | 318.86 | 1,606.81 | 317.40 | (1.46) | -0.46% | 18.61% | 1,713.49 | 1,706.83 |
| 23 Gulf | 447,336 | 384.35 | 1,163.88 | 345.57 | (38.78) | -10.09% | 20.20% | 1,903.11 | 1,882.38 |
| 24 Hamilton | 515,830 | 195.87 | 2,633.53 | 202.43 | 6.56 | 3.35% | 11.96% | 1,637.35 | 1,649.37 |
| 25 Hardee | 1,879,106 | 775.50 | 2,423.09 | 772.71 | (2.79) | -0.36% | 15.70% | 4,939.10 | 4,926.93 |
| 26 Hendry | 3,717,176 | 1,798.16 | 2,067.21 | 1,845.49 | 47.33 | 2.63% | 13.49% | 13,326.22 | 13,771.40 |
| 27 Hernando | 10,899,727 | 4,308.48 | 2,529.83 | 4,796.15 | 487.67 | 11.32% | 17.70% | 24,336.31 | 25,661.77 |
| 28 Highlands | 4,452,991 | 2,266.16 | 1,964.99 | 2,308.03 | 41.87 | 1.85% | 18.08% | 12,530.86 | 12,735.17 |
| 29 Hillsborough | 81,822,654 | 41,145.04 | 1,988.64 | 42,613.74 | 1,468.70 | 3.57% | 18.40% | 223,611.75 | 229,392.45 |
| 30 Holmes | 1,020,817 | 460.83 | 2,215.17 | 470.79 | 9.96 | 2.16% | 14.96% | 3,079.98 | 3,159.29 |
| 31 Indian River | 6,119,529 | 3,130.37 | 1,954.89 | 3,173.88 | 43.51 | 1.39% | 18.18% | 17,219.39 | 17,315.61 |
| 32 Jackson | 2,307,318 | 1,063.12 | 2,170.33 | 1,057.31 | (5.81) | -0.55% | 18.26% | 5,823.47 | 5,740.81 |
| 33 Jefferson | 380,573 | 155.95 | 2,440.35 | 158.98 | 3.03 | 1.94% | 20.64% | 755.75 | 794.98 |
| 34 Lafayette | 377,700 | 273.78 | 1,379.57 | 273.16 | (0.62) | -0.23% | 23.77% | 1,151.79 | 1,157.91 |
| 35 Lake | 17,638,852 | 8,532.99 | 2,067.14 | 9,099.25 | 566.26 | 6.64% | 18.27% | 46,707.55 | 48,736.76 |
| 36 Lee | 35,377,829 | 13,592.67 | 2,602.71 | 13,954.71 | 362.04 | 2.66% | 13.98% | 97,209.16 | 99,908.05 |
| 37 Leon | 17,443,429 | 6,350.61 | 2,746.73 | 6,555.40 | 204.79 | 3.22% | 19.14% | 33,172.17 | 33,875.42 |
| 38 Levy | 1,954,215 | 1,170.72 | 1,669.24 | 1,197.84 | 27.12 | 2.32% | 20.89% | 5,605.42 | 5,687.12 |
| 39 Liberty | 489,305 | 252.69 | 1,936.38 | 257.95 | 5.26 | 2.08% | 19.90% | 1,270.09 | 1,291.55 |
| 40 Madison | 1,014,193 | 432.18 | 2,346.69 | 432.46 | 0.28 | 0.06% | 18.09% | 2,388.67 | 2,422.76 |
| 41 Manatee | 20,081,025 | 9,586.17 | 2,094.79 | 9,816.57 | 230.40 | 2.40% | 18.93% | 50,645.04 | 51,737.07 |
| 42 Marion | 14,790,025 | 7,417.32 | 1,993.99 | 7,702.97 | 285.65 | 3.85% | 16.75% | 44,274.12 | 45,361.88 |
| 43 Martin | 6,852,867 | 3,323.20 | 2,062.13 | 3,450.97 | 127.77 | 3.84% | 17.92% | 18,543.82 | 19,007.19 |
| 44 Monroe | 3,454,888 | 1,903.06 | 1,815.44 | 1,940.21 | 37.15 | 1.95% | 22.09% | 8,616.34 | 8,817.22 |
| 45 Nassau | 3,641,611 | 2,135.29 | 1,705.44 | 2,244.48 | 109.19 | 5.11% | 16.87% | 12,657.79 | 13,104.64 |
| 46 Okaloosa | 13,658,624 | 5,973.68 | 2,286.47 | 6,142.20 | 168.52 | 2.82% | 18.33% | 32,591.86 | 33,381.04 |
| 47 Okeechobee | 2,787,507 | 1,637.05 | 1,702.76 | 1,689.62 | 52.57 | 3.21% | 25.91% | 6,319.08 | 6,553.43 |
| 48 Orange | 56,561,292 | 29,028.54 | 1,948.47 | 29,993.20 | 964.66 | 3.32% | 13.88% | 209,157.20 | 214,553.60 |
| 49 Osceola | 22,465,066 | 10,922.55 | 2,056.76 | 11,702.67 | 780.12 | 7.14% | 14.55% | 75,055.39 | 78,752.26 |
| 50 Palm Beach | 68,240,490 | 38,256.17 | 1,783.78 | 39,209.72 | 953.55 | 2.49% | 20.05% | 190,767.03 | 194,563.49 |
| 51 Pasco | 31,426,755 | 14,524.60 | 2,163.69 | 15,451.26 | 926.66 | 6.38% | 17.78% | 81,675.00 | 85,550.75 |
| 52 Pinellas | 42,548,408 | 20,490.51 | 2,076.49 | 20,633.39 | 142.88 | 0.70% | 21.27% | 96,332.15 | 95,991.09 |
| 53 Polk | 43,006,338 | 20,402.03 | 2,107.94 | 21,375.18 | 973.15 | 4.77% | 18.17% | 112,267.81 | 116,184.44 |
| 54 Putnam | 3,330,469 | 2,374.87 | 1,402.38 | 2,387.42 | 12.55 | 0.53% | 23.21% | 10,232.43 | 10,362.25 |
| 55 St. Johns | 15,465,356 | 9,993.86 | 1,547.49 | 10,588.17 | 594.31 | 5.95% | 20.95% | 47,700.35 | 50,198.06 |
| 56 St. Lucie | 19,158,602 | 6,769.83 | 2,830.00 | 7,135.70 | 365.87 | 5.40% | 15.25% | 44,393.99 | 46,381.29 |
| 57 Santa Rosa | 10,818,937 | 4,939.37 | 2,190.35 | 5,113.94 | 174.57 | 3.53% | 16.26% | 30,370.21 | 31,175.15 |
| 58 Sarasota | 23,180,193 | 10,075.87 | 2,300.56 | 10,373.89 | 298.02 | 2.96% | 22.54% | 44,707.01 | 45,637.78 |
| 59 Seminole | 20,309,858 | 14,294.03 | 1,420.86 | 14,928.46 | 634.43 | 4.44% | 21.14% | 67,605.38 | 69,901.86 |
| 60 Sumter | 3,866,523 | 1,718.53 | 2,249.90 | 1,758.36 | 39.83 | 2.32% | 19.31% | 8,900.78 | 9,126.05 |
| 61 Suwannee | 1,432,315 | 1,041.22 | 1,375.61 | 1,051.53 | 10.31 | 0.99% | 17.09% | 6,092.34 | 6,295.41 |
| 62 Taylor | 1,105,696 | 570.52 | 1,938.05 | 570.44 | (0.08) | -0.01% | 21.54% | 2,649.23 | 2,658.49 |
| 63 Union | 675,257 | 480.05 | 1,406.64 | 493.14 | 13.09 | 2.73% | 21.13% | 2,272.40 | 2,290.27 |
| 64 Volusia | 24,310,831 | 13,001.27 | 1,869.88 | 13,413.52 | 412.25 | 3.17% | 20.37% | 63,837.23 | 65,663.77 |
| 65 Wakulla | 1,886,468 | 1,081.64 | 1,744.08 | 1,102.45 | 20.81 | 1.92% | 21.33% | 5,071.75 | 5,184.76 |
| 66 Walton | 4,172,865 | 1,843.69 | 2,263.32 | 1,933.46 | 89.77 | 4.87% | 16.75% | 11,008.56 | 11,400.62 |
| 67 Washington | 754,021 | 701.80 | 1,074.41 | 710.02 | 8.22 | 1.17% | 21.31% | 3,292.95 | 3,345.91 |
| 69 FAMU Lab School | 54,012 | 32.25 | 1,674.79 | 32.25 | 0.00 | 0.00% | 5.26% | 612.80 | 612.80 |
| 70 FAU - Palm Beach | 130,364 | 69.04 | 1,888.24 | 69.04 | 0.00 | 0.00% | 5.35% | 1,289.62 | 1,301.15 |
| 71 FAU - St. Lucie | 222,724 | 152.65 | 1,459.05 | 152.65 | 0.00 | 0.00% | 10.70% | 1,426.55 | 1,457.32 |
| 72 FSU Lab - Broward | 168,429 | 165.79 | 1,015.92 | 165.79 | 0.00 | 0.00% | 23.46% | 706.84 | 706.84 |
| 73 FSU Lab - Leon | 353,520 | 177.54 | 1,991.21 | 177.54 | 0.00 | 0.00% | 9.92% | 1,789.79 | 1,789.79 |
| 74 UF Lab School | 421,347 | 176.00 | 2,394.02 | 176.00 | 0.00 | 0.00% | 14.29% | 1,231.96 | 1,231.96 |
| 75 Virtual School | 2,685,164 | 1,458.45 | 1,841.11 | 1,433.98 | (24.47) | -1.68% | 2.90% | 50,293.38 | 50,922.08 |
| State | 1,064,584,063 | 531,709.27 | 1,989.82 | 548,607.64 | 16,898.37 | 3.18% | 19.09% | 2,912,887.37 | 2,983,464.64 |

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 2

| District | Total | | 2021-22 ESE Guaranteed Allocation | Projected Increase (Decrease) Programs 111, 112 & 113 | Maximum Workload FTE | | Workload FTE | Workload Adjustment | ESE Guaranteed Allocation |
|----------------------|---------------|-------------------|--|--|-------------------------------------|-------------------------------------|-----------------|------------------------|---------------------------------|
| | FTE Change | Percent Change | | | Districts > 19.09% Prevalence | Districts < 19.09% Prevalence | | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 803.90 | 2.74% | 11,215,210 | 291.08 | 184.00 | 0.00 | 184.00 | 366,127 | 11,581,337 |
| 2 Baker | (16.90) | -0.35% | 1,276,820 | 2.86 | 0.00 | 217.18 | 2.86 | 5,691 | 1,282,511 |
| 3 Bay | 445.01 | 1.72% | 8,725,746 | 109.55 | 0.00 | 350.51 | 109.55 | 217,985 | 8,943,731 |
| 4 Bradford | 83.88 | 2.91% | 1,267,836 | 19.65 | 21.94 | 0.00 | 19.65 | 39,100 | 1,306,936 |
| 5 Brevard | 1,590.45 | 2.16% | 28,488,265 | 568.55 | 355.55 | 0.00 | 355.55 | 707,481 | 29,195,746 |
| 6 Broward | 1,332.29 | 0.51% | 98,587,382 | 603.26 | 0.00 | 4,511.43 | 603.26 | 1,200,379 | 99,787,761 |
| 7 Calhoun | 13.23 | 0.64% | 782,480 | 2.86 | 2.91 | 0.00 | 2.86 | 5,691 | 788,171 |
| 8 Charlotte | 404.33 | 2.47% | 6,419,736 | 139.27 | 90.13 | 0.00 | 90.13 | 179,342 | 6,599,078 |
| 9 Citrus | 254.50 | 1.62% | 7,501,581 | 68.68 | 0.00 | 291.33 | 68.68 | 136,661 | 7,638,242 |
| 10 Clay | 696.76 | 1.79% | 13,329,772 | 430.69 | 168.20 | 0.00 | 168.20 | 334,688 | 13,664,460 |
| 11 Collier | 1,056.44 | 2.23% | 23,174,934 | 213.00 | 0.00 | 883.65 | 213.00 | 423,832 | 23,598,766 |
| 12 Columbia | 230.07 | 2.27% | 4,077,866 | 66.28 | 0.00 | 180.39 | 66.28 | 131,885 | 4,209,751 |
| 13 Dade | 10,147.01 | 2.98% | 131,111,588 | 1,755.80 | 2,021.30 | 0.00 | 1,755.80 | 3,493,726 | 134,605,314 |
| 14 DeSoto | (28.75) | -0.62% | 1,944,905 | 14.18 | 0.00 | 157.49 | 14.18 | 28,216 | 1,973,121 |
| 15 Dixie | 42.53 | 2.00% | 713,472 | 25.93 | 9.46 | 0.00 | 9.46 | 18,824 | 732,296 |
| 16 Duval | 2,534.39 | 1.92% | 49,865,837 | 739.40 | 501.26 | 0.00 | 501.26 | 997,417 | 50,863,254 |
| 17 Escambia | 370.29 | 0.95% | 13,925,081 | 118.19 | 73.32 | 0.00 | 73.32 | 145,894 | 14,070,975 |
| 18 Flagler | 305.60 | 2.29% | 6,607,599 | 92.61 | 0.00 | 271.86 | 92.61 | 184,277 | 6,791,876 |
| 19 Franklin | (2.32) | -0.20% | 497,291 | (6.73) | 0.00 | 0.00 | (6.73) | (12,898) | 484,393 |
| 20 Gadsden | (32.16) | -0.68% | 1,623,284 | (4.50) | 0.00 | 109.52 | (4.50) | (9,313) | 1,613,971 |
| 21 Gilchrist | 98.26 | 3.56% | 1,058,604 | 21.09 | 21.43 | 0.00 | 21.09 | 41,965 | 1,100,569 |
| 22 Glades | (6.66) | -0.39% | 512,347 | (1.46) | 0.00 | 6.97 | (1.46) | (2,346) | 510,001 |
| 23 Gulf | (20.73) | -1.09% | 447,336 | (38.78) | 0.00 | 0.00 | (38.78) | (45,135) | 402,201 |
| 24 Hamilton | 12.02 | 0.73% | 515,830 | 6.56 | 0.00 | 118.99 | 6.56 | 13,053 | 528,883 |
| 25 Hardee | (12.17) | -0.25% | 1,879,106 | (2.79) | 0.00 | 165.05 | (2.79) | (6,760) | 1,872,346 |
| 26 Hendry | 445.18 | 3.34% | 3,717,176 | 47.33 | 0.00 | 830.80 | 47.33 | 94,178 | 3,811,354 |
| 27 Hernando | 1,325.46 | 5.45% | 10,899,727 | 487.67 | 0.00 | 590.35 | 487.67 | 970,376 | 11,870,103 |
| 28 Highlands | 204.31 | 1.63% | 4,452,991 | 41.87 | 0.00 | 164.98 | 41.87 | 83,314 | 4,536,305 |
| 29 Hillsborough | 5,780.70 | 2.59% | 81,822,654 | 1,468.70 | 0.00 | 2,645.98 | 1,468.70 | 2,922,449 | 84,745,103 |
| 30 Holmes | 79.31 | 2.58% | 1,020,817 | 9.96 | 0.00 | 142.28 | 9.96 | 19,819 | 1,040,636 |
| 31 Indian River | 96.22 | 0.56% | 6,119,529 | 43.51 | 0.00 | 175.18 | 43.51 | 86,577 | 6,206,106 |
| 32 Jackson | (82.66) | -1.42% | 2,307,318 | (5.81) | 0.00 | 32.80 | (5.81) | (12,610) | 2,294,708 |
| 33 Jefferson | 39.23 | 5.19% | 380,573 | 3.03 | 8.09 | 0.00 | 3.03 | 6,029 | 386,602 |
| 34 Lafayette | 6.12 | 0.53% | 377,700 | (0.62) | 1.45 | 0.00 | (0.62) | (855) | 376,845 |
| 35 Lake | 2,029.21 | 4.34% | 17,638,852 | 566.26 | 0.00 | 770.86 | 566.26 | 1,126,755 | 18,765,607 |
| 36 Lee | 2,698.89 | 2.78% | 35,377,829 | 362.04 | 0.00 | 5,479.78 | 362.04 | 720,394 | 36,098,223 |
| 37 Leon | 703.25 | 2.12% | 17,443,429 | 204.79 | 134.63 | 0.00 | 134.63 | 267,889 | 17,711,318 |
| 38 Levy | 81.70 | 1.46% | 1,954,215 | 27.12 | 17.09 | 0.00 | 17.09 | 34,006 | 1,988,221 |
| 39 Liberty | 21.46 | 1.69% | 489,305 | 5.26 | 4.27 | 0.00 | 4.27 | 8,497 | 497,802 |
| 40 Madison | 34.09 | 1.43% | 1,014,193 | 0.28 | 0.00 | 30.32 | 0.28 | 557 | 1,014,750 |
| 41 Manatee | 1,092.03 | 2.16% | 20,081,025 | 230.40 | 0.00 | 290.44 | 230.40 | 458,455 | 20,539,480 |
| 42 Marion | 1,087.76 | 2.46% | 14,790,025 | 285.65 | 0.00 | 1,242.26 | 285.65 | 568,392 | 15,358,417 |
| 43 Martin | 463.37 | 2.50% | 6,852,867 | 127.77 | 0.00 | 305.27 | 127.77 | 254,239 | 7,107,106 |
| 44 Monroe | 200.88 | 2.33% | 3,454,888 | 37.15 | 44.34 | 0.00 | 37.15 | 73,922 | 3,528,810 |
| 45 Nassau | 446.85 | 3.53% | 3,641,611 | 109.19 | 0.00 | 366.39 | 109.19 | 217,268 | 3,858,879 |
| 46 Okaloosa | 789.18 | 2.42% | 13,658,624 | 168.52 | 0.00 | 398.76 | 168.52 | 335,324 | 13,993,948 |
| 47 Okeechobee | 234.35 | 3.71% | 2,787,507 | 52.57 | 60.73 | 0.00 | 52.57 | 104,605 | 2,892,112 |
| 48 Orange | 5,396.40 | 2.58% | 56,561,292 | 964.66 | 0.00 | 11,929.74 | 964.66 | 1,919,500 | 58,480,792 |
| 49 Osceola | 3,696.87 | 4.93% | 22,465,066 | 780.12 | 0.00 | 4,111.26 | 780.12 | 1,552,298 | 24,017,364 |
| 50 Palm Beach | 3,796.46 | 1.99% | 68,240,490 | 953.55 | 761.30 | 0.00 | 761.30 | 1,514,850 | 69,755,340 |
| 51 Pasco | 3,875.75 | 4.75% | 31,426,755 | 926.66 | 0.00 | 1,807.04 | 926.66 | 1,843,887 | 33,270,642 |
| 52 Pinellas | (341.06) | -0.35% | 42,548,408 | 142.88 | 0.00 | 0.00 | 0.00 | 0 | 42,548,408 |
| 53 Polk | 3,916.63 | 3.49% | 43,006,338 | 973.15 | 0.00 | 1,777.58 | 973.15 | 1,936,393 | 44,942,731 |
| 54 Putnam | 129.82 | 1.27% | 3,330,469 | 12.55 | 30.16 | 0.00 | 12.55 | 24,972 | 3,355,441 |
| 55 St. Johns | 2,497.71 | 5.24% | 15,465,356 | 594.31 | 523.68 | 0.00 | 523.68 | 1,042,029 | 16,507,385 |
| 56 St. Lucie | 1,987.30 | 4.48% | 19,158,602 | 365.87 | 0.00 | 2,084.36 | 365.87 | 728,015 | 19,886,617 |
| 57 Santa Rosa | 804.94 | 2.65% | 10,818,937 | 174.57 | 0.00 | 1,011.97 | 174.57 | 347,363 | 11,166,300 |
| 58 Sarasota | 930.77 | 2.08% | 23,180,193 | 298.02 | 209.58 | 0.00 | 209.58 | 417,026 | 23,597,219 |
| 59 Seminole | 2,296.48 | 3.40% | 20,309,858 | 634.43 | 486.00 | 0.00 | 486.00 | 967,053 | 21,276,911 |
| 60 Sumter | 225.27 | 2.53% | 3,866,523 | 39.83 | 43.48 | 0.00 | 39.83 | 79,255 | 3,945,778 |
| 61 Suwannee | 203.07 | 3.33% | 1,432,315 | 10.31 | 0.00 | 160.57 | 10.31 | 20,515 | 1,452,830 |
| 62 Taylor | 9.26 | 0.35% | 1,105,696 | (0.08) | 2.00 | 0.00 | (0.08) | (155) | 1,105,541 |
| 63 Union | 17.87 | 0.79% | 675,257 | 13.09 | 3.79 | 0.00 | 3.79 | 7,541 | 682,798 |
| 64 Volusia | 1,826.54 | 2.86% | 24,310,831 | 412.25 | 371.84 | 0.00 | 371.84 | 739,895 | 25,050,726 |
| 65 Wakulla | 113.01 | 2.23% | 1,886,468 | 20.81 | 24.12 | 0.00 | 20.81 | 41,408 | 1,927,876 |
| 66 Walton | 392.06 | 3.56% | 4,172,865 | 89.77 | 0.00 | 332.69 | 89.77 | 178,626 | 4,351,491 |
| 67 Washington | 52.96 | 1.61% | 754,021 | 8.22 | 11.30 | 0.00 | 8.22 | 16,356 | 770,377 |
| 69 FAMU Lab School | 0.00 | 0.00% | 54,012 | 0.00 | 0.00 | 84.73 | 0.00 | 0 | 54,012 |
| 70 FAU - Palm Beach | 11.53 | 0.89% | 130,364 | 0.00 | 0.00 | 179.35 | 0.00 | 0 | 130,364 |
| 71 FAU - St. Lucie | 30.77 | 2.16% | 222,724 | 0.00 | 0.00 | 125.55 | 0.00 | 0 | 222,724 |
| 72 FSU Lab - Broward | 0.00 | 0.00% | 168,429 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 168,429 |
| 73 FSU Lab - Leon | 0.00 | 0.00% | 353,520 | 0.00 | 0.00 | 164.13 | 0.00 | 0 | 353,520 |
| 74 UF Lab School | 0.00 | 0.00% | 421,347 | 0.00 | 0.00 | 59.18 | 0.00 | 0 | 421,347 |
| 75 Virtual School | 628.70 | 1.25% | 2,685,164 | (24.47) | 0.00 | 8,262.58 | (24.47) | (45,052) | 2,640,112 |
| State | 70,577.27 | | 1,064,584,063 | 16,898.37 | 6,187.35 | 52,821.55 | 15,193.66 | 30,267,137 | 1,094,851,200 |

2022-23 FEFP Conference Calculation
 Federally Connected Students Supplement

| District | Student Allocation -1- | Exempt Property Allocation -2- | Total Allocation -3- |
|----------------------|---------------------------|-----------------------------------|-------------------------|
| 1 Alachua | 0 | 0 | 0 |
| 2 Baker | 0 | 0 | 0 |
| 3 Bay | 249,228 | 650,405 | 899,633 |
| 4 Bradford | 0 | 0 | 0 |
| 5 Brevard | 550,656 | 2,360,813 | 2,911,469 |
| 6 Broward | 0 | 0 | 0 |
| 7 Calhoun | 0 | 0 | 0 |
| 8 Charlotte | 0 | 0 | 0 |
| 9 Citrus | 0 | 0 | 0 |
| 10 Clay | 758,633 | 0 | 758,633 |
| 11 Collier | 0 | 0 | 0 |
| 12 Columbia | 0 | 0 | 0 |
| 13 Dade | 132,988 | 0 | 132,988 |
| 14 DeSoto | 0 | 0 | 0 |
| 15 Dixie | 0 | 0 | 0 |
| 16 Duval | 602,583 | 406,358 | 1,008,941 |
| 17 Escambia | 450,582 | 1,068,398 | 1,518,980 |
| 18 Flagler | 0 | 0 | 0 |
| 19 Franklin | 0 | 0 | 0 |
| 20 Gadsden | 0 | 0 | 0 |
| 21 Gilchrist | 0 | 0 | 0 |
| 22 Glades | 56,718 | 228,883 | 285,601 |
| 23 Gulf | 0 | 0 | 0 |
| 24 Hamilton | 0 | 0 | 0 |
| 25 Hardee | 0 | 0 | 0 |
| 26 Hendry | 0 | 0 | 0 |
| 27 Hernando | 0 | 0 | 0 |
| 28 Highlands | 0 | 0 | 0 |
| 29 Hillsborough | 1,102,396 | 337,394 | 1,439,790 |
| 30 Holmes | 0 | 0 | 0 |
| 31 Indian River | 0 | 0 | 0 |
| 32 Jackson | 0 | 0 | 0 |
| 33 Jefferson | 0 | 0 | 0 |
| 34 Lafayette | 0 | 0 | 0 |
| 35 Lake | 0 | 0 | 0 |
| 36 Lee | 75,306 | 0 | 75,306 |
| 37 Leon | 0 | 0 | 0 |
| 38 Levy | 0 | 0 | 0 |
| 39 Liberty | 0 | 0 | 0 |
| 40 Madison | 0 | 0 | 0 |
| 41 Manatee | 0 | 0 | 0 |
| 42 Marion | 0 | 0 | 0 |
| 43 Martin | 0 | 0 | 0 |
| 44 Monroe | 95,111 | 915,189 | 1,010,300 |
| 45 Nassau | 0 | 0 | 0 |
| 46 Okaloosa | 1,463,169 | 1,427,110 | 2,890,279 |
| 47 Okeechobee | 0 | 0 | 0 |
| 48 Orange | 0 | 0 | 0 |
| 49 Osceola | 0 | 0 | 0 |
| 50 Palm Beach | 25,789 | 0 | 25,789 |
| 51 Pasco | 0 | 0 | 0 |
| 52 Pinellas | 32,136 | 0 | 32,136 |
| 53 Polk | 0 | 0 | 0 |
| 54 Putnam | 0 | 0 | 0 |
| 55 St. Johns | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 0 | 0 |
| 57 Santa Rosa | 577,443 | 822,891 | 1,400,334 |
| 58 Sarasota | 0 | 0 | 0 |
| 59 Seminole | 0 | 0 | 0 |
| 60 Sumter | 0 | 0 | 0 |
| 61 Suwannee | 0 | 0 | 0 |
| 62 Taylor | 0 | 0 | 0 |
| 63 Union | 0 | 0 | 0 |
| 64 Volusia | 0 | 0 | 0 |
| 65 Wakulla | 0 | 0 | 0 |
| 66 Walton | 0 | 0 | 0 |
| 67 Washington | 0 | 0 | 0 |
| 69 FAMU Lab School | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 |
| State | 6,172,738 | 8,217,441 | 14,390,179 |

2022-23 FEFP Conference Calculation
Funding Compression Allocation

| District | 2021-22 | 2021-22 | 2021-22 | Col. 3 | 25% of Funding | Funding |
|----------------------|----------------|--------------|---------------|------------|----------------|-------------|
| | Total | Unweighted | Total Funding | Amount | Difference | |
| | Funding | FTE | Per FTE | Below | Capped at | Compression |
| | -1- | -2- | -3- | \$7,758.30 | \$100 Per FTE | -6- |
| 1 Alachua | 220,139,800 | 29,368.47 | 7,495.79 | 262.51 | 65.63 | 1,927,453 |
| 2 Baker | 38,058,088 | 4,854.76 | 7,839.33 | 0.00 | 0.00 | 0 |
| 3 Bay | 201,588,093 | 25,834.14 | 7,803.17 | 0.00 | 0.00 | 0 |
| 4 Bradford | 23,412,846 | 2,879.94 | 8,129.63 | 0.00 | 0.00 | 0 |
| 5 Brevard | 564,926,346 | 73,759.06 | 7,659.08 | 99.22 | 24.81 | 1,829,962 |
| 6 Broward | 2,032,921,147 | 262,289.18 | 7,750.69 | 7.61 | 1.90 | 498,349 |
| 7 Calhoun | 17,355,699 | 2,072.30 | 8,375.09 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 131,927,543 | 16,372.51 | 8,057.87 | 0.00 | 0.00 | 0 |
| 9 Citrus | 119,846,393 | 15,700.94 | 7,633.07 | 125.23 | 31.31 | 491,596 |
| 10 Clay | 292,839,225 | 38,820.59 | 7,543.40 | 214.90 | 53.73 | 2,085,830 |
| 11 Collier | 438,772,301 | 47,478.47 | 9,241.50 | 0.00 | 0.00 | 0 |
| 12 Columbia | 77,009,833 | 10,143.84 | 7,591.78 | 166.52 | 41.63 | 422,288 |
| 13 Dade | 2,681,959,658 | 340,648.40 | 7,873.10 | 0.00 | 0.00 | 0 |
| 14 DeSoto | 36,050,993 | 4,619.49 | 7,804.11 | 0.00 | 0.00 | 0 |
| 15 Dixie | 17,035,857 | 2,131.54 | 7,992.28 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,009,787,980 | 132,333.68 | 7,630.62 | 127.68 | 31.92 | 4,224,091 |
| 17 Escambia | 293,963,013 | 38,792.75 | 7,577.78 | 180.52 | 45.13 | 1,750,717 |
| 18 Flagler | 102,119,158 | 13,364.38 | 7,641.14 | 117.16 | 29.29 | 391,443 |
| 19 Franklin | 10,176,002 | 1,179.70 | 8,625.92 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 36,513,927 | 4,714.60 | 7,744.86 | 13.44 | 3.36 | 15,841 |
| 21 Gilchrist | 23,425,798 | 2,758.82 | 8,491.24 | 0.00 | 0.00 | 0 |
| 22 Glades | 14,470,261 | 1,713.49 | 8,444.91 | 0.00 | 0.00 | 0 |
| 23 Gulf | 15,982,030 | 1,903.11 | 8,397.85 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 13,271,760 | 1,637.35 | 8,105.63 | 0.00 | 0.00 | 0 |
| 25 Hardee | 37,989,875 | 4,939.10 | 7,691.66 | 66.64 | 16.66 | 82,285 |
| 26 Hendry | 94,777,153 | 13,326.22 | 7,112.08 | 646.22 | 100.00 | 1,332,622 |
| 27 Hernando | 183,855,009 | 24,336.31 | 7,554.76 | 203.54 | 50.89 | 1,238,475 |
| 28 Highlands | 95,060,445 | 12,530.86 | 7,586.11 | 172.19 | 43.05 | 539,454 |
| 29 Hillsborough | 1,712,781,447 | 223,611.75 | 7,659.62 | 98.68 | 24.67 | 5,516,502 |
| 30 Holmes | 24,888,076 | 3,079.98 | 8,080.60 | 0.00 | 0.00 | 0 |
| 31 Indian River | 134,912,447 | 17,219.39 | 7,834.91 | 0.00 | 0.00 | 0 |
| 32 Jackson | 46,813,787 | 5,823.47 | 8,038.81 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 7,184,110 | 755.75 | 9,505.93 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 9,752,008 | 1,151.79 | 8,466.83 | 0.00 | 0.00 | 0 |
| 35 Lake | 348,953,277 | 46,707.55 | 7,471.03 | 287.27 | 71.82 | 3,354,536 |
| 36 Lee | 779,633,100 | 97,209.16 | 8,020.16 | 0.00 | 0.00 | 0 |
| 37 Leon | 251,672,705 | 33,172.17 | 7,586.86 | 171.44 | 42.86 | 1,421,759 |
| 38 Levy | 45,323,069 | 5,605.42 | 8,085.58 | 0.00 | 0.00 | 0 |
| 39 Liberty | 11,043,110 | 1,270.09 | 8,694.75 | 0.00 | 0.00 | 0 |
| 40 Madison | 18,822,866 | 2,388.67 | 7,880.06 | 0.00 | 0.00 | 0 |
| 41 Manatee | 387,330,534 | 50,645.04 | 7,647.95 | 110.35 | 27.59 | 1,397,297 |
| 42 Marion | 332,992,207 | 44,274.12 | 7,521.15 | 237.15 | 59.29 | 2,625,013 |
| 43 Martin | 153,876,519 | 18,543.82 | 8,297.99 | 0.00 | 0.00 | 0 |
| 44 Monroe | 88,589,828 | 8,616.34 | 10,281.61 | 0.00 | 0.00 | 0 |
| 45 Nassau | 98,199,629 | 12,657.79 | 7,758.04 | 0.26 | 0.07 | 886 |
| 46 Okaloosa | 253,130,969 | 32,591.86 | 7,766.69 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 49,181,836 | 6,319.08 | 7,783.07 | 0.00 | 0.00 | 0 |
| 48 Orange | 1,610,112,114 | 209,157.20 | 7,698.10 | 60.20 | 15.05 | 3,147,816 |
| 49 Osceola | 565,100,243 | 75,055.39 | 7,529.11 | 229.19 | 57.30 | 4,300,674 |
| 50 Palm Beach | 1,567,565,970 | 190,767.03 | 8,217.17 | 0.00 | 0.00 | 0 |
| 51 Pasco | 627,196,486 | 81,675.00 | 7,679.17 | 79.13 | 19.78 | 1,615,532 |
| 52 Pinellas | 758,663,501 | 96,332.15 | 7,875.50 | 0.00 | 0.00 | 0 |
| 53 Polk | 844,291,563 | 112,267.81 | 7,520.34 | 237.96 | 59.49 | 6,678,812 |
| 54 Putnam | 78,979,263 | 10,232.43 | 7,718.52 | 39.78 | 9.94 | 101,710 |
| 55 St. Johns | 370,690,842 | 47,700.35 | 7,771.24 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 343,567,905 | 44,393.99 | 7,739.06 | 19.24 | 4.81 | 213,535 |
| 57 Santa Rosa | 231,045,101 | 30,370.21 | 7,607.62 | 150.68 | 37.67 | 1,144,046 |
| 58 Sarasota | 381,613,515 | 44,707.01 | 8,535.88 | 0.00 | 0.00 | 0 |
| 59 Seminole | 507,203,398 | 67,605.38 | 7,502.41 | 255.89 | 63.97 | 4,324,716 |
| 60 Sumter | 73,044,422 | 8,900.78 | 8,206.52 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 45,354,512 | 6,092.34 | 7,444.51 | 313.79 | 78.45 | 477,944 |
| 62 Taylor | 21,344,464 | 2,649.23 | 8,056.86 | 0.00 | 0.00 | 0 |
| 63 Union | 18,345,477 | 2,272.40 | 8,073.17 | 0.00 | 0.00 | 0 |
| 64 Volusia | 476,420,907 | 63,837.23 | 7,463.06 | 295.24 | 73.81 | 4,711,826 |
| 65 Wakulla | 38,720,709 | 5,071.75 | 7,634.59 | 123.71 | 30.93 | 156,869 |
| 66 Walton | 95,440,333 | 11,008.56 | 8,669.65 | 0.00 | 0.00 | 0 |
| 67 Washington | 27,192,422 | 3,292.95 | 8,257.77 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 5,372,437 | 612.80 | 8,767.03 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 10,882,016 | 1,289.62 | 8,438.16 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 10,820,309 | 1,426.55 | 7,584.95 | 173.35 | 43.34 | 61,827 |
| 72 FSU Lab - Broward | 6,269,714 | 706.84 | 8,870.06 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 14,114,477 | 1,789.79 | 7,886.11 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 10,196,084 | 1,231.96 | 8,276.31 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 279,187,001 | 50,293.38 | 5,551.17 | 0.00 | 0.00 | 0 |
| State | 22,599,052,942 | 2,912,887.37 | 7,758.30 | | | 58,081,706 |

2022-23 FEFP Conference Calculation
Funding Compression and Hold Harmless Allocation - Page 2

| District | 2020-21 District Cost Differential | 2022-23 District Cost Differential | Current DCD Amount Below Prior Year DCD | DCD Hold Harmless Index ¹ | 2022-23 Funded Weighted FTE | Hold Harmless Allocation ² | Funding Compression and Hold Harmless Allocation |
|----------------------|------------------------------------|------------------------------------|---|--------------------------------------|-----------------------------|---------------------------------------|--|
| District | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 32,704.37 | 0 | 1,927,453 |
| 2 Baker | 0.9722 | 0.9606 | 0.0116 | 0.0116 | 5,214.04 | 277,459 | 277,459 |
| 3 Bay | 0.9688 | 0.9687 | 0.0001 | 0.0001 | 30,222.70 | 13,864 | 13,864 |
| 4 Bradford | 0.9672 | 0.9513 | 0.0159 | 0.0159 | 3,172.97 | 231,435 | 231,435 |
| 5 Brevard | 0.9882 | 0.9904 | 0.0000 | 0.0000 | 82,969.19 | 0 | 1,829,962 |
| 6 Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 291,210.74 | 0 | 498,349 |
| 7 Calhoun | 0.9335 | 0.9222 | 0.0113 | 0.0113 | 2,291.26 | 118,773 | 118,773 |
| 8 Charlotte | 0.9891 | 0.9845 | 0.0046 | 0.0046 | 18,536.12 | 391,150 | 391,150 |
| 9 Citrus | 0.9464 | 0.9430 | 0.0034 | 0.0034 | 17,151.19 | 267,510 | 491,596 |
| 10 Clay | 0.9876 | 0.9798 | 0.0078 | 0.0078 | 42,750.95 | 1,529,703 | 2,085,830 |
| 11 Collier | 1.0512 | 1.0523 | 0.0000 | 0.0000 | 54,548.77 | 0 | 0 |
| 12 Columbia | 0.9458 | 0.9407 | 0.0051 | 0.0051 | 11,071.69 | 259,030 | 422,288 |
| 13 Dade | 1.0147 | 1.0166 | 0.0000 | 0.0000 | 384,564.25 | 0 | 0 |
| 14 DeSoto | 0.9784 | 0.9645 | 0.0139 | 0.0139 | 4,867.62 | 310,383 | 310,383 |
| 15 Dixie | 0.9396 | 0.9258 | 0.0138 | 0.0138 | 2,352.75 | 148,943 | 148,943 |
| 16 Duval | 1.0061 | 1.0058 | 0.0003 | 0.0003 | 146,868.26 | 202,123 | 4,224,091 |
| 17 Escambia | 0.9746 | 0.9746 | 0.0000 | 0.0000 | 42,566.13 | 0 | 1,750,717 |
| 18 Flagler | 0.9575 | 0.9560 | 0.0015 | 0.0015 | 14,762.30 | 101,581 | 391,443 |
| 19 Franklin | 0.9285 | 0.9275 | 0.0010 | 0.0010 | 1,278.98 | 5,867 | 5,867 |
| 20 Gadsden | 0.9515 | 0.9435 | 0.0080 | 0.0080 | 5,062.25 | 185,781 | 185,781 |
| 21 Gilchrist | 0.9541 | 0.9424 | 0.0117 | 0.0117 | 3,216.05 | 172,614 | 172,614 |
| 22 Glades | 0.9898 | 0.9734 | 0.0164 | 0.0164 | 1,812.33 | 136,348 | 136,348 |
| 23 Gulf | 0.9415 | 0.9389 | 0.0026 | 0.0026 | 2,074.20 | 24,739 | 24,739 |
| 24 Hamilton | 0.9223 | 0.9168 | 0.0055 | 0.0055 | 1,764.73 | 44,525 | 44,525 |
| 25 Hardee | 0.9662 | 0.9557 | 0.0105 | 0.0105 | 5,277.07 | 254,184 | 254,184 |
| 26 Hendry | 1.0016 | 0.9823 | 0.0193 | 0.0193 | 14,629.15 | 1,295,218 | 1,332,622 |
| 27 Hernando | 0.9675 | 0.9587 | 0.0088 | 0.0088 | 28,075.40 | 1,133,379 | 1,238,475 |
| 28 Highlands | 0.9569 | 0.9489 | 0.0080 | 0.0080 | 13,641.08 | 500,617 | 539,454 |
| 29 Hillsborough | 1.0047 | 1.0072 | 0.0000 | 0.0000 | 252,435.78 | 0 | 5,516,502 |
| 30 Holmes | 0.9394 | 0.9259 | 0.0135 | 0.0135 | 3,331.72 | 206,333 | 206,333 |
| 31 Indian River | 0.9999 | 0.9990 | 0.0009 | 0.0009 | 18,840.66 | 77,787 | 77,787 |
| 32 Jackson | 0.9270 | 0.9219 | 0.0051 | 0.0051 | 6,327.49 | 148,036 | 148,036 |
| 33 Jefferson | 0.9492 | 0.9396 | 0.0096 | 0.0096 | 862.00 | 37,962 | 37,962 |
| 34 Lafayette | 0.9253 | 0.9187 | 0.0066 | 0.0066 | 1,288.29 | 39,005 | 39,005 |
| 35 Lake | 0.9807 | 0.9746 | 0.0061 | 0.0061 | 52,667.89 | 1,473,813 | 3,354,536 |
| 36 Lee | 1.0217 | 1.0173 | 0.0044 | 0.0044 | 110,089.41 | 2,222,106 | 2,222,106 |
| 37 Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 36,693.63 | 0 | 1,421,759 |
| 38 Levy | 0.9536 | 0.9431 | 0.0105 | 0.0105 | 6,244.45 | 300,781 | 300,781 |
| 39 Liberty | 0.9346 | 0.9245 | 0.0101 | 0.0101 | 1,465.09 | 67,882 | 67,882 |
| 40 Madison | 0.9251 | 0.9189 | 0.0062 | 0.0062 | 2,578.80 | 73,346 | 73,346 |
| 41 Manatee | 0.9909 | 0.9937 | 0.0000 | 0.0000 | 56,120.69 | 0 | 1,397,297 |
| 42 Marion | 0.9479 | 0.9472 | 0.0007 | 0.0007 | 50,526.87 | 162,251 | 2,625,013 |
| 43 Martin | 1.0173 | 1.0164 | 0.0009 | 0.0009 | 21,266.57 | 87,802 | 87,802 |
| 44 Monroe | 1.0506 | 1.0516 | 0.0000 | 0.0000 | 9,621.37 | 0 | 0 |
| 45 Nassau | 0.9898 | 0.9870 | 0.0028 | 0.0028 | 14,127.70 | 181,466 | 181,466 |
| 46 Okaloosa | 0.9913 | 0.9900 | 0.0013 | 0.0013 | 36,443.52 | 217,335 | 217,335 |
| 47 Okeechobee | 0.9799 | 0.9638 | 0.0161 | 0.0161 | 6,990.86 | 516,325 | 516,325 |
| 48 Orange | 1.0074 | 1.0091 | 0.0000 | 0.0000 | 241,797.39 | 0 | 3,147,816 |
| 49 Osceola | 0.9888 | 0.9870 | 0.0018 | 0.0018 | 85,478.08 | 705,820 | 4,300,674 |
| 50 Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 218,086.59 | 0 | 0 |
| 51 Pasco | 0.9837 | 0.9813 | 0.0024 | 0.0024 | 94,312.45 | 1,038,357 | 1,615,532 |
| 52 Pinellas | 0.9986 | 1.0011 | 0.0000 | 0.0000 | 106,000.96 | 0 | 0 |
| 53 Polk | 0.9683 | 0.9704 | 0.0000 | 0.0000 | 125,663.56 | 0 | 6,678,812 |
| 54 Putnam | 0.9575 | 0.9455 | 0.0120 | 0.0120 | 11,153.76 | 614,001 | 614,001 |
| 55 St. Johns | 1.0058 | 1.0023 | 0.0035 | 0.0035 | 55,702.46 | 894,353 | 894,353 |
| 56 St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 50,091.89 | 1,953,228 | 1,953,228 |
| 57 Santa Rosa | 0.9710 | 0.9627 | 0.0083 | 0.0083 | 34,254.27 | 1,304,246 | 1,304,246 |
| 58 Sarasota | 1.0110 | 1.0153 | 0.0000 | 0.0000 | 51,186.83 | 0 | 0 |
| 59 Seminole | 0.9950 | 0.9951 | 0.0000 | 0.0000 | 75,921.97 | 0 | 4,324,716 |
| 60 Sumter | 0.9691 | 0.9708 | 0.0000 | 0.0000 | 9,983.53 | 0 | 0 |
| 61 Suwannee | 0.9313 | 0.9251 | 0.0062 | 0.0062 | 6,666.03 | 189,594 | 477,944 |
| 62 Taylor | 0.9251 | 0.9215 | 0.0036 | 0.0036 | 2,963.39 | 48,939 | 48,939 |
| 63 Union | 0.9574 | 0.9415 | 0.0159 | 0.0159 | 2,475.78 | 180,583 | 180,583 |
| 64 Volusia | 0.9664 | 0.9639 | 0.0025 | 0.0025 | 71,669.35 | 821,940 | 4,711,826 |
| 65 Wakulla | 0.9524 | 0.9470 | 0.0054 | 0.0054 | 5,604.48 | 138,834 | 156,869 |
| 66 Walton | 0.9824 | 0.9844 | 0.0000 | 0.0000 | 12,267.95 | 0 | 0 |
| 67 Washington | 0.9392 | 0.9303 | 0.0089 | 0.0089 | 3,747.72 | 153,011 | 153,011 |
| 69 FAMU Lab School | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 635.44 | 0 | 0 |
| 70 FAU - Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 1,332.61 | 0 | 0 |
| 71 FAU - St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 1,539.44 | 60,027 | 61,827 |
| 72 FSU Lab - Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 877.38 | 0 | 0 |
| 73 FSU Lab - Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 1,898.62 | 0 | 0 |
| 74 UF Lab School | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 1,292.58 | 0 | 0 |
| 75 Virtual School | 1.0000 | 1.0000 | 0.0000 | 0.0000 | 52,503.51 | 0 | 0 |

State 3,277,687.35 21,520,389 68,163,995

1. Amount Below Prior Year DCD (column 3) x 1.0
2. DCD Hold Harmless Index x WFTE x BSA (column 4 x column 5 x BSA)

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 1

| District | 2021-22 | 2022-23 | FTE Growth | FTE Growth x | Prorated Maintenance Allocation |
|----------------------|----------------|----------------|------------|---------------|---------------------------------|
| | Unweighted FTE | Unweighted FTE | | \$325.05 | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 261,308 | 2,111,931 |
| 2 Baker | 4,854.76 | 4,837.86 | 0.00 | 0 | 349,113 |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 144,651 | 1,857,772 |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 27,265 | 207,101 |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 516,976 | 5,304,126 |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 433,061 | 18,861,612 |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 4,300 | 149,022 |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 131,427 | 1,177,372 |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 82,725 | 1,129,078 |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 226,482 | 2,791,647 |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 343,396 | 3,414,249 |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 74,784 | 729,459 |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 3,298,286 | 24,496,543 |
| 14 DeSoto | 4,619.49 | 4,590.74 | 0.00 | 0 | 332,195 |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 13,824 | 153,282 |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 823,803 | 9,516,316 |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 120,363 | 2,789,645 |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 99,335 | 961,053 |
| 19 Franklin | 1,179.70 | 1,177.38 | 0.00 | 0 | 84,834 |
| 20 Gadsden | 4,714.60 | 4,682.44 | 0.00 | 0 | 339,034 |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 31,939 | 198,391 |
| 22 Glades | 1,713.49 | 1,706.83 | 0.00 | 0 | 123,220 |
| 23 Gulf | 1,903.11 | 1,882.38 | 0.00 | 0 | 136,856 |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 3,907 | 117,744 |
| 25 Hardee | 4,939.10 | 4,926.93 | 0.00 | 0 | 355,178 |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 144,706 | 958,309 |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 430,841 | 1,750,061 |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 66,411 | 901,113 |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 1,879,017 | 16,080,260 |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 25,780 | 221,486 |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 31,276 | 1,238,272 |
| 32 Jackson | 5,823.47 | 5,740.81 | 0.00 | 0 | 418,775 |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 12,752 | 54,347 |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 1,989 | 82,827 |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 659,595 | 3,358,811 |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 877,274 | 6,990,458 |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 228,591 | 2,385,461 |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 26,557 | 403,094 |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 6,976 | 91,334 |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 11,081 | 171,773 |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 354,964 | 3,641,962 |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 353,576 | 3,183,819 |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 150,618 | 1,333,514 |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 65,296 | 619,614 |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 145,249 | 910,241 |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 256,523 | 2,343,730 |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 76,175 | 454,415 |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 1,754,100 | 15,040,811 |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 1,201,668 | 5,397,347 |
| 50 Palm Beach | 190,767.03 | 194,563.49 | 3,796.46 | 1,234,039 | 13,718,346 |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 1,259,813 | 5,873,373 |
| 52 Pinellas | 96,332.15 | 95,991.09 | 0.00 | 0 | 6,927,391 |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 1,273,101 | 8,073,348 |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 42,198 | 735,830 |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 811,881 | 3,430,204 |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 645,972 | 3,192,439 |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 261,646 | 2,183,968 |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 302,547 | 3,214,949 |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 746,471 | 4,861,605 |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 73,224 | 640,069 |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 66,008 | 438,109 |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 3,010 | 190,510 |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 5,809 | 163,412 |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 593,717 | 4,590,632 |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 36,734 | 364,717 |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 127,439 | 791,642 |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 17,215 | 236,801 |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0 | 44,067 |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 3,748 | 92,739 |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 10,002 | 102,585 |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0 | 50,830 |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0 | 128,707 |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0 | 88,592 |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 204,359 | 3,616,673 |
| State | 2,912,887.37 | 2,983,464.64 | 71,120.68 | 23,117,780.00 | 209,470,145 |

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 2

| District | Dual Enrollment FTE | Dual Enrollment Allocation | ESE FTE | ESE Apps Allocation | Total Instructional Materials Allocation | Library Media Allocation | Science Lab Materials Allocation | Net Growth & Maintenance |
|----------------------|---------------------|----------------------------|------------|---------------------|--|--------------------------|----------------------------------|--------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 345.89 | 145,638 | 4,658.28 | 33,046 | 2,551,923 | 136,896 | 37,418 | 2,377,609 |
| 2 Baker | 35.62 | 14,998 | 703.84 | 4,993 | 369,104 | 19,800 | 5,412 | 343,892 |
| 3 Bay | 240.47 | 101,251 | 5,299.25 | 37,593 | 2,141,267 | 114,867 | 31,397 | 1,995,003 |
| 4 Bradford | 13.16 | 5,541 | 732.00 | 5,193 | 245,100 | 13,148 | 3,594 | 228,358 |
| 5 Brevard | 1,071.63 | 451,213 | 14,854.26 | 105,377 | 6,377,692 | 342,127 | 93,515 | 5,942,050 |
| 6 Broward | 2,267.25 | 954,632 | 41,638.05 | 295,384 | 20,544,689 | 1,102,106 | 301,242 | 19,141,341 |
| 7 Calhoun | 23.41 | 9,857 | 478.38 | 3,394 | 166,573 | 8,936 | 2,442 | 155,195 |
| 8 Charlotte | 336.03 | 141,486 | 3,611.01 | 25,617 | 1,475,902 | 79,174 | 21,641 | 1,375,087 |
| 9 Citrus | 131.57 | 55,398 | 2,419.49 | 17,164 | 1,284,365 | 68,899 | 18,832 | 1,196,634 |
| 10 Clay | 438.59 | 184,670 | 8,387.45 | 59,501 | 3,262,300 | 175,004 | 47,834 | 3,039,462 |
| 11 Collier | 705.00 | 296,842 | 7,888.92 | 55,965 | 4,110,452 | 220,502 | 60,271 | 3,829,679 |
| 12 Columbia | 90.94 | 38,291 | 1,863.27 | 13,218 | 855,752 | 45,906 | 12,548 | 797,298 |
| 13 Dade | 2,271.08 | 956,245 | 47,062.47 | 333,865 | 29,084,939 | 1,560,242 | 426,466 | 27,098,231 |
| 14 DeSoto | 68.81 | 28,973 | 719.35 | 5,103 | 366,271 | 19,648 | 5,370 | 341,253 |
| 15 Dixie | 18.24 | 7,680 | 508.88 | 3,610 | 178,396 | 9,570 | 2,616 | 166,210 |
| 16 Duval | 836.90 | 352,379 | 23,897.47 | 169,531 | 10,862,029 | 582,686 | 159,268 | 10,120,075 |
| 17 Escambia | 178.91 | 75,331 | 6,722.03 | 47,687 | 3,033,026 | 162,705 | 44,473 | 2,825,848 |
| 18 Flagler | 234.73 | 98,834 | 2,386.13 | 16,927 | 1,176,149 | 63,094 | 17,246 | 1,095,809 |
| 19 Franklin | 6.44 | 2,712 | 251.45 | 1,784 | 89,330 | 4,792 | 1,310 | 83,228 |
| 20 Gadsden | 23.86 | 10,046 | 802.08 | 5,690 | 354,770 | 19,031 | 5,202 | 330,537 |
| 21 Gilchrist | 27.76 | 11,688 | 622.97 | 4,419 | 246,437 | 13,220 | 3,613 | 229,604 |
| 22 Glades | 37.48 | 15,781 | 314.52 | 2,231 | 141,232 | 7,576 | 2,071 | 131,585 |
| 23 Gulf | 20.61 | 8,678 | 362.78 | 2,574 | 148,108 | 7,945 | 2,172 | 137,991 |
| 24 Hamilton | 17.27 | 7,272 | 204.11 | 1,448 | 130,371 | 6,994 | 1,912 | 121,465 |
| 25 Hardee | 69.10 | 29,095 | 738.52 | 5,239 | 389,512 | 20,895 | 5,711 | 362,906 |
| 26 Hendry | 163.90 | 69,011 | 1,782.96 | 12,649 | 1,184,675 | 63,551 | 17,371 | 1,103,753 |
| 27 Hernando | 154.93 | 65,234 | 4,665.80 | 33,100 | 2,279,236 | 122,268 | 33,420 | 2,123,548 |
| 28 Highlands | 189.04 | 79,596 | 2,127.33 | 15,092 | 1,062,212 | 56,982 | 15,575 | 989,655 |
| 29 Hillsborough | 1,276.96 | 537,668 | 36,493.31 | 258,887 | 18,755,832 | 1,006,144 | 275,013 | 17,474,675 |
| 30 Holmes | 24.51 | 10,320 | 467.58 | 3,317 | 260,903 | 13,996 | 3,825 | 243,082 |
| 31 Indian River | 252.33 | 106,244 | 2,902.75 | 20,592 | 1,396,384 | 74,908 | 20,475 | 1,301,001 |
| 32 Jackson | 60.90 | 25,642 | 1,072.90 | 7,611 | 452,028 | 24,249 | 6,628 | 421,151 |
| 33 Jefferson | 5.71 | 2,404 | 159.34 | 1,130 | 70,633 | 3,789 | 1,036 | 65,808 |
| 34 Lafayette | 41.29 | 17,385 | 246.90 | 1,752 | 103,953 | 5,576 | 1,524 | 96,853 |
| 35 Lake | 512.78 | 215,907 | 8,996.78 | 63,824 | 4,298,137 | 230,571 | 63,023 | 4,004,543 |
| 36 Lee | 862.63 | 363,213 | 12,205.85 | 86,589 | 8,317,534 | 446,189 | 121,958 | 7,749,387 |
| 37 Leon | 197.68 | 83,234 | 5,884.42 | 41,745 | 2,739,031 | 146,934 | 40,162 | 2,551,935 |
| 38 Levy | 60.29 | 25,385 | 1,075.49 | 7,630 | 462,666 | 24,819 | 6,784 | 431,063 |
| 39 Liberty | 13.70 | 5,768 | 283.88 | 2,014 | 106,092 | 5,691 | 1,556 | 98,845 |
| 40 Madison | 30.92 | 13,019 | 423.00 | 3,001 | 198,874 | 10,668 | 2,916 | 185,290 |
| 41 Manatee | 398.27 | 167,693 | 8,902.78 | 63,157 | 4,227,776 | 226,796 | 61,991 | 3,938,989 |
| 42 Marion | 236.43 | 99,550 | 7,437.50 | 52,762 | 3,689,707 | 197,932 | 54,101 | 3,437,674 |
| 43 Martin | 429.85 | 180,990 | 3,180.05 | 22,560 | 1,687,682 | 90,535 | 24,746 | 1,572,401 |
| 44 Monroe | 43.90 | 18,484 | 1,772.86 | 12,577 | 715,971 | 38,408 | 10,498 | 667,065 |
| 45 Nassau | 136.48 | 57,465 | 2,167.75 | 15,378 | 1,128,333 | 60,529 | 16,544 | 1,051,260 |
| 46 Okaloosa | 274.07 | 115,398 | 6,019.67 | 42,704 | 2,758,355 | 147,970 | 40,445 | 2,569,940 |
| 47 Okeechobee | 63.37 | 26,682 | 1,511.18 | 10,720 | 567,992 | 30,470 | 8,328 | 529,194 |
| 48 Orange | 2,319.79 | 976,754 | 26,574.83 | 188,524 | 17,960,189 | 963,462 | 263,346 | 16,733,381 |
| 49 Osceola | 750.97 | 316,198 | 10,974.96 | 77,857 | 6,993,070 | 375,139 | 102,538 | 6,515,393 |
| 50 Palm Beach | 596.00 | 250,948 | 33,278.48 | 236,080 | 15,439,413 | 828,237 | 226,385 | 14,384,791 |
| 51 Pasco | 770.30 | 324,337 | 14,340.18 | 101,731 | 7,559,254 | 405,511 | 110,840 | 7,042,903 |
| 52 Pinellas | 1,293.87 | 544,788 | 15,407.79 | 109,304 | 7,581,483 | 406,704 | 111,166 | 7,063,613 |
| 53 Polk | 1,314.15 | 553,327 | 18,658.17 | 132,363 | 10,032,139 | 538,167 | 147,099 | 9,346,873 |
| 54 Putnam | 58.93 | 24,813 | 2,241.40 | 15,901 | 818,742 | 43,921 | 12,005 | 762,816 |
| 55 St. Johns | 336.20 | 141,558 | 8,957.35 | 63,544 | 4,447,187 | 238,566 | 65,208 | 4,143,413 |
| 56 St. Lucie | 588.72 | 247,882 | 6,714.15 | 47,631 | 4,133,924 | 221,762 | 60,615 | 3,851,547 |
| 57 Santa Rosa | 402.70 | 169,558 | 4,807.66 | 34,106 | 2,649,278 | 142,119 | 38,846 | 2,468,313 |
| 58 Sarasota | 526.65 | 221,747 | 8,157.52 | 57,870 | 3,797,113 | 203,694 | 55,676 | 3,537,743 |
| 59 Seminole | 400.68 | 168,707 | 11,745.69 | 83,325 | 5,860,108 | 314,362 | 85,925 | 5,459,821 |
| 60 Sumter | 91.83 | 38,665 | 1,594.87 | 11,314 | 763,272 | 40,945 | 11,192 | 711,135 |
| 61 Suwannee | 80.97 | 34,093 | 1,003.07 | 7,116 | 545,326 | 29,254 | 7,996 | 508,076 |
| 62 Taylor | 30.53 | 12,855 | 575.33 | 4,081 | 210,456 | 11,290 | 3,086 | 196,080 |
| 63 Union | 13.07 | 5,503 | 454.78 | 3,226 | 177,950 | 9,546 | 2,609 | 165,795 |
| 64 Volusia | 532.53 | 224,223 | 12,470.28 | 88,465 | 5,497,037 | 294,885 | 80,602 | 5,121,550 |
| 65 Wakulla | 148.19 | 62,396 | 1,107.56 | 7,857 | 471,704 | 25,304 | 6,916 | 439,484 |
| 66 Walton | 259.49 | 109,259 | 1,808.74 | 12,831 | 1,041,171 | 55,853 | 15,266 | 970,052 |
| 67 Washington | 68.23 | 28,728 | 739.31 | 5,245 | 287,989 | 15,449 | 4,223 | 268,317 |
| 69 FAMU Lab School | 3.21 | 1,352 | 27.00 | 192 | 45,611 | 2,447 | 669 | 42,495 |
| 70 FAU - Palm Beach | 571.20 | 240,505 | 69.04 | 490 | 337,482 | 18,104 | 4,948 | 314,430 |
| 71 FAU - St. Lucie | 0.00 | 0 | 151.68 | 1,076 | 113,663 | 6,097 | 1,667 | 105,899 |
| 72 FSU Lab - Broward | 0.00 | 0 | 99.07 | 703 | 51,533 | 2,764 | 756 | 48,013 |
| 73 FSU Lab - Leon | 46.01 | 19,373 | 124.73 | 885 | 148,965 | 7,991 | 2,184 | 138,790 |
| 74 UF Lab School | 30.28 | 12,749 | 116.07 | 823 | 102,164 | 5,481 | 1,498 | 95,185 |
| 75 Virtual School | 83.45 | 35,137 | 884.38 | 6,274 | 3,862,443 | 0 | 0 | 3,862,443 |
| State | 26,258.64 | 11,056,278 | 469,991.13 | 3,334,158 | 246,978,361 | 13,041,792 | 3,564,756 | 230,371,813 |

2022-23 FEFP Conference Calculation
Mental Health Assistance Allocation

| District | Minimum Mental Health Assistance Allocation | 2022-23 UFTE | Mental Health UFTE Allocation | Total Mental Health Assistance Allocation |
|----------------------|---|--------------|-------------------------------|---|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 100,000 | 30,172.37 | 1,341,010 | 1,441,010 |
| 2 Baker | 100,000 | 4,837.86 | 215,019 | 315,019 |
| 3 Bay | 100,000 | 26,279.15 | 1,167,976 | 1,267,976 |
| 4 Bradford | 100,000 | 2,963.82 | 131,727 | 231,727 |
| 5 Brevard | 100,000 | 75,349.51 | 3,348,907 | 3,448,907 |
| 6 Broward | 100,000 | 263,621.47 | 11,716,649 | 11,816,649 |
| 7 Calhoun | 100,000 | 2,085.53 | 92,691 | 192,691 |
| 8 Charlotte | 100,000 | 16,776.84 | 745,646 | 845,646 |
| 9 Citrus | 100,000 | 15,955.44 | 709,139 | 809,139 |
| 10 Clay | 100,000 | 39,517.35 | 1,756,347 | 1,856,347 |
| 11 Collier | 100,000 | 48,534.91 | 2,157,133 | 2,257,133 |
| 12 Columbia | 100,000 | 10,373.91 | 461,068 | 561,068 |
| 13 Dade | 100,000 | 350,795.41 | 15,591,092 | 15,691,092 |
| 14 DeSoto | 100,000 | 4,590.74 | 204,035 | 304,035 |
| 15 Dixie | 100,000 | 2,174.07 | 96,626 | 196,626 |
| 16 Duval | 100,000 | 134,868.07 | 5,994,208 | 6,094,208 |
| 17 Escambia | 100,000 | 39,163.04 | 1,740,600 | 1,840,600 |
| 18 Flagler | 100,000 | 13,669.98 | 607,562 | 707,562 |
| 19 Franklin | 100,000 | 1,177.38 | 52,329 | 152,329 |
| 20 Gadsden | 100,000 | 4,682.44 | 208,111 | 308,111 |
| 21 Gilchrist | 100,000 | 2,857.08 | 126,983 | 226,983 |
| 22 Glades | 100,000 | 1,706.83 | 75,860 | 175,860 |
| 23 Gulf | 100,000 | 1,882.38 | 83,662 | 183,662 |
| 24 Hamilton | 100,000 | 1,649.37 | 73,306 | 173,306 |
| 25 Hardee | 100,000 | 4,926.93 | 218,977 | 318,977 |
| 26 Hendry | 100,000 | 13,771.40 | 612,069 | 712,069 |
| 27 Hernando | 100,000 | 25,661.77 | 1,140,537 | 1,240,537 |
| 28 Highlands | 100,000 | 12,735.17 | 566,014 | 666,014 |
| 29 Hillsborough | 100,000 | 229,392.45 | 10,195,341 | 10,295,341 |
| 30 Holmes | 100,000 | 3,159.29 | 140,415 | 240,415 |
| 31 Indian River | 100,000 | 17,315.61 | 769,592 | 869,592 |
| 32 Jackson | 100,000 | 5,740.81 | 255,150 | 355,150 |
| 33 Jefferson | 100,000 | 794.98 | 35,333 | 135,333 |
| 34 Lafayette | 100,000 | 1,157.91 | 51,463 | 151,463 |
| 35 Lake | 100,000 | 48,736.76 | 2,166,104 | 2,266,104 |
| 36 Lee | 100,000 | 99,908.05 | 4,440,410 | 4,540,410 |
| 37 Leon | 100,000 | 33,875.42 | 1,505,592 | 1,605,592 |
| 38 Levy | 100,000 | 5,687.12 | 252,764 | 352,764 |
| 39 Liberty | 100,000 | 1,291.55 | 57,403 | 157,403 |
| 40 Madison | 100,000 | 2,422.76 | 107,680 | 207,680 |
| 41 Manatee | 100,000 | 51,737.07 | 2,299,453 | 2,399,453 |
| 42 Marion | 100,000 | 45,361.88 | 2,016,107 | 2,116,107 |
| 43 Martin | 100,000 | 19,007.19 | 844,774 | 944,774 |
| 44 Monroe | 100,000 | 8,817.22 | 391,881 | 491,881 |
| 45 Nassau | 100,000 | 13,104.64 | 582,435 | 682,435 |
| 46 Okaloosa | 100,000 | 33,381.04 | 1,483,619 | 1,583,619 |
| 47 Okeechobee | 100,000 | 6,553.43 | 291,267 | 391,267 |
| 48 Orange | 100,000 | 214,553.60 | 9,535,829 | 9,635,829 |
| 49 Osceola | 100,000 | 78,752.26 | 3,500,142 | 3,600,142 |
| 50 Palm Beach | 100,000 | 194,563.49 | 8,647,369 | 8,747,369 |
| 51 Pasco | 100,000 | 85,550.75 | 3,802,301 | 3,902,301 |
| 52 Pinellas | 100,000 | 95,991.09 | 4,266,321 | 4,366,321 |
| 53 Polk | 100,000 | 116,184.44 | 5,163,814 | 5,263,814 |
| 54 Putnam | 100,000 | 10,362.25 | 460,550 | 560,550 |
| 55 St. Johns | 100,000 | 50,198.06 | 2,231,051 | 2,331,051 |
| 56 St. Lucie | 100,000 | 46,381.29 | 2,061,415 | 2,161,415 |
| 57 Santa Rosa | 100,000 | 31,175.15 | 1,385,579 | 1,485,579 |
| 58 Sarasota | 100,000 | 45,637.78 | 2,028,370 | 2,128,370 |
| 59 Seminole | 100,000 | 69,901.86 | 3,106,786 | 3,206,786 |
| 60 Sumter | 100,000 | 9,126.05 | 405,607 | 505,607 |
| 61 Suwannee | 100,000 | 6,295.41 | 279,799 | 379,799 |
| 62 Taylor | 100,000 | 2,658.49 | 118,157 | 218,157 |
| 63 Union | 100,000 | 2,290.27 | 101,791 | 201,791 |
| 64 Volusia | 100,000 | 65,663.77 | 2,918,424 | 3,018,424 |
| 65 Wakulla | 100,000 | 5,184.76 | 230,437 | 330,437 |
| 66 Walton | 100,000 | 11,400.62 | 506,700 | 606,700 |
| 67 Washington | 100,000 | 3,345.91 | 148,709 | 248,709 |
| 69 FAMU Lab School | 100,000 | 612.80 | 27,236 | 127,236 |
| 70 FAU - Palm Beach | 100,000 | 1,301.15 | 57,830 | 157,830 |
| 71 FAU - St. Lucie | 100,000 | 1,457.32 | 64,771 | 164,771 |
| 72 FSU Lab - Broward | 100,000 | 706.84 | 31,415 | 131,415 |
| 73 FSU Lab - Leon | 100,000 | 1,789.79 | 79,547 | 179,547 |
| 74 UF Lab School | 100,000 | 1,231.96 | 54,754 | 154,754 |
| 75 Virtual School | 100,000 | 50,922.08 | 2,263,230 | 2,363,230 |
| State | 7,400,000 | 2,983,464.64 | 132,600,000 | 140,000,000 |

2022-23 FEFP Conference Calculation
Reading Allocation

| District | Minimum Reading Allocation | FEFP Base Funding | Reading Base Allocation | Total Reading Allocation |
|----------------------|----------------------------|-------------------|-------------------------|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 115,000 | 146,967,455 | 1,578,170 | 1,693,170 |
| 2 Baker | 115,000 | 22,976,483 | 246,727 | 361,727 |
| 3 Bay | 115,000 | 134,304,069 | 1,442,187 | 1,557,187 |
| 4 Bradford | 115,000 | 13,846,821 | 148,690 | 263,690 |
| 5 Brevard | 115,000 | 376,958,979 | 4,047,871 | 4,162,871 |
| 6 Broward | 115,000 | 1,362,083,792 | 14,626,364 | 14,741,364 |
| 7 Calhoun | 115,000 | 9,693,176 | 104,088 | 219,088 |
| 8 Charlotte | 115,000 | 83,714,592 | 898,946 | 1,013,946 |
| 9 Citrus | 115,000 | 74,194,645 | 796,719 | 911,719 |
| 10 Clay | 115,000 | 192,154,171 | 2,063,395 | 2,178,395 |
| 11 Collier | 115,000 | 263,324,424 | 2,827,637 | 2,942,637 |
| 12 Columbia | 115,000 | 47,778,408 | 513,055 | 628,055 |
| 13 Dade | 115,000 | 1,793,434,931 | 19,258,310 | 19,373,310 |
| 14 DeSoto | 115,000 | 21,537,015 | 231,269 | 346,269 |
| 15 Dixie | 115,000 | 9,992,164 | 107,298 | 222,298 |
| 16 Duval | 115,000 | 677,651,168 | 7,276,771 | 7,391,771 |
| 17 Escambia | 115,000 | 190,308,061 | 2,043,571 | 2,158,571 |
| 18 Flagler | 115,000 | 64,740,870 | 695,202 | 810,202 |
| 19 Franklin | 115,000 | 5,441,822 | 58,436 | 173,436 |
| 20 Gadsden | 115,000 | 21,910,491 | 235,280 | 350,280 |
| 21 Gilchrist | 115,000 | 13,903,517 | 149,299 | 264,299 |
| 22 Glades | 115,000 | 8,092,734 | 86,902 | 201,902 |
| 23 Gulf | 115,000 | 8,933,807 | 95,933 | 210,933 |
| 24 Hamilton | 115,000 | 7,421,975 | 79,699 | 194,699 |
| 25 Hardee | 115,000 | 23,135,615 | 248,435 | 363,435 |
| 26 Hendry | 115,000 | 65,921,920 | 707,884 | 822,884 |
| 27 Hernando | 115,000 | 123,473,935 | 1,325,891 | 1,440,891 |
| 28 Highlands | 115,000 | 59,379,401 | 637,629 | 752,629 |
| 29 Hillsborough | 115,000 | 1,166,361,669 | 12,524,655 | 12,639,655 |
| 30 Holmes | 115,000 | 14,151,393 | 151,961 | 266,961 |
| 31 Indian River | 115,000 | 86,343,214 | 927,173 | 1,042,173 |
| 32 Jackson | 115,000 | 26,759,741 | 287,352 | 402,352 |
| 33 Jefferson | 115,000 | 3,715,497 | 39,898 | 154,898 |
| 34 Lafayette | 115,000 | 5,429,427 | 58,302 | 173,302 |
| 35 Lake | 115,000 | 235,471,819 | 2,528,550 | 2,643,550 |
| 36 Lee | 115,000 | 513,761,077 | 5,516,883 | 5,631,883 |
| 37 Leon | 115,000 | 163,581,498 | 1,756,575 | 1,871,575 |
| 38 Levy | 115,000 | 27,015,845 | 290,102 | 405,102 |
| 39 Liberty | 115,000 | 6,213,522 | 66,722 | 181,722 |
| 40 Madison | 115,000 | 10,870,575 | 116,731 | 231,731 |
| 41 Manatee | 115,000 | 255,826,130 | 2,747,119 | 2,862,119 |
| 42 Marion | 115,000 | 219,548,611 | 2,357,563 | 2,472,563 |
| 43 Martin | 115,000 | 99,158,219 | 1,064,783 | 1,179,783 |
| 44 Monroe | 115,000 | 46,414,546 | 498,410 | 613,410 |
| 45 Nassau | 115,000 | 63,966,889 | 686,891 | 801,891 |
| 46 Okaloosa | 115,000 | 165,509,194 | 1,777,275 | 1,892,275 |
| 47 Okeechobee | 115,000 | 30,908,942 | 331,907 | 446,907 |
| 48 Orange | 115,000 | 1,119,315,261 | 12,019,460 | 12,134,460 |
| 49 Osceola | 115,000 | 387,024,556 | 4,155,957 | 4,270,957 |
| 50 Palm Beach | 115,000 | 1,044,270,152 | 11,213,609 | 11,328,609 |
| 51 Pasco | 115,000 | 424,558,398 | 4,559,004 | 4,674,004 |
| 52 Pinellas | 115,000 | 486,803,700 | 5,227,408 | 5,342,408 |
| 53 Polk | 115,000 | 559,405,532 | 6,007,023 | 6,122,023 |
| 54 Putnam | 115,000 | 48,378,171 | 519,496 | 634,496 |
| 55 St. Johns | 115,000 | 256,117,183 | 2,750,244 | 2,865,244 |
| 56 St. Lucie | 115,000 | 228,297,891 | 2,451,514 | 2,566,514 |
| 57 Santa Rosa | 115,000 | 151,276,789 | 1,624,444 | 1,739,444 |
| 58 Sarasota | 115,000 | 238,407,125 | 2,560,070 | 2,675,070 |
| 59 Seminole | 115,000 | 346,577,851 | 3,721,631 | 3,836,631 |
| 60 Sumter | 115,000 | 44,461,131 | 477,434 | 592,434 |
| 61 Suwannee | 115,000 | 28,289,323 | 303,777 | 418,777 |
| 62 Taylor | 115,000 | 12,527,106 | 134,519 | 249,519 |
| 63 Union | 115,000 | 10,692,986 | 114,824 | 229,824 |
| 64 Volusia | 115,000 | 316,907,163 | 3,403,021 | 3,518,021 |
| 65 Wakulla | 115,000 | 24,347,362 | 261,448 | 376,448 |
| 66 Walton | 115,000 | 55,400,057 | 594,898 | 709,898 |
| 67 Washington | 115,000 | 15,993,988 | 171,747 | 286,747 |
| 69 FAMU Lab School | 115,000 | 2,832,814 | 30,419 | 145,419 |
| 70 FAU - Palm Beach | 115,000 | 6,380,974 | 68,520 | 183,520 |
| 71 FAU - St. Lucie | 115,000 | 7,016,124 | 75,341 | 190,341 |
| 72 FSU Lab - Broward | 115,000 | 4,103,781 | 44,067 | 159,067 |
| 73 FSU Lab - Leon | 115,000 | 8,464,115 | 90,890 | 205,890 |
| 74 UF Lab School | 115,000 | 5,808,618 | 62,374 | 177,374 |
| 75 Virtual School | 115,000 | 240,854,602 | 2,586,351 | 2,701,351 |
| State | 8,510,000 | 15,038,797,002 | 161,490,000 | 170,000,000 |

2022-23 FEFP Conference Calculation
Safe Schools Allocation

| District | Allocation | Crime | Allocation | 2022-23 | Allocation | Total |
|----------------------|------------|---------|------------|--------------|-------------|-------------|
| | Minimum | Index | Based on | Nonvirtual | Based on | Safe |
| | -1- | -2- | Crime | Unweighted | Unweighted | Schools |
| | | | Index | FTE | FTE | Allocation |
| | | | -3- | -4- | -5- | -6- |
| 1 Alachua | 250,000 | 8,714 | 1,186,304 | 29,510.37 | 1,315,939 | 2,752,243 |
| 2 Baker | 250,000 | 406 | 55,272 | 4,836.27 | 215,661 | 520,933 |
| 3 Bay | 250,000 | 5,446 | 741,406 | 25,972.94 | 1,158,196 | 2,149,602 |
| 4 Bradford | 250,000 | 371 | 50,507 | 2,927.36 | 130,538 | 431,045 |
| 5 Brevard | 250,000 | 12,950 | 1,762,984 | 74,351.82 | 3,315,527 | 5,328,511 |
| 6 Broward | 250,000 | 47,045 | 6,404,600 | 262,581.95 | 11,709,162 | 18,363,762 |
| 7 Calhoun | 250,000 | 159 | 21,646 | 2,003.00 | 89,319 | 360,965 |
| 8 Charlotte | 250,000 | 1,943 | 264,516 | 16,566.51 | 738,741 | 1,253,257 |
| 9 Citrus | 250,000 | 2,333 | 317,609 | 15,562.88 | 693,986 | 1,261,595 |
| 10 Clay | 250,000 | 3,322 | 452,250 | 38,712.93 | 1,726,303 | 2,428,553 |
| 11 Collier | 250,000 | 4,682 | 637,397 | 48,036.93 | 2,142,083 | 3,029,480 |
| 12 Columbia | 250,000 | 1,849 | 251,719 | 10,211.15 | 455,340 | 957,059 |
| 13 Dade | 250,000 | 79,764 | 10,858,890 | 347,005.06 | 15,473,793 | 26,582,683 |
| 14 DeSoto | 250,000 | 736 | 100,197 | 4,525.51 | 201,803 | 552,000 |
| 15 Dixie | 250,000 | 262 | 35,668 | 2,160.33 | 96,334 | 382,002 |
| 16 Duval | 250,000 | 34,452 | 4,690,217 | 131,218.85 | 5,851,365 | 10,791,582 |
| 17 Escambia | 250,000 | 10,298 | 1,401,946 | 38,805.31 | 1,730,422 | 3,382,368 |
| 18 Flagler | 250,000 | 1,139 | 155,061 | 13,434.98 | 599,098 | 1,004,159 |
| 19 Franklin | 250,000 | 243 | 33,081 | 1,127.52 | 50,279 | 333,360 |
| 20 Gadsden | 250,000 | 498 | 67,797 | 4,646.28 | 207,189 | 524,986 |
| 21 Gilchrist | 250,000 | 121 | 16,473 | 2,804.13 | 125,043 | 391,516 |
| 22 Glades | 250,000 | 128 | 17,426 | 1,694.34 | 75,555 | 342,981 |
| 23 Gulf | 250,000 | 248 | 33,762 | 1,865.59 | 83,191 | 366,953 |
| 24 Hamilton | 250,000 | 324 | 44,109 | 1,602.43 | 71,456 | 365,565 |
| 25 Hardee | 250,000 | 574 | 78,143 | 4,882.15 | 217,707 | 545,850 |
| 26 Hendry | 250,000 | 868 | 118,168 | 7,388.14 | 329,455 | 697,623 |
| 27 Hernando | 250,000 | 2,785 | 379,144 | 25,161.48 | 1,122,011 | 1,751,155 |
| 28 Highlands | 250,000 | 2,185 | 297,461 | 12,377.32 | 551,935 | 1,099,396 |
| 29 Hillsborough | 250,000 | 20,705 | 2,818,732 | 222,510.66 | 9,922,287 | 12,991,019 |
| 30 Holmes | 250,000 | 248 | 33,762 | 3,084.59 | 137,549 | 421,311 |
| 31 Indian River | 250,000 | 2,099 | 285,753 | 17,175.29 | 765,888 | 1,301,641 |
| 32 Jackson | 250,000 | 374 | 50,915 | 5,670.54 | 252,863 | 553,778 |
| 33 Jefferson | 250,000 | 346 | 47,104 | 788.62 | 35,166 | 332,270 |
| 34 Lafayette | 250,000 | 47 | 6,398 | 1,155.09 | 51,508 | 307,906 |
| 35 Lake | 250,000 | 6,341 | 863,249 | 47,906.37 | 2,136,261 | 3,249,510 |
| 36 Lee | 250,000 | 10,218 | 1,391,055 | 98,852.70 | 4,408,080 | 6,049,135 |
| 37 Leon | 250,000 | 9,163 | 1,247,430 | 33,276.27 | 1,483,869 | 2,981,299 |
| 38 Levy | 250,000 | 1,095 | 149,071 | 5,627.81 | 250,958 | 650,029 |
| 39 Liberty | 250,000 | 60 | 8,168 | 1,279.50 | 57,056 | 315,224 |
| 40 Madison | 250,000 | 294 | 40,024 | 2,411.54 | 107,536 | 397,560 |
| 41 Manatee | 250,000 | 8,064 | 1,097,815 | 51,559.42 | 2,299,159 | 3,646,974 |
| 42 Marion | 250,000 | 7,569 | 1,030,427 | 44,547.99 | 1,986,502 | 3,266,929 |
| 43 Martin | 250,000 | 2,132 | 290,246 | 19,007.19 | 847,576 | 1,387,822 |
| 44 Monroe | 250,000 | 1,277 | 173,848 | 8,761.71 | 390,706 | 814,554 |
| 45 Nassau | 250,000 | 1,192 | 162,276 | 12,911.44 | 575,752 | 988,028 |
| 46 Okaloosa | 250,000 | 3,723 | 506,841 | 32,699.64 | 1,458,156 | 2,214,997 |
| 47 Okeechobee | 250,000 | 1,245 | 169,491 | 6,420.06 | 286,286 | 705,777 |
| 48 Orange | 250,000 | 39,690 | 5,403,307 | 209,817.19 | 9,356,255 | 15,009,562 |
| 49 Osceola | 250,000 | 7,433 | 1,011,912 | 77,009.79 | 3,434,052 | 4,695,964 |
| 50 Palm Beach | 250,000 | 33,719 | 4,590,428 | 193,837.37 | 8,643,676 | 13,484,104 |
| 51 Pasco | 250,000 | 8,620 | 1,173,507 | 83,209.46 | 3,710,510 | 5,134,017 |
| 52 Pinellas | 250,000 | 22,163 | 3,017,221 | 95,445.41 | 4,256,141 | 7,523,362 |
| 53 Polk | 250,000 | 12,117 | 1,649,581 | 115,080.50 | 5,131,717 | 7,031,298 |
| 54 Putnam | 250,000 | 1,498 | 203,934 | 10,248.07 | 456,986 | 910,920 |
| 55 St. Johns | 250,000 | 2,566 | 349,329 | 49,342.84 | 2,200,316 | 2,799,645 |
| 56 St. Lucie | 250,000 | 4,497 | 612,211 | 45,927.27 | 2,048,008 | 2,910,219 |
| 57 Santa Rosa | 250,000 | 1,731 | 235,654 | 29,487.40 | 1,314,914 | 1,800,568 |
| 58 Sarasota | 250,000 | 7,621 | 1,037,506 | 45,431.21 | 2,025,887 | 3,313,393 |
| 59 Seminole | 250,000 | 7,397 | 1,007,011 | 67,936.38 | 3,029,447 | 4,286,458 |
| 60 Sumter | 250,000 | 1,246 | 169,628 | 9,054.22 | 403,750 | 823,378 |
| 61 Suwannee | 250,000 | 913 | 124,294 | 6,085.37 | 271,361 | 645,655 |
| 62 Taylor | 250,000 | 689 | 93,799 | 2,635.11 | 117,506 | 461,305 |
| 63 Union | 250,000 | 134 | 18,242 | 2,290.27 | 102,129 | 370,371 |
| 64 Volusia | 250,000 | 10,956 | 1,491,525 | 63,698.14 | 2,840,454 | 4,581,979 |
| 65 Wakulla | 250,000 | 503 | 68,477 | 5,183.46 | 231,143 | 549,620 |
| 66 Walton | 250,000 | 984 | 133,960 | 11,297.35 | 503,776 | 887,736 |
| 67 Washington | 250,000 | 291 | 39,616 | 3,309.53 | 147,580 | 437,196 |
| 69 FAMU Lab School | 250,000 | 0 | 0 | 612.80 | 27,326 | 277,326 |
| 70 FAU - Palm Beach | 250,000 | 0 | 0 | 1,301.15 | 58,021 | 308,021 |
| 71 FAU - St. Lucie | 250,000 | 0 | 0 | 1,457.32 | 64,985 | 314,985 |
| 72 FSU Lab - Broward | 250,000 | 0 | 0 | 706.84 | 31,520 | 281,520 |
| 73 FSU Lab - Leon | 250,000 | 0 | 0 | 1,788.64 | 79,760 | 329,760 |
| 74 UF Lab School | 250,000 | 0 | 0 | 1,226.46 | 54,691 | 304,691 |
| 75 Virtual School | 0 | 0 | 0 | 0.00 | 0 | 0 |
| State | 18,250,000 | 464,805 | | 2,881,039.51 | 128,472,500 | 210,000,000 |

2022-23 FEFP Conference Calculation
Sparsity Supplement

| District | 2022-23 Nonvirtual Unweighted FTE ¹ | High School Centers | High School Centers Capped at 4 | Sparsity Index 1,000 Minimum ² | Sparsity Factor | 2022-23 Funded Nonvirtual Weighted FTE | Initial Computed Sparsity Supplement ³ | Funds Per FTE | Computed Sparsity Supplement |
|----------------------|---|---------------------------|--|--|--------------------|---|--|---------------------|------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 29,510.37 | 7 | 4 | 7,378 | 0.0000 | 32,021.53 | 0 | 0.00 | 0 |
| 2 Baker | 4,836.27 | 1 | 1 | 4,836 | 0.0361 | 5,212.34 | 863,669 | 178.58 | 863,669 |
| 3 Bay | 25,972.94 | 5 | 4 | 6,493 | 0.0098 | 29,906.85 | 1,339,020 | 51.55 | 2,597,409 |
| 4 Bradford | 2,927.36 | 1 | 1 | 2,927 | 0.0857 | 3,134.91 | 1,232,747 | 421.11 | 1,232,747 |
| 5 Brevard | 74,351.82 | 16 | 3 | 24,784 | 0.0000 | 81,951.84 | 0 | 0.00 | 0 |
| 6 Broward | 262,581.95 | 31 | 3 | 87,527 | 0.0000 | 290,143.91 | 0 | 0.00 | 0 |
| 7 Calhoun | 2,003.00 | 2 | 2 | 1,002 | 0.1876 | 2,202.97 | 1,895,362 | 946.26 | 1,895,362 |
| 8 Charlotte | 16,566.51 | 3 | 3 | 5,522 | 0.0239 | 18,323.20 | 2,010,616 | 121.37 | 2,010,616 |
| 9 Citrus | 15,562.88 | 3 | 3 | 5,188 | 0.0296 | 16,746.17 | 2,273,145 | 146.06 | 2,273,145 |
| 10 Clay | 38,712.93 | 7 | 3 | 12,904 | 0.0000 | 41,934.13 | 0 | 0.00 | 0 |
| 11 Collier | 48,036.93 | 8 | 3 | 16,012 | 0.0000 | 54,024.82 | 0 | 0.00 | 0 |
| 12 Columbia | 10,211.15 | 2 | 2 | 5,106 | 0.0311 | 10,905.43 | 1,553,856 | 152.17 | 1,553,856 |
| 13 Dade | 347,005.06 | 50 | 3 | 115,668 | 0.0000 | 380,466.47 | 0 | 0.00 | 0 |
| 14 DeSoto | 4,525.51 | 1 | 1 | 4,526 | 0.0424 | 4,799.71 | 933,351 | 206.24 | 933,351 |
| 15 Dixie | 2,160.33 | 1 | 1 | 2,160 | 0.1166 | 2,338.56 | 1,251,196 | 579.17 | 1,251,196 |
| 16 Duval | 131,218.85 | 21 | 3 | 43,740 | 0.0000 | 143,095.58 | 0 | 0.00 | 0 |
| 17 Escambia | 38,805.31 | 7 | 3 | 12,935 | 0.0000 | 42,200.91 | 0 | 0.00 | 0 |
| 18 Flagler | 13,434.98 | 2 | 2 | 6,717 | 0.0069 | 14,521.10 | 460,303 | 34.26 | 1,343,519 |
| 19 Franklin | 1,127.52 | 1 | 1 | 1,128 | 0.1778 | 1,228.81 | 1,001,984 | 888.66 | 1,001,984 |
| 20 Gadsden | 4,646.28 | 1 | 1 | 4,646 | 0.0399 | 5,025.32 | 919,821 | 197.97 | 919,821 |
| 21 Gilchrist | 2,804.13 | 2 | 2 | 1,402 | 0.1585 | 3,162.79 | 2,299,964 | 820.21 | 2,299,964 |
| 22 Glades | 1,694.34 | 1 | 1 | 1,694 | 0.1407 | 1,799.66 | 1,161,338 | 685.42 | 1,161,338 |
| 23 Gulf | 1,865.59 | 2 | 2 | 1,000 | 0.1877 | 2,057.42 | 1,771,646 | 949.64 | 1,771,646 |
| 24 Hamilton | 1,602.43 | 1 | 1 | 1,602 | 0.1460 | 1,716.66 | 1,149,987 | 717.65 | 1,149,987 |
| 25 Hardee | 4,882.15 | 1 | 1 | 4,882 | 0.0352 | 5,231.79 | 845,531 | 173.19 | 845,531 |
| 26 Hendry | 7,388.14 | 2 | 2 | 3,694 | 0.0622 | 8,012.29 | 2,287,300 | 309.59 | 2,287,300 |
| 27 Hernando | 25,161.48 | 5 | 4 | 6,290 | 0.0125 | 27,571.61 | 1,577,231 | 62.68 | 2,516,257 |
| 28 Highlands | 12,377.32 | 3 | 3 | 4,126 | 0.0513 | 13,277.48 | 3,126,465 | 252.60 | 3,126,465 |
| 29 Hillsborough | 222,510.66 | 28 | 3 | 74,170 | 0.0000 | 245,275.52 | 0 | 0.00 | 0 |
| 30 Holmes | 3,084.59 | 4 | 3 | 1,028 | 0.1855 | 3,256.44 | 2,770,661 | 898.23 | 2,770,661 |
| 31 Indian River | 17,175.29 | 2 | 2 | 8,588 | 0.0000 | 18,696.97 | 0 | 0.00 | 0 |
| 32 Jackson | 5,670.54 | 5 | 3 | 1,890 | 0.1300 | 6,255.32 | 3,729,287 | 657.66 | 3,729,287 |
| 33 Jefferson | 788.62 | 1 | 1 | 1,000 | 0.1877 | 855.65 | 736,801 | 934.29 | 736,801 |
| 34 Lafayette | 1,155.09 | 1 | 1 | 1,155 | 0.1757 | 1,285.47 | 1,036,274 | 897.14 | 1,036,274 |
| 35 Lake | 47,906.37 | 8 | 3 | 15,969 | 0.0000 | 51,816.59 | 0 | 0.00 | 0 |
| 36 Lee | 98,852.70 | 15 | 3 | 32,951 | 0.0000 | 109,008.96 | 0 | 0.00 | 0 |
| 37 Leon | 33,276.27 | 5 | 3 | 11,092 | 0.0000 | 36,054.63 | 0 | 0.00 | 0 |
| 38 Levy | 5,627.81 | 4 | 3 | 1,876 | 0.1307 | 6,183.60 | 3,707,521 | 658.79 | 3,707,521 |
| 39 Liberty | 1,279.50 | 1 | 1 | 1,280 | 0.1668 | 1,452.98 | 1,111,522 | 868.72 | 1,111,522 |
| 40 Madison | 2,411.54 | 1 | 1 | 2,412 | 0.1055 | 2,566.81 | 1,241,672 | 514.89 | 1,241,672 |
| 41 Manatee | 51,559.42 | 7 | 3 | 17,186 | 0.0000 | 55,938.45 | 0 | 0.00 | 0 |
| 42 Marion | 44,547.99 | 7 | 3 | 14,849 | 0.0000 | 49,700.04 | 0 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 3 | 3 | 6,336 | 0.0118 | 21,266.57 | 1,155,090 | 60.77 | 1,900,742 |
| 44 Monroe | 8,761.71 | 3 | 3 | 2,921 | 0.0859 | 9,565.34 | 3,770,612 | 430.35 | 3,770,612 |
| 45 Nassau | 12,911.44 | 4 | 3 | 4,304 | 0.0472 | 13,930.46 | 3,017,575 | 233.71 | 3,017,575 |
| 46 Okaloosa | 32,699.64 | 6 | 3 | 10,900 | 0.0000 | 35,758.54 | 0 | 0.00 | 0 |
| 47 Okeechobee | 6,420.06 | 1 | 1 | 6,420 | 0.0107 | 6,853.95 | 337,056 | 52.50 | 642,009 |
| 48 Orange | 209,817.19 | 22 | 3 | 69,939 | 0.0000 | 236,939.56 | 0 | 0.00 | 0 |
| 49 Osceola | 77,009.79 | 9 | 3 | 25,670 | 0.0000 | 83,657.53 | 0 | 0.00 | 0 |
| 50 Palm Beach | 193,837.37 | 25 | 3 | 64,612 | 0.0000 | 217,331.05 | 0 | 0.00 | 0 |
| 51 Pasco | 83,209.46 | 14 | 3 | 27,736 | 0.0000 | 91,917.72 | 0 | 0.00 | 0 |
| 52 Pinellas | 95,445.41 | 16 | 3 | 31,815 | 0.0000 | 105,435.62 | 0 | 0.00 | 0 |
| 53 Polk | 115,080.50 | 17 | 3 | 38,360 | 0.0000 | 124,524.53 | 0 | 0.00 | 0 |
| 54 Putnam | 10,248.07 | 4 | 3 | 3,416 | 0.0701 | 11,036.37 | 3,547,521 | 346.16 | 3,547,521 |
| 55 St. Johns | 49,342.84 | 7 | 3 | 16,448 | 0.0000 | 54,816.83 | 0 | 0.00 | 0 |
| 56 St. Lucie | 45,927.27 | 6 | 3 | 15,309 | 0.0000 | 49,625.03 | 0 | 0.00 | 0 |
| 57 Santa Rosa | 29,487.40 | 6 | 4 | 7,372 | 0.0000 | 32,524.73 | 0 | 0.00 | 0 |
| 58 Sarasota | 45,431.21 | 7 | 3 | 15,144 | 0.0000 | 50,978.35 | 0 | 0.00 | 0 |
| 59 Seminole | 67,936.38 | 9 | 3 | 22,645 | 0.0000 | 73,908.34 | 0 | 0.00 | 0 |
| 60 Sumter | 9,054.22 | 2 | 2 | 4,527 | 0.0424 | 9,910.54 | 1,926,293 | 212.75 | 1,926,293 |
| 61 Suwannee | 6,085.37 | 2 | 2 | 3,043 | 0.0818 | 6,452.08 | 2,420,251 | 397.72 | 2,420,251 |
| 62 Taylor | 2,635.11 | 1 | 1 | 2,635 | 0.0964 | 2,939.90 | 1,300,638 | 493.58 | 1,300,638 |
| 63 Union | 2,290.27 | 1 | 1 | 2,290 | 0.1107 | 2,475.78 | 1,257,491 | 549.06 | 1,257,491 |
| 64 Volusia | 63,698.14 | 10 | 3 | 21,233 | 0.0000 | 69,581.99 | 0 | 0.00 | 0 |
| 65 Wakulla | 5,183.46 | 1 | 1 | 5,183 | 0.0297 | 5,603.18 | 762,896 | 147.18 | 762,896 |
| 66 Walton | 11,297.35 | 4 | 3 | 3,766 | 0.0603 | 12,163.76 | 3,365,300 | 297.88 | 3,365,300 |
| 67 Washington | 3,309.53 | 2 | 2 | 1,655 | 0.1429 | 3,710.91 | 2,432,988 | 735.15 | 2,432,988 |
| 69 FAMU Lab School | 612.80 | 1 | 1 | 1,000 | 0.1877 | 635.44 | 547,178 | 892.91 | 547,178 |
| 70 FAU - Palm Beach | 1,301.15 | 1 | 1 | 1,301 | 0.1653 | 1,332.61 | 1,010,514 | 776.63 | 1,010,514 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0 | 0 | 0.0000 | 1,539.44 | 0 | 0.00 | 0 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0 | 0 | 0.0000 | 877.38 | 0 | 0.00 | 0 |
| 73 FSU Lab - Leon | 1,788.64 | 1 | 1 | 1,789 | 0.1354 | 1,897.47 | 1,178,235 | 658.73 | 1,178,235 |
| 74 UF Lab School | 1,226.46 | 1 | 1 | 1,226 | 0.1706 | 1,287.09 | 1,007,113 | 821.15 | 1,007,113 |
| 75 Virtual School | 0.00 | 0 | 0 | 0 | 0.0000 | 0.00 | 0 | 0.00 | 0 |
| State | 2,881,039.51 | 462 | 165 | | | 3,171,839.78 | 73,325,021 | | 77,456,257 |

1. If unweighted nonvirtual FTE is greater than 30,000, district is not eligible for sparsity supplement.
 2. If sparsity index is greater than 7,308, sparsity factor is set to zero and district is not eligible for supplement.
 3. Funded weighted FTE x Base Student Allocation x Sparsity Factor.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 1)

| District | 0.748 | 2022-23 Unweighted FTE | Potential | Per FTE Amount Above State Average | Discretionary | Wealth Adjustment Amount ¹ | Wealth |
|----------------------|--|------------------------------|--|--|--|---|---|
| | Potential Discretionary Local Effort | | Discretionary Local Effort per FTE | | Discretionary Wealth Adjustment ¹ | | Adjusted Sparsity Supplement ² |
| | -1- | -2- | -3- | -4- | -5- | -6- | |
| 1 Alachua | 14,735,270 | 30,172.37 | 488.37 | 0.00 | 0 | 0 | 0 |
| 2 Baker | 964,779 | 4,837.86 | 199.42 | 0.00 | 0 | 863,669 | |
| 3 Bay | 16,318,589 | 26,279.15 | 620.97 | 0.00 | 0 | 2,597,409 | |
| 4 Bradford | 908,876 | 2,963.82 | 306.66 | 0.00 | 0 | 1,232,747 | |
| 5 Brevard | 40,514,358 | 75,349.51 | 537.69 | 0.00 | 0 | 0 | |
| 6 Broward | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 | 0 | |
| 7 Calhoun | 373,034 | 2,085.53 | 178.87 | 0.00 | 0 | 1,895,362 | |
| 8 Charlotte | 17,743,037 | 16,776.84 | 1,057.59 | 412.57 | (2,010,616) | 0 | |
| 9 Citrus | 9,397,281 | 15,955.44 | 588.97 | 0.00 | 0 | 2,273,145 | |
| 10 Clay | 10,939,821 | 39,517.35 | 276.84 | 0.00 | 0 | 0 | |
| 11 Collier | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 | 0 | |
| 12 Columbia | 2,692,013 | 10,373.91 | 259.50 | 0.00 | 0 | 1,553,856 | |
| 13 Dade | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 | 0 | |
| 14 DeSoto | 1,650,133 | 4,590.74 | 359.45 | 0.00 | 0 | 933,351 | |
| 15 Dixie | 482,582 | 2,174.07 | 221.97 | 0.00 | 0 | 1,251,196 | |
| 16 Duval | 66,490,821 | 134,868.07 | 493.01 | 0.00 | 0 | 0 | |
| 17 Escambia | 17,961,737 | 39,163.04 | 458.64 | 0.00 | 0 | 0 | |
| 18 Flagler | 9,289,520 | 13,669.98 | 679.56 | 34.54 | (472,161) | 871,358 | |
| 19 Franklin | 1,969,478 | 1,177.38 | 1,672.76 | 1,027.74 | (1,001,984) | 0 | |
| 20 Gadsden | 1,358,183 | 4,682.44 | 290.06 | 0.00 | 0 | 919,821 | |
| 21 Gilchrist | 807,278 | 2,857.08 | 282.55 | 0.00 | 0 | 2,299,964 | |
| 22 Glades | 637,253 | 1,706.83 | 373.35 | 0.00 | 0 | 1,161,338 | |
| 23 Gulf | 1,748,720 | 1,882.38 | 928.99 | 283.97 | (534,539) | 1,237,107 | |
| 24 Hamilton | 793,930 | 1,649.37 | 481.35 | 0.00 | 0 | 1,149,987 | |
| 25 Hardee | 1,457,699 | 4,926.93 | 295.86 | 0.00 | 0 | 845,531 | |
| 26 Hendry | 2,259,379 | 13,771.40 | 164.06 | 0.00 | 0 | 2,287,300 | |
| 27 Hernando | 9,476,372 | 25,661.77 | 369.28 | 0.00 | 0 | 2,516,257 | |
| 28 Highlands | 4,873,479 | 12,735.17 | 382.68 | 0.00 | 0 | 3,126,465 | |
| 29 Hillsborough | 103,030,425 | 229,392.45 | 449.14 | 0.00 | 0 | 0 | |
| 30 Holmes | 421,374 | 3,159.29 | 133.38 | 0.00 | 0 | 2,770,661 | |
| 31 Indian River | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 | 0 | |
| 32 Jackson | 1,439,084 | 5,740.81 | 250.68 | 0.00 | 0 | 3,729,287 | |
| 33 Jefferson | 596,750 | 794.98 | 750.65 | 105.63 | (83,974) | 652,827 | |
| 34 Lafayette | 238,598 | 1,157.91 | 206.06 | 0.00 | 0 | 1,036,274 | |
| 35 Lake | 22,493,563 | 48,736.76 | 461.53 | 0.00 | 0 | 0 | |
| 36 Lee | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 | 0 | |
| 37 Leon | 15,932,142 | 33,875.42 | 470.32 | 0.00 | 0 | 0 | |
| 38 Levy | 1,957,449 | 5,687.12 | 344.19 | 0.00 | 0 | 3,707,521 | |
| 39 Liberty | 260,916 | 1,291.55 | 202.02 | 0.00 | 0 | 1,111,522 | |
| 40 Madison | 660,829 | 2,422.76 | 272.76 | 0.00 | 0 | 1,241,672 | |
| 41 Manatee | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 | 0 | |
| 42 Marion | 19,094,143 | 45,361.88 | 420.93 | 0.00 | 0 | 0 | |
| 43 Martin | 19,978,445 | 19,007.19 | 1,051.10 | 406.08 | (1,900,742) | 0 | |
| 44 Monroe | 24,854,823 | 8,817.22 | 2,818.90 | 2,173.88 | (3,770,612) | 0 | |
| 45 Nassau | 9,237,757 | 13,104.64 | 704.92 | 59.90 | (784,968) | 2,232,607 | |
| 46 Okaloosa | 17,532,438 | 33,381.04 | 525.22 | 0.00 | 0 | 0 | |
| 47 Okeechobee | 2,922,396 | 6,553.43 | 445.93 | 0.00 | 0 | 642,009 | |
| 48 Orange | 132,836,299 | 214,553.60 | 619.13 | 0.00 | 0 | 0 | |
| 49 Osceola | 28,465,158 | 78,752.26 | 361.45 | 0.00 | 0 | 0 | |
| 50 Palm Beach | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 | 0 | |
| 51 Pasco | 30,157,234 | 85,550.75 | 352.51 | 0.00 | 0 | 0 | |
| 52 Pinellas | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 | 0 | |
| 53 Polk | 37,995,699 | 116,184.44 | 327.03 | 0.00 | 0 | 0 | |
| 54 Putnam | 4,005,957 | 10,362.25 | 386.59 | 0.00 | 0 | 3,547,521 | |
| 55 St. Johns | 28,801,434 | 50,198.06 | 573.76 | 0.00 | 0 | 0 | |
| 56 St. Lucie | 22,816,299 | 46,381.29 | 491.93 | 0.00 | 0 | 0 | |
| 57 Santa Rosa | 10,546,853 | 31,175.15 | 338.31 | 0.00 | 0 | 0 | |
| 58 Sarasota | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 | 0 | |
| 59 Seminole | 32,608,735 | 69,901.86 | 466.49 | 0.00 | 0 | 0 | |
| 60 Sumter | 13,063,337 | 9,126.05 | 1,431.43 | 786.41 | (1,926,293) | 0 | |
| 61 Suwannee | 1,729,416 | 6,295.41 | 274.71 | 0.00 | 0 | 2,420,251 | |
| 62 Taylor | 1,329,835 | 2,658.49 | 500.22 | 0.00 | 0 | 1,300,638 | |
| 63 Union | 246,079 | 2,290.27 | 107.45 | 0.00 | 0 | 1,257,491 | |
| 64 Volusia | 37,001,732 | 65,663.77 | 563.50 | 0.00 | 0 | 0 | |
| 65 Wakulla | 1,289,818 | 5,184.76 | 248.77 | 0.00 | 0 | 762,896 | |
| 66 Walton | 20,839,803 | 11,400.62 | 1,827.95 | 1,182.93 | (3,365,300) | 0 | |
| 67 Washington | 839,300 | 3,345.91 | 250.84 | 0.00 | 0 | 2,432,988 | |
| 69 FAMU Lab School | 288,212 | 612.80 | 470.32 | 0.00 | 0 | 547,178 | |
| 70 FAU - Palm Beach | 1,211,579 | 1,301.15 | 931.16 | 286.14 | (372,311) | 638,203 | |
| 71 FAU - St. Lucie | 716,899 | 1,457.32 | 491.93 | 0.00 | 0 | 0 | |
| 72 FSU Lab - Broward | 488,455 | 706.84 | 691.04 | 0.00 | 0 | 0 | |
| 73 FSU Lab - Leon | 841,774 | 1,789.79 | 470.32 | 0.00 | 0 | 1,178,235 | |
| 74 UF Lab School | 601,652 | 1,231.96 | 488.37 | 0.00 | 0 | 1,007,113 | |
| 75 Virtual School | 32,225,020 | 50,922.08 | 632.83 | 0.00 | 0 | 0 | |
| State | 1,924,395,489 | 2,983,464.64 | 645.02 | | (16,223,500) | 61,232,757 | |

1. Column 2 x column 4 equals the wealth adjustment for districts with 30,000 and fewer nonvirtual FTE students.
2. Sum of column 5 and column 9 from previous Sparsity Supplement page. Negative numbers set to zero.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 2)

| District | Discretionary Wealth Adjustment | Total Formula Funds | 2022-23 Unweighted FTE | Total Funds per FTE | Total Funds Amount Below State Average | Total Funds Amount below State Average | Discretionary Wealth Adj. Offset by Col. 6 | Computed Sparsity Supplement | Wealth Adjusted Sparsity Supplement |
|----------------------|---------------------------------|---------------------|------------------------|---------------------|--|--|--|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 238,764,508 | 30,172.37 | 7,913.35 | 0 | 0 | 0 | 0 | 0 |
| 2 Baker | 0 | 39,540,900 | 4,837.86 | 8,173.22 | 0 | 0 | 0 | 863,669 | 863,669 |
| 3 Bay | 0 | 216,750,394 | 26,279.15 | 8,248.00 | 0 | 0 | 0 | 2,597,409 | 2,597,409 |
| 4 Bradford | 0 | 24,900,516 | 2,963.82 | 8,401.49 | 0 | 0 | 0 | 1,232,747 | 1,232,747 |
| 5 Brevard | 0 | 607,018,789 | 75,349.51 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 6 Broward | 0 | 2,146,712,928 | 263,621.47 | 8,143.16 | 0 | 0 | 0 | 0 | 0 |
| 7 Calhoun | 0 | 18,100,298 | 2,085.53 | 8,678.99 | 0 | 0 | 0 | 1,895,362 | 1,895,362 |
| 8 Charlotte | (2,010,616) | 141,929,042 | 16,776.84 | 8,459.82 | 0 | 0 | (2,010,616) | 2,010,616 | 0 |
| 9 Citrus | 0 | 126,185,117 | 15,955.44 | 7,908.60 | 0 | 0 | 0 | 2,273,145 | 2,273,145 |
| 10 Clay | 0 | 311,302,089 | 39,517.35 | 7,877.61 | 0 | 0 | 0 | 0 | 0 |
| 11 Collier | 0 | 473,156,079 | 48,534.91 | 9,748.78 | 0 | 0 | 0 | 0 | 0 |
| 12 Columbia | 0 | 82,033,160 | 10,373.91 | 7,907.64 | 0 | 0 | 0 | 1,553,856 | 1,553,856 |
| 13 Dade | 0 | 2,889,215,023 | 350,795.41 | 8,236.18 | 0 | 0 | 0 | 0 | 0 |
| 14 DeSoto | 0 | 37,610,082 | 4,590.74 | 8,192.60 | 0 | 0 | 0 | 933,351 | 933,351 |
| 15 Dixie | 0 | 18,100,076 | 2,174.07 | 8,325.43 | 0 | 0 | 0 | 1,251,196 | 1,251,196 |
| 16 Duval | 0 | 1,081,721,844 | 134,868.07 | 8,020.59 | 0 | 0 | 0 | 0 | 0 |
| 17 Escambia | 0 | 312,693,369 | 39,163.04 | 7,984.40 | 0 | 0 | 0 | 0 | 0 |
| 18 Flagler | (472,161) | 108,001,256 | 13,669.98 | 7,900.62 | (242) | (3,305,538) | 0 | 1,343,519 | 1,343,519 |
| 19 Franklin | (1,001,984) | 10,592,680 | 1,177.38 | 8,996.82 | 0 | 0 | (1,001,984) | 1,001,984 | 0 |
| 20 Gadsden | 0 | 38,229,472 | 4,682.44 | 8,164.43 | 0 | 0 | 0 | 919,821 | 919,821 |
| 21 Gilchrist | 0 | 25,133,992 | 2,857.08 | 8,797.09 | 0 | 0 | 0 | 2,299,964 | 2,299,964 |
| 22 Glades | 0 | 14,918,957 | 1,706.83 | 8,740.74 | 0 | 0 | 0 | 1,161,338 | 1,161,338 |
| 23 Gulf | (534,539) | 16,350,738 | 1,882.38 | 8,686.20 | 0 | 0 | (534,539) | 1,771,646 | 1,237,107 |
| 24 Hamilton | 0 | 13,900,467 | 1,649.37 | 8,427.74 | 0 | 0 | 0 | 1,149,987 | 1,149,987 |
| 25 Hardee | 0 | 39,214,815 | 4,926.93 | 7,959.28 | 0 | 0 | 0 | 845,531 | 845,531 |
| 26 Hendry | 0 | 100,372,482 | 13,771.40 | 7,288.47 | 0 | 0 | 0 | 2,287,300 | 2,287,300 |
| 27 Hernando | 0 | 205,144,628 | 25,661.77 | 7,994.17 | 0 | 0 | 0 | 2,516,257 | 2,516,257 |
| 28 Highlands | 0 | 100,167,122 | 12,735.17 | 7,865.39 | 0 | 0 | 0 | 3,126,465 | 3,126,465 |
| 29 Hillsborough | 0 | 1,847,994,471 | 229,392.45 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 30 Holmes | 0 | 26,432,548 | 3,159.29 | 8,366.61 | 0 | 0 | 0 | 2,770,661 | 2,770,661 |
| 31 Indian River | 0 | 143,039,691 | 17,315.61 | 8,260.74 | 0 | 0 | 0 | 0 | 0 |
| 32 Jackson | 0 | 48,244,507 | 5,740.81 | 8,403.78 | 0 | 0 | 0 | 3,729,287 | 3,729,287 |
| 33 Jefferson | (83,974) | 7,710,581 | 794.98 | 9,699.09 | 0 | 0 | (83,974) | 736,801 | 652,827 |
| 34 Lafayette | 0 | 10,153,362 | 1,157.91 | 8,768.70 | 0 | 0 | 0 | 1,036,274 | 1,036,274 |
| 35 Lake | 0 | 382,626,345 | 48,736.76 | 7,850.88 | 0 | 0 | 0 | 0 | 0 |
| 36 Lee | 0 | 842,832,486 | 99,908.05 | 8,436.08 | 0 | 0 | 0 | 0 | 0 |
| 37 Leon | 0 | 270,072,443 | 33,875.42 | 7,972.52 | 0 | 0 | 0 | 0 | 0 |
| 38 Levy | 0 | 48,132,542 | 5,687.12 | 8,463.43 | 0 | 0 | 0 | 3,707,521 | 3,707,521 |
| 39 Liberty | 0 | 11,619,820 | 1,291.55 | 8,996.80 | 0 | 0 | 0 | 1,111,522 | 1,111,522 |
| 40 Madison | 0 | 19,820,060 | 2,422.76 | 8,180.78 | 0 | 0 | 0 | 1,241,672 | 1,241,672 |
| 41 Manatee | 0 | 416,617,292 | 51,737.07 | 8,052.59 | 0 | 0 | 0 | 0 | 0 |
| 42 Marion | 0 | 361,023,528 | 45,361.88 | 7,958.74 | 0 | 0 | 0 | 0 | 0 |
| 43 Martin | (1,900,742) | 164,723,644 | 19,007.19 | 8,666.39 | 0 | 0 | (1,900,742) | 1,900,742 | 0 |
| 44 Monroe | (3,770,612) | 93,510,734 | 8,817.22 | 10,605.47 | 0 | 0 | (3,770,612) | 3,770,612 | 0 |
| 45 Nassau | (784,968) | 105,939,156 | 13,104.64 | 8,084.10 | (58) | (764,394) | (20,574) | 3,017,575 | 2,997,001 |
| 46 Okaloosa | 0 | 271,065,682 | 33,381.04 | 8,120.35 | 0 | 0 | 0 | 0 | 0 |
| 47 Okeechobee | 0 | 53,002,822 | 6,553.43 | 8,087.80 | 0 | 0 | 0 | 642,009 | 642,009 |
| 48 Orange | 0 | 1,741,413,345 | 214,553.60 | 8,116.45 | 0 | 0 | 0 | 0 | 0 |
| 49 Osceola | 0 | 618,590,161 | 78,752.26 | 7,854.89 | 0 | 0 | 0 | 0 | 0 |
| 50 Palm Beach | 0 | 1,680,235,959 | 194,563.49 | 8,635.93 | 0 | 0 | 0 | 0 | 0 |
| 51 Pasco | 0 | 684,423,989 | 85,550.75 | 8,000.21 | 0 | 0 | 0 | 0 | 0 |
| 52 Pinellas | 0 | 798,216,260 | 95,991.09 | 8,315.52 | 0 | 0 | 0 | 0 | 0 |
| 53 Polk | 0 | 918,773,119 | 116,184.44 | 7,907.88 | 0 | 0 | 0 | 0 | 0 |
| 54 Putnam | 0 | 84,044,815 | 10,362.25 | 8,110.67 | 0 | 0 | 0 | 3,547,521 | 3,547,521 |
| 55 St. Johns | 0 | 405,649,680 | 50,198.06 | 8,080.98 | 0 | 0 | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 372,756,233 | 46,381.29 | 8,036.78 | 0 | 0 | 0 | 0 | 0 |
| 57 Santa Rosa | 0 | 246,922,119 | 31,175.15 | 7,920.48 | 0 | 0 | 0 | 0 | 0 |
| 58 Sarasota | 0 | 410,484,023 | 45,637.78 | 8,994.39 | 0 | 0 | 0 | 0 | 0 |
| 59 Seminole | 0 | 552,754,256 | 69,901.86 | 7,907.58 | 0 | 0 | 0 | 0 | 0 |
| 60 Sumter | (1,926,293) | 78,644,189 | 9,126.05 | 8,617.55 | 0 | 0 | (1,926,293) | 1,926,293 | 0 |
| 61 Suwannee | 0 | 48,599,386 | 6,295.41 | 7,719.81 | 0 | 0 | 0 | 2,420,251 | 2,420,251 |
| 62 Taylor | 0 | 22,358,837 | 2,658.49 | 8,410.35 | 0 | 0 | 0 | 1,300,638 | 1,300,638 |
| 63 Union | 0 | 19,185,354 | 2,290.27 | 8,376.90 | 0 | 0 | 0 | 1,257,491 | 1,257,491 |
| 64 Volusia | 0 | 515,976,971 | 65,663.77 | 7,857.86 | 0 | 0 | 0 | 0 | 0 |
| 65 Wakulla | 0 | 41,366,194 | 5,184.76 | 7,978.42 | 0 | 0 | 0 | 762,896 | 762,896 |
| 66 Walton | (3,365,300) | 103,406,184 | 11,400.62 | 9,070.22 | 0 | 0 | (3,365,300) | 3,365,300 | 0 |
| 67 Washington | 0 | 28,796,514 | 3,345.91 | 8,606.48 | 0 | 0 | 0 | 2,432,988 | 2,432,988 |
| 69 FAMU Lab School | 0 | 5,486,880 | 612.80 | 8,953.79 | 0 | 0 | 0 | 547,178 | 547,178 |
| 70 FAU - Palm Beach | (372,311) | 11,338,062 | 1,301.15 | 8,713.88 | 0 | 0 | (372,311) | 1,010,514 | 638,203 |
| 71 FAU - St. Lucie | 0 | 11,286,411 | 1,457.32 | 7,744.63 | 0 | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 6,501,652 | 706.84 | 9,198.19 | 0 | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 14,475,686 | 1,789.79 | 8,087.92 | 0 | 0 | 0 | 1,178,235 | 1,178,235 |
| 74 UF Lab School | 0 | 10,566,491 | 1,231.96 | 8,576.98 | 0 | 0 | 0 | 1,007,113 | 1,007,113 |
| 75 Virtual School | 0 | 298,079,937 | 50,922.08 | 5,853.65 | 0 | 0 | 0 | 0 | 0 |
| State | (16,223,500) | 24,292,655,244 | 2,983,465 | 8,142.43 | (4,069,932) | (14,986,945) | 77,456,257 | 62,469,312 | |

2022-23 FEFP Conference Calculation
State-Funded Discretionary Contribution

| District | 2022-23 | Potential | Potential | Per FTE | Total |
|----------------------|--------------|---------------|-----------|------------|---------------------------|
| | Unweighted | 0.748 | 0.748 | Amount in | |
| | FTE | Discretionary | DLE | Lab School | Discretionary |
| | -1 | Local Effort | Per FTE | District | Contribution ¹ |
| | | -2 | -3 | -4 | -5- |
| 1 Alachua | 30,172.37 | 14,735,270 | 488.37 | 0.00 | 0 |
| 2 Baker | 4,837.86 | 964,779 | 199.42 | 0.00 | 0 |
| 3 Bay | 26,279.15 | 16,318,589 | 620.97 | 0.00 | 0 |
| 4 Bradford | 2,963.82 | 908,876 | 306.66 | 0.00 | 0 |
| 5 Brevard | 75,349.51 | 40,514,358 | 537.69 | 0.00 | 0 |
| 6 Broward | 263,621.47 | 182,173,914 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 2,085.53 | 373,034 | 178.87 | 0.00 | 0 |
| 8 Charlotte | 16,776.84 | 17,743,037 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 15,955.44 | 9,397,281 | 588.97 | 0.00 | 0 |
| 10 Clay | 39,517.35 | 10,939,821 | 276.84 | 0.00 | 0 |
| 11 Collier | 48,534.91 | 86,608,362 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 10,373.91 | 2,692,013 | 259.50 | 0.00 | 0 |
| 13 Dade | 350,795.41 | 278,778,855 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 4,590.74 | 1,650,133 | 359.45 | 0.00 | 0 |
| 15 Dixie | 2,174.07 | 482,582 | 221.97 | 0.00 | 0 |
| 16 Duval | 134,868.07 | 66,490,821 | 493.01 | 0.00 | 0 |
| 17 Escambia | 39,163.04 | 17,961,737 | 458.64 | 0.00 | 0 |
| 18 Flagler | 13,669.98 | 9,289,520 | 679.56 | 0.00 | 0 |
| 19 Franklin | 1,177.38 | 1,969,478 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 4,682.44 | 1,358,183 | 290.06 | 0.00 | 0 |
| 21 Gilchrist | 2,857.08 | 807,278 | 282.55 | 0.00 | 0 |
| 22 Glades | 1,706.83 | 637,253 | 373.35 | 0.00 | 0 |
| 23 Gulf | 1,882.38 | 1,748,720 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,649.37 | 793,930 | 481.35 | 0.00 | 0 |
| 25 Hardee | 4,926.93 | 1,457,699 | 295.86 | 0.00 | 0 |
| 26 Hendry | 13,771.40 | 2,259,379 | 164.06 | 0.00 | 0 |
| 27 Hernando | 25,661.77 | 9,476,372 | 369.28 | 0.00 | 0 |
| 28 Highlands | 12,735.17 | 4,873,479 | 382.68 | 0.00 | 0 |
| 29 Hillsborough | 229,392.45 | 103,030,425 | 449.14 | 0.00 | 0 |
| 30 Holmes | 3,159.29 | 421,374 | 133.38 | 0.00 | 0 |
| 31 Indian River | 17,315.61 | 17,144,707 | 990.13 | 0.00 | 0 |
| 32 Jackson | 5,740.81 | 1,439,084 | 250.68 | 0.00 | 0 |
| 33 Jefferson | 794.98 | 596,750 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 1,157.91 | 238,598 | 206.06 | 0.00 | 0 |
| 35 Lake | 48,736.76 | 22,493,563 | 461.53 | 0.00 | 0 |
| 36 Lee | 99,908.05 | 83,012,090 | 830.88 | 0.00 | 0 |
| 37 Leon | 33,875.42 | 15,932,142 | 470.32 | 0.00 | 0 |
| 38 Levy | 5,687.12 | 1,957,449 | 344.19 | 0.00 | 0 |
| 39 Liberty | 1,291.55 | 260,916 | 202.02 | 0.00 | 0 |
| 40 Madison | 2,422.76 | 660,829 | 272.76 | 0.00 | 0 |
| 41 Manatee | 51,737.07 | 37,501,964 | 724.86 | 0.00 | 0 |
| 42 Marion | 45,361.88 | 19,094,143 | 420.93 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 19,978,445 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 8,817.22 | 24,854,823 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 13,104.64 | 9,237,757 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 33,381.04 | 17,532,438 | 525.22 | 0.00 | 0 |
| 47 Okeechobee | 6,553.43 | 2,922,396 | 445.93 | 0.00 | 0 |
| 48 Orange | 214,553.60 | 132,836,299 | 619.13 | 0.00 | 0 |
| 49 Osceola | 78,752.26 | 28,465,158 | 361.45 | 0.00 | 0 |
| 50 Palm Beach | 194,563.49 | 181,169,933 | 931.16 | 0.00 | 0 |
| 51 Pasco | 85,550.75 | 30,157,234 | 352.51 | 0.00 | 0 |
| 52 Pinellas | 95,991.09 | 82,149,735 | 855.81 | 0.00 | 0 |
| 53 Polk | 116,184.44 | 37,995,699 | 327.03 | 0.00 | 0 |
| 54 Putnam | 10,362.25 | 4,005,957 | 386.59 | 0.00 | 0 |
| 55 St. Johns | 50,198.06 | 28,801,434 | 573.76 | 0.00 | 0 |
| 56 St. Lucie | 46,381.29 | 22,816,299 | 491.93 | 0.00 | 0 |
| 57 Santa Rosa | 31,175.15 | 10,546,853 | 338.31 | 0.00 | 0 |
| 58 Sarasota | 45,637.78 | 58,414,596 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 69,901.86 | 32,608,735 | 466.49 | 0.00 | 0 |
| 60 Sumter | 9,126.05 | 13,063,337 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 6,295.41 | 1,729,416 | 274.71 | 0.00 | 0 |
| 62 Taylor | 2,658.49 | 1,329,835 | 500.22 | 0.00 | 0 |
| 63 Union | 2,290.27 | 246,079 | 107.45 | 0.00 | 0 |
| 64 Volusia | 65,663.77 | 37,001,732 | 563.50 | 0.00 | 0 |
| 65 Wakulla | 5,184.76 | 1,289,818 | 248.77 | 0.00 | 0 |
| 66 Walton | 11,400.62 | 20,839,803 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 3,345.91 | 839,300 | 250.84 | 0.00 | 0 |
| 69 FAMU Lab School | 612.80 | 0 | 0.00 | 470.32 | 288,212 |
| 70 FAU - Palm Beach | 1,301.15 | 0 | 0.00 | 931.16 | 1,211,579 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0.00 | 491.93 | 716,899 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0.00 | 691.04 | 488,455 |
| 73 FSU Lab - Leon | 1,789.79 | 0 | 0.00 | 470.32 | 841,774 |
| 74 UF Lab School | 1,231.96 | 0 | 0.00 | 488.37 | 601,652 |
| 75 Virtual School | 50,922.08 | 0 | 0.00 | 632.83 | 32,225,020 |
| State | 2,983,464.64 | 1,888,021,898 | 632.83 | 4,175.97 | 36,373,591 |

1. Discretionary funds per unweighted FTE for school district in which laboratory school district is located x unweighted FTE for laboratory school district. The statewide average discretionary funds per unweighted FTE is used for the Florida Virtual School.

2022-23 FEFP Conference Calculation
Student Transportation Allocation

| District | Adjusted ESE Allocation Factor | ESE Transportation Allocation | Adjusted Base Allocation Factor | Base Transportation Allocation | Total Transportation Allocation |
|----------------------|--------------------------------|-------------------------------|---------------------------------|--------------------------------|---------------------------------|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 522.62 | 524,710 | 6,787.40 | 4,074,344 | 4,599,054 |
| 2 Baker | 130.74 | 131,263 | 2,786.96 | 1,672,958 | 1,804,221 |
| 3 Bay | 642.01 | 644,578 | 6,101.66 | 3,662,707 | 4,307,285 |
| 4 Bradford | 65.35 | 65,611 | 1,139.45 | 683,990 | 749,601 |
| 5 Brevard | 1,253.88 | 1,258,896 | 19,014.16 | 11,413,829 | 12,672,725 |
| 6 Broward | 1,855.64 | 1,863,063 | 51,473.53 | 30,898,555 | 32,761,618 |
| 7 Calhoun | 45.45 | 45,632 | 685.70 | 411,612 | 457,244 |
| 8 Charlotte | 849.35 | 852,747 | 5,405.34 | 3,244,720 | 4,097,467 |
| 9 Citrus | 214.75 | 215,609 | 7,765.09 | 4,661,232 | 4,876,841 |
| 10 Clay | 1,491.69 | 1,497,657 | 11,636.51 | 6,985,170 | 8,482,827 |
| 11 Collier | 972.90 | 976,792 | 14,547.38 | 8,732,508 | 9,709,300 |
| 12 Columbia | 265.63 | 266,693 | 3,451.74 | 2,072,012 | 2,338,705 |
| 13 Dade | 5,835.09 | 5,858,430 | 26,636.83 | 15,989,569 | 21,847,999 |
| 14 DeSoto | 186.59 | 187,336 | 1,065.72 | 639,731 | 827,067 |
| 15 Dixie | 26.62 | 26,726 | 886.77 | 532,311 | 559,037 |
| 16 Duval | 4,137.55 | 4,154,100 | 26,606.27 | 15,971,224 | 20,125,324 |
| 17 Escambia | 1,085.96 | 1,090,304 | 13,502.17 | 8,105,089 | 9,195,393 |
| 18 Flagler | 306.58 | 307,806 | 4,358.16 | 2,616,118 | 2,923,924 |
| 19 Franklin | 1.54 | 1,546 | 536.11 | 321,816 | 323,362 |
| 20 Gadsden | 211.96 | 212,808 | 2,271.66 | 1,363,633 | 1,576,441 |
| 21 Gilchrist | 15.34 | 15,401 | 897.35 | 538,662 | 554,063 |
| 22 Glades | 1.68 | 1,687 | 427.05 | 256,350 | 258,037 |
| 23 Gulf | 26.05 | 26,154 | 636.86 | 382,295 | 408,449 |
| 24 Hamilton | 29.57 | 29,688 | 946.04 | 567,889 | 597,577 |
| 25 Hardee | 101.48 | 101,886 | 2,016.92 | 1,210,718 | 1,312,604 |
| 26 Hendry | 136.77 | 137,317 | 2,696.32 | 1,618,548 | 1,755,865 |
| 27 Hernando | 167.60 | 168,270 | 8,934.74 | 5,363,350 | 5,531,620 |
| 28 Highlands | 479.69 | 481,609 | 4,619.79 | 2,773,170 | 3,254,779 |
| 29 Hillsborough | 4,626.93 | 4,645,438 | 54,075.48 | 32,460,454 | 37,105,892 |
| 30 Holmes | 3.17 | 3,183 | 1,258.08 | 755,201 | 758,384 |
| 31 Indian River | 389.40 | 390,958 | 4,060.66 | 2,437,535 | 2,828,493 |
| 32 Jackson | 300.55 | 301,752 | 2,634.13 | 1,581,217 | 1,882,969 |
| 33 Jefferson | 9.25 | 9,287 | 575.53 | 345,479 | 354,766 |
| 34 Lafayette | 0.00 | 0 | 387.06 | 232,345 | 232,345 |
| 35 Lake | 1,376.26 | 1,381,765 | 14,290.13 | 8,578,086 | 9,959,851 |
| 36 Lee | 2,935.68 | 2,947,423 | 42,843.66 | 25,718,212 | 28,665,635 |
| 37 Leon | 547.78 | 549,971 | 7,111.90 | 4,269,135 | 4,819,106 |
| 38 Levy | 187.87 | 188,621 | 2,155.18 | 1,293,712 | 1,482,333 |
| 39 Liberty | 50.44 | 50,642 | 386.90 | 232,248 | 282,890 |
| 40 Madison | 48.53 | 48,724 | 871.71 | 523,270 | 571,994 |
| 41 Manatee | 646.03 | 648,614 | 13,095.56 | 7,861,009 | 8,509,623 |
| 42 Marion | 1,965.39 | 1,973,252 | 17,129.53 | 10,282,522 | 12,255,774 |
| 43 Martin | 223.67 | 224,565 | 5,955.40 | 3,574,910 | 3,799,475 |
| 44 Monroe | 124.81 | 125,309 | 1,865.51 | 1,119,829 | 1,245,138 |
| 45 Nassau | 354.30 | 355,717 | 5,658.15 | 3,396,477 | 3,752,194 |
| 46 Okaloosa | 1,171.26 | 1,175,945 | 10,676.04 | 6,408,618 | 7,584,563 |
| 47 Okeechobee | 134.73 | 135,269 | 2,850.65 | 1,711,189 | 1,846,458 |
| 48 Orange | 2,425.65 | 2,435,353 | 53,575.22 | 32,160,158 | 34,595,511 |
| 49 Osceola | 2,251.85 | 2,260,857 | 25,732.43 | 15,446,675 | 17,707,532 |
| 50 Palm Beach | 5,061.81 | 5,082,057 | 41,573.97 | 24,956,042 | 30,038,099 |
| 51 Pasco | 2,198.65 | 2,207,445 | 29,042.75 | 17,433,796 | 19,641,241 |
| 52 Pinellas | 2,280.39 | 2,289,512 | 19,707.34 | 11,829,931 | 14,119,443 |
| 53 Polk | 3,640.20 | 3,654,761 | 43,673.91 | 26,216,595 | 29,871,356 |
| 54 Putnam | 282.31 | 283,439 | 3,903.01 | 2,342,901 | 2,626,340 |
| 55 St. Johns | 953.71 | 957,525 | 20,665.68 | 12,405,204 | 13,362,729 |
| 56 St. Lucie | 1,509.55 | 1,515,588 | 16,076.79 | 9,650,583 | 11,166,171 |
| 57 Santa Rosa | 993.48 | 997,454 | 12,369.23 | 7,425,007 | 8,422,461 |
| 58 Sarasota | 948.41 | 952,204 | 13,102.22 | 7,865,007 | 8,817,211 |
| 59 Seminole | 372.03 | 373,518 | 24,931.73 | 14,966,031 | 15,339,549 |
| 60 Sumter | 155.32 | 155,941 | 2,045.89 | 1,228,108 | 1,384,049 |
| 61 Suwannee | 126.47 | 126,976 | 2,279.19 | 1,368,153 | 1,495,129 |
| 62 Taylor | 88.42 | 88,774 | 1,165.75 | 699,777 | 788,551 |
| 63 Union | 19.70 | 19,779 | 1,086.93 | 652,463 | 672,242 |
| 64 Volusia | 1,116.27 | 1,120,735 | 20,050.03 | 12,035,641 | 13,156,376 |
| 65 Wakulla | 222.11 | 222,998 | 2,650.59 | 1,591,097 | 1,814,095 |
| 66 Walton | 275.31 | 276,411 | 4,733.49 | 2,841,422 | 3,117,833 |
| 67 Washington | 90.75 | 91,113 | 1,558.84 | 935,741 | 1,026,854 |
| 69 FAMU Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0 | 0.00 | 0 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0 | 0.00 | 0 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0 | 0.00 | 0 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0 | 0.00 | 0 | 0 |
| 74 UF Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 75 Virtual School | 0.00 | 0 | 0.00 | 0 | 0 |

State 61,168.52 61,413,194 755,639.93 453,595,890 515,009,084

2022-23 FEFP Conference Calculation
Supplemental Academic Instruction (SAI)

| District | 2021-22 SAI Allocation | 2021-22 Unweighted FTE | 2021-22 Funds Per FTE | 2022-23 Nonvirtual Unweighted FTE | Change in FTE | Workload Adjustment | Supplemental Academic Instruction Allocation |
|----------------------|------------------------|------------------------|-----------------------|-----------------------------------|---------------|---------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 8,171,196 | 29,368.47 | 278.23 | 29,510.37 | 141.90 | 35,428 | 8,206,624 |
| 2 Baker | 1,741,604 | 4,854.76 | 358.74 | 4,836.27 | (18.49) | (6,633) | 1,734,971 |
| 3 Bay | 7,190,294 | 25,834.14 | 278.33 | 25,972.94 | 138.80 | 34,654 | 7,224,948 |
| 4 Bradford | 878,280 | 2,879.94 | 304.96 | 2,927.36 | 47.42 | 11,839 | 890,119 |
| 5 Brevard | 19,856,675 | 73,759.06 | 269.21 | 74,351.82 | 592.76 | 147,994 | 20,004,669 |
| 6 Broward | 57,174,939 | 262,289.18 | 217.98 | 262,581.95 | 292.77 | 73,096 | 57,248,035 |
| 7 Calhoun | 461,477 | 2,072.30 | 222.69 | 2,003.00 | (69.30) | (15,432) | 446,045 |
| 8 Charlotte | 3,627,788 | 16,372.51 | 221.58 | 16,566.51 | 194.00 | 48,436 | 3,676,224 |
| 9 Citrus | 3,403,463 | 15,700.94 | 216.77 | 15,562.88 | (138.06) | (29,927) | 3,373,536 |
| 10 Clay | 9,968,504 | 38,820.59 | 256.78 | 38,712.93 | (107.66) | (27,645) | 9,940,859 |
| 11 Collier | 10,743,919 | 47,478.47 | 226.29 | 48,036.93 | 558.46 | 139,431 | 10,883,350 |
| 12 Columbia | 3,767,681 | 10,143.84 | 371.43 | 10,211.15 | 67.31 | 16,805 | 3,784,486 |
| 13 Dade | 111,981,408 | 340,648.40 | 328.73 | 347,005.06 | 6,356.66 | 1,587,067 | 113,568,475 |
| 14 DeSoto | 1,777,362 | 4,619.49 | 384.75 | 4,525.51 | (93.98) | (36,159) | 1,741,203 |
| 15 Dixie | 466,288 | 2,131.54 | 218.76 | 2,160.33 | 28.79 | 7,188 | 473,476 |
| 16 Duval | 32,737,849 | 132,333.68 | 247.39 | 131,218.85 | (1,114.83) | (275,798) | 32,462,051 |
| 17 Escambia | 10,199,712 | 38,792.75 | 262.93 | 38,805.31 | 12.56 | 3,136 | 10,202,848 |
| 18 Flagler | 2,867,355 | 13,364.38 | 214.55 | 13,434.98 | 70.60 | 17,627 | 2,884,982 |
| 19 Franklin | 256,435 | 1,179.70 | 217.37 | 1,127.52 | (52.18) | (11,342) | 245,093 |
| 20 Gadsden | 1,335,525 | 4,714.60 | 283.27 | 4,646.28 | (68.32) | (19,353) | 1,316,172 |
| 21 Gilchrist | 607,451 | 2,758.82 | 220.19 | 2,804.13 | 45.31 | 11,313 | 618,764 |
| 22 Glades | 415,568 | 1,713.49 | 242.53 | 1,694.34 | (19.15) | (4,644) | 410,924 |
| 23 Gulf | 383,156 | 1,903.11 | 201.33 | 1,865.59 | (37.52) | (7,554) | 375,602 |
| 24 Hamilton | 351,285 | 1,637.35 | 214.54 | 1,602.43 | (34.92) | (7,492) | 343,793 |
| 25 Hardee | 1,072,173 | 4,939.10 | 217.08 | 4,882.15 | (56.95) | (12,363) | 1,059,810 |
| 26 Hendry | 3,362,670 | 13,326.22 | 252.33 | 7,388.14 | (5,938.08) | (1,498,356) | 1,864,314 |
| 27 Hernando | 5,741,007 | 24,336.31 | 235.90 | 25,161.48 | 825.17 | 206,020 | 5,947,027 |
| 28 Highlands | 2,512,919 | 12,530.86 | 200.54 | 12,377.32 | (153.54) | (30,791) | 2,482,128 |
| 29 Hillsborough | 51,568,767 | 223,611.75 | 230.62 | 222,510.66 | (1,101.09) | (253,933) | 51,314,834 |
| 30 Holmes | 666,177 | 3,079.98 | 216.29 | 3,084.59 | 4.61 | 1,151 | 667,328 |
| 31 Indian River | 3,745,737 | 17,219.39 | 217.53 | 17,175.29 | (44.10) | (9,593) | 3,736,144 |
| 32 Jackson | 1,151,912 | 5,823.47 | 197.81 | 5,670.54 | (152.93) | (30,251) | 1,121,661 |
| 33 Jefferson | 301,820 | 755.75 | 399.36 | 788.62 | 32.87 | 8,207 | 310,027 |
| 34 Lafayette | 197,569 | 1,151.79 | 171.53 | 1,155.09 | 3.30 | 824 | 198,393 |
| 35 Lake | 10,742,367 | 46,707.55 | 229.99 | 47,906.37 | 1,198.82 | 299,309 | 11,041,676 |
| 36 Lee | 22,912,406 | 97,209.16 | 235.70 | 98,852.70 | 1,643.54 | 410,343 | 23,322,749 |
| 37 Leon | 9,998,779 | 33,172.17 | 283.33 | 33,276.27 | 104.10 | 25,991 | 9,424,770 |
| 38 Levy | 1,280,788 | 5,605.42 | 228.49 | 5,627.81 | 22.39 | 5,590 | 1,286,378 |
| 39 Liberty | 262,434 | 1,270.09 | 206.63 | 1,279.50 | 9.41 | 2,349 | 264,783 |
| 40 Madison | 635,174 | 2,388.67 | 265.91 | 2,411.54 | 22.87 | 5,710 | 640,884 |
| 41 Manatee | 12,555,282 | 50,645.04 | 247.91 | 51,559.42 | 914.38 | 228,293 | 12,783,575 |
| 42 Marion | 13,096,487 | 44,274.12 | 295.80 | 44,547.99 | 273.87 | 68,377 | 13,164,864 |
| 43 Martin | 4,011,068 | 18,543.82 | 216.30 | 19,007.19 | 463.37 | 115,690 | 4,126,758 |
| 44 Monroe | 1,874,591 | 8,616.34 | 217.56 | 8,761.71 | 145.37 | 36,295 | 1,910,886 |
| 45 Nassau | 2,773,121 | 12,657.79 | 219.08 | 12,911.44 | 253.65 | 63,329 | 2,836,450 |
| 46 Okaloosa | 8,893,129 | 32,591.86 | 272.86 | 32,699.64 | 107.78 | 26,909 | 8,920,038 |
| 47 Okeechobee | 1,966,685 | 6,319.08 | 311.23 | 6,420.06 | 100.98 | 25,212 | 1,991,897 |
| 48 Orange | 48,556,320 | 209,157.20 | 232.15 | 209,817.19 | 659.99 | 164,780 | 48,721,100 |
| 49 Osceola | 16,392,595 | 75,055.39 | 218.41 | 77,009.79 | 1,954.40 | 487,955 | 16,880,550 |
| 50 Palm Beach | 42,067,191 | 190,767.03 | 220.52 | 193,837.37 | 3,070.34 | 766,572 | 42,833,763 |
| 51 Pasco | 21,559,068 | 81,675.00 | 263.96 | 83,209.46 | 1,534.46 | 383,109 | 21,942,177 |
| 52 Pinellas | 22,744,532 | 96,332.15 | 236.11 | 95,445.41 | (886.74) | (209,368) | 22,535,164 |
| 53 Polk | 28,372,217 | 112,267.81 | 252.72 | 115,080.50 | 2,812.69 | 702,244 | 29,074,461 |
| 54 Putnam | 2,959,196 | 10,232.43 | 289.20 | 10,248.07 | 15.64 | 3,905 | 2,963,101 |
| 55 St. Johns | 9,548,917 | 47,700.35 | 200.19 | 49,342.84 | 1,642.49 | 410,080 | 9,958,997 |
| 56 St. Lucie | 10,876,329 | 44,393.99 | 245.00 | 45,927.27 | 1,533.28 | 382,814 | 11,259,143 |
| 57 Santa Rosa | 8,465,810 | 30,370.21 | 278.75 | 29,487.40 | (882.81) | (246,083) | 8,219,727 |
| 58 Sarasota | 9,061,801 | 44,707.01 | 202.69 | 45,431.21 | 724.20 | 180,811 | 9,242,612 |
| 59 Seminole | 15,997,700 | 67,605.38 | 236.63 | 67,936.38 | 331.00 | 82,641 | 16,080,341 |
| 60 Sumter | 1,800,879 | 8,900.78 | 202.33 | 9,054.22 | 153.44 | 38,309 | 1,839,188 |
| 61 Suwannee | 1,273,813 | 6,092.34 | 209.08 | 6,085.37 | (6.97) | (1,457) | 1,272,356 |
| 62 Taylor | 573,487 | 2,649.23 | 216.47 | 2,635.11 | (14.12) | (3,057) | 570,430 |
| 63 Union | 499,180 | 2,272.40 | 219.67 | 2,290.27 | 17.87 | 4,462 | 503,642 |
| 64 Volusia | 16,926,696 | 63,837.23 | 265.15 | 63,698.14 | (139.09) | (36,880) | 16,889,816 |
| 65 Wakulla | 938,381 | 5,071.75 | 185.02 | 5,183.46 | 111.71 | 27,891 | 966,272 |
| 66 Walton | 2,239,944 | 11,008.56 | 203.47 | 11,297.35 | 288.79 | 72,102 | 2,312,046 |
| 67 Washington | 930,595 | 3,292.95 | 282.60 | 3,309.53 | 16.58 | 4,140 | 934,735 |
| 69 FAMU Lab School | 322,956 | 612.80 | 527.02 | 612.80 | 0.00 | 0 | 322,956 |
| 70 FAU - Palm Beach | 329,430 | 1,289.62 | 255.45 | 1,301.15 | 11.53 | 2,879 | 332,309 |
| 71 FAU - St. Lucie | 415,759 | 1,426.55 | 291.44 | 1,457.32 | 30.77 | 7,682 | 423,441 |
| 72 FSU Lab - Broward | 144,945 | 706.84 | 205.06 | 706.84 | 0.00 | 0 | 144,945 |
| 73 FSU Lab - Leon | 303,748 | 1,789.79 | 169.71 | 1,788.64 | (1.15) | (195) | 303,553 |
| 74 UF Lab School | 314,865 | 1,231.96 | 255.58 | 1,226.46 | (5.50) | (1,406) | 313,459 |
| 75 Virtual School | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| State | 714,704,630 | 2,862,593.99 | 249.67 | 2,881,039.51 | 18,445.52 | 4,610,277 | 719,314,907 |

2022-23 FEFP Conference Calculation
Teacher Salary Increase Allocation

| District | 2022-23 Base Funding | \$550 Million Recurring Funds for Maintaining 2021-22 Increases | Additional \$250 Million for 2022-23 Increases | 50% for Classroom Teacher Minimum Base Salary | 50% for Instructional Personnel | Total Teacher Salary Increase Allocation |
|----------------------|----------------------|---|--|---|---------------------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 146,967,455 | 5,374,905 | 2,443,138 | 1,221,569 | 1,221,569 | 7,818,043 |
| 2 Baker | 22,976,483 | 840,298 | 381,953 | 190,977 | 190,976 | 1,222,251 |
| 3 Bay | 134,304,069 | 4,911,778 | 2,232,627 | 1,116,313 | 1,116,314 | 7,144,405 |
| 4 Bradford | 13,846,821 | 506,407 | 230,185 | 115,093 | 115,092 | 736,592 |
| 5 Brevard | 376,958,979 | 13,786,172 | 6,266,442 | 3,133,221 | 3,133,221 | 20,052,614 |
| 6 Broward | 1,362,083,792 | 49,814,230 | 22,642,832 | 11,321,416 | 11,321,416 | 72,457,062 |
| 7 Calhoun | 9,693,176 | 354,500 | 161,136 | 80,568 | 80,568 | 515,636 |
| 8 Charlotte | 83,714,592 | 3,061,616 | 1,391,644 | 695,822 | 695,822 | 4,453,260 |
| 9 Citrus | 74,194,645 | 2,713,452 | 1,233,387 | 616,694 | 616,693 | 3,946,839 |
| 10 Clay | 192,154,171 | 7,027,477 | 3,194,308 | 1,597,154 | 1,597,154 | 10,221,785 |
| 11 Collier | 263,324,424 | 9,630,320 | 4,377,418 | 2,188,709 | 2,188,709 | 14,007,738 |
| 12 Columbia | 47,778,408 | 1,747,356 | 794,252 | 397,126 | 397,126 | 2,541,608 |
| 13 Dade | 1,793,434,931 | 65,589,635 | 29,813,471 | 14,906,735 | 14,906,736 | 95,403,106 |
| 14 DeSoto | 21,537,015 | 787,653 | 358,024 | 179,012 | 179,012 | 1,145,677 |
| 15 Dixie | 9,992,164 | 365,434 | 166,106 | 83,053 | 83,053 | 531,540 |
| 16 Duval | 677,651,168 | 24,783,109 | 11,265,049 | 5,632,525 | 5,632,524 | 36,048,158 |
| 17 Escambia | 190,308,061 | 6,959,961 | 3,163,618 | 1,581,809 | 1,581,809 | 10,123,579 |
| 18 Flagler | 64,740,870 | 2,367,708 | 1,076,231 | 538,115 | 538,116 | 3,443,939 |
| 19 Franklin | 5,441,822 | 199,019 | 90,463 | 45,232 | 45,231 | 289,482 |
| 20 Gadsden | 21,910,491 | 801,312 | 364,233 | 182,116 | 182,117 | 1,165,545 |
| 21 Gilchrist | 13,903,517 | 508,480 | 231,127 | 115,564 | 115,563 | 739,607 |
| 22 Glades | 8,092,734 | 295,968 | 134,531 | 67,266 | 67,265 | 430,499 |
| 23 Gulf | 8,933,807 | 326,728 | 148,513 | 74,256 | 74,257 | 475,241 |
| 24 Hamilton | 7,421,975 | 271,437 | 123,380 | 61,690 | 61,690 | 394,817 |
| 25 Hardee | 23,135,615 | 846,117 | 384,599 | 192,299 | 192,300 | 1,230,716 |
| 26 Hendry | 65,921,920 | 2,410,901 | 1,095,864 | 547,932 | 547,932 | 3,506,765 |
| 27 Hernando | 123,473,935 | 4,515,698 | 2,052,590 | 1,026,295 | 1,026,295 | 6,568,288 |
| 28 Highlands | 59,379,401 | 2,171,628 | 987,104 | 493,552 | 493,552 | 3,158,732 |
| 29 Hillsborough | 1,166,361,669 | 42,656,266 | 19,389,212 | 9,694,606 | 9,694,606 | 62,045,478 |
| 30 Holmes | 14,151,393 | 517,546 | 235,248 | 117,624 | 117,624 | 752,794 |
| 31 Indian River | 86,343,214 | 3,157,750 | 1,435,341 | 717,671 | 717,670 | 4,593,091 |
| 32 Jackson | 26,759,741 | 978,659 | 444,845 | 222,423 | 222,422 | 1,423,504 |
| 33 Jefferson | 3,715,497 | 135,883 | 61,765 | 30,883 | 30,882 | 197,648 |
| 34 Lafayette | 5,429,427 | 198,565 | 90,257 | 45,129 | 45,128 | 288,822 |
| 35 Lake | 235,471,819 | 8,611,693 | 3,914,406 | 1,957,203 | 1,957,203 | 12,526,099 |
| 36 Lee | 513,761,077 | 18,789,308 | 8,540,595 | 4,270,297 | 4,270,298 | 27,329,903 |
| 37 Leon | 163,581,498 | 5,982,515 | 2,719,325 | 1,359,662 | 1,359,663 | 8,701,840 |
| 38 Levy | 27,015,845 | 988,026 | 449,102 | 224,551 | 224,551 | 1,437,128 |
| 39 Liberty | 6,213,522 | 227,241 | 103,292 | 51,646 | 51,646 | 330,533 |
| 40 Madison | 10,870,575 | 397,559 | 180,709 | 90,354 | 90,355 | 578,268 |
| 41 Manatee | 255,826,130 | 9,356,092 | 4,252,769 | 2,126,385 | 2,126,384 | 13,608,861 |
| 42 Marion | 219,548,611 | 8,029,348 | 3,649,704 | 1,824,852 | 1,824,852 | 11,679,052 |
| 43 Martin | 99,158,219 | 3,626,422 | 1,648,374 | 824,187 | 824,187 | 5,274,796 |
| 44 Monroe | 46,414,546 | 1,697,476 | 771,580 | 385,790 | 385,790 | 2,469,056 |
| 45 Nassau | 63,966,889 | 2,339,402 | 1,063,364 | 531,682 | 531,682 | 3,402,766 |
| 46 Okaloosa | 165,509,194 | 6,053,015 | 2,751,370 | 1,375,685 | 1,375,685 | 8,804,385 |
| 47 Okeechobee | 30,908,942 | 1,130,404 | 513,820 | 256,910 | 256,910 | 1,644,224 |
| 48 Orange | 1,119,315,261 | 40,935,681 | 18,607,128 | 9,303,564 | 9,303,564 | 59,542,809 |
| 49 Osceola | 387,024,556 | 14,154,291 | 6,433,769 | 3,216,884 | 3,216,885 | 20,588,060 |
| 50 Palm Beach | 1,044,270,152 | 38,191,126 | 17,359,602 | 8,679,801 | 8,679,801 | 55,550,728 |
| 51 Pasco | 424,558,398 | 15,526,981 | 7,057,719 | 3,528,859 | 3,528,860 | 22,584,700 |
| 52 Pinellas | 486,803,700 | 17,803,421 | 8,092,464 | 4,046,232 | 4,046,232 | 25,895,885 |
| 53 Polk | 559,405,532 | 20,458,621 | 9,299,373 | 4,649,687 | 4,649,686 | 29,757,994 |
| 54 Putnam | 48,378,171 | 1,769,290 | 804,223 | 402,111 | 402,112 | 2,573,513 |
| 55 St. Johns | 256,117,183 | 9,366,737 | 4,257,608 | 2,128,804 | 2,128,804 | 13,624,345 |
| 56 St. Lucie | 228,297,891 | 8,349,327 | 3,795,149 | 1,897,574 | 1,897,575 | 12,144,476 |
| 57 Santa Rosa | 151,276,789 | 5,532,506 | 2,514,775 | 1,257,388 | 1,257,387 | 8,047,281 |
| 58 Sarasota | 238,407,125 | 8,719,043 | 3,963,201 | 1,981,601 | 1,981,600 | 12,682,244 |
| 59 Seminole | 346,577,851 | 12,675,071 | 5,761,396 | 2,880,698 | 2,880,698 | 18,436,467 |
| 60 Sumter | 44,461,131 | 1,626,036 | 739,107 | 369,554 | 369,553 | 2,365,143 |
| 61 Suwannee | 28,289,323 | 1,034,599 | 470,272 | 235,136 | 235,136 | 1,504,871 |
| 62 Taylor | 12,527,106 | 458,142 | 208,246 | 104,123 | 104,123 | 666,388 |
| 63 Union | 10,692,986 | 391,065 | 177,757 | 88,878 | 88,879 | 568,822 |
| 64 Volusia | 316,907,163 | 11,589,952 | 5,268,160 | 2,634,080 | 2,634,080 | 16,858,112 |
| 65 Wakulla | 24,347,362 | 890,434 | 404,743 | 202,371 | 202,372 | 1,295,177 |
| 66 Walton | 55,400,057 | 2,026,095 | 920,952 | 460,476 | 460,476 | 2,947,047 |
| 67 Washington | 15,993,988 | 584,933 | 265,879 | 132,939 | 132,940 | 850,812 |
| 69 FAMU Lab School | 2,832,814 | 103,602 | 47,092 | 23,546 | 23,546 | 150,694 |
| 70 FAU - Palm Beach | 6,380,974 | 233,365 | 106,075 | 53,038 | 53,037 | 339,440 |
| 71 FAU - St. Lucie | 7,016,124 | 256,594 | 116,634 | 58,317 | 58,317 | 373,228 |
| 72 FSU Lab - Broward | 4,103,781 | 150,084 | 68,220 | 34,110 | 34,110 | 218,304 |
| 73 FSU Lab - Leon | 8,464,115 | 309,550 | 140,705 | 70,352 | 70,353 | 450,255 |
| 74 UF Lab School | 5,808,618 | 212,433 | 96,561 | 48,280 | 48,281 | 308,994 |
| 75 Virtual School | 240,854,602 | 8,808,552 | 4,003,887 | 2,001,944 | 2,001,943 | 12,812,439 |
| State | 15,038,797,002 | 550,000,000 | 250,000,000 | 125,000,000 | 125,000,000 | 800,000,000 |

2022-23 FEFP Conference Calculation
 Teachers Classroom Supply Assistance Program

| District | 2022-23 Appropriated Nonvirtual UFTE | Teachers Classroom Supply Assistance |
|----------------------|--------------------------------------|--------------------------------------|
| | -1- | -2- |
| 1 Alachua | 29,510.37 | 554,588 |
| 2 Baker | 4,836.27 | 90,888 |
| 3 Bay | 25,972.94 | 488,109 |
| 4 Bradford | 2,927.36 | 55,014 |
| 5 Brevard | 74,351.82 | 1,397,294 |
| 6 Broward | 262,581.95 | 4,934,703 |
| 7 Calhoun | 2,003.00 | 37,642 |
| 8 Charlotte | 16,566.51 | 311,334 |
| 9 Citrus | 15,562.88 | 292,473 |
| 10 Clay | 38,712.93 | 727,532 |
| 11 Collier | 48,036.93 | 902,758 |
| 12 Columbia | 10,211.15 | 191,898 |
| 13 Dade | 347,005.06 | 6,521,266 |
| 14 DeSoto | 4,525.51 | 85,048 |
| 15 Dixie | 2,160.33 | 40,599 |
| 16 Duval | 131,218.85 | 2,465,996 |
| 17 Escambia | 38,805.31 | 729,268 |
| 18 Flagler | 13,434.98 | 252,484 |
| 19 Franklin | 1,127.52 | 21,190 |
| 20 Gadsden | 4,646.28 | 87,318 |
| 21 Gilchrist | 2,804.13 | 52,698 |
| 22 Glades | 1,694.34 | 31,842 |
| 23 Gulf | 1,865.59 | 35,060 |
| 24 Hamilton | 1,602.43 | 30,114 |
| 25 Hardee | 4,882.15 | 91,750 |
| 26 Hendry | 7,388.14 | 138,845 |
| 27 Hernando | 25,161.48 | 472,860 |
| 28 Highlands | 12,377.32 | 232,607 |
| 29 Hillsborough | 222,510.66 | 4,181,643 |
| 30 Holmes | 3,084.59 | 57,969 |
| 31 Indian River | 17,175.29 | 322,775 |
| 32 Jackson | 5,670.54 | 106,566 |
| 33 Jefferson | 788.62 | 14,821 |
| 34 Lafayette | 1,155.09 | 21,708 |
| 35 Lake | 47,906.37 | 900,304 |
| 36 Lee | 98,852.70 | 1,857,739 |
| 37 Leon | 33,276.27 | 625,361 |
| 38 Levy | 5,627.81 | 105,763 |
| 39 Liberty | 1,279.50 | 24,046 |
| 40 Madison | 2,411.54 | 45,320 |
| 41 Manatee | 51,559.42 | 968,956 |
| 42 Marion | 44,547.99 | 837,190 |
| 43 Martin | 19,007.19 | 357,202 |
| 44 Monroe | 8,761.71 | 164,659 |
| 45 Nassau | 12,911.44 | 242,645 |
| 46 Okaloosa | 32,699.64 | 614,524 |
| 47 Okeechobee | 6,420.06 | 120,652 |
| 48 Orange | 209,817.19 | 3,943,094 |
| 49 Osceola | 77,009.79 | 1,447,245 |
| 50 Palm Beach | 193,837.37 | 3,642,786 |
| 51 Pasco | 83,209.46 | 1,563,755 |
| 52 Pinellas | 95,445.41 | 1,793,706 |
| 53 Polk | 115,080.50 | 2,162,708 |
| 54 Putnam | 10,248.07 | 192,592 |
| 55 St. Johns | 49,342.84 | 927,300 |
| 56 St. Lucie | 45,927.27 | 863,111 |
| 57 Santa Rosa | 29,487.40 | 554,157 |
| 58 Sarasota | 45,431.21 | 853,789 |
| 59 Seminole | 67,936.38 | 1,276,728 |
| 60 Sumter | 9,054.22 | 170,156 |
| 61 Suwannee | 6,085.37 | 114,362 |
| 62 Taylor | 2,635.11 | 49,522 |
| 63 Union | 2,290.27 | 43,041 |
| 64 Volusia | 63,698.14 | 1,197,079 |
| 65 Wakulla | 5,183.46 | 97,413 |
| 66 Walton | 11,297.35 | 212,311 |
| 67 Washington | 3,309.53 | 62,196 |
| 69 FAMU Lab School | 612.80 | 11,516 |
| 70 FAU - Palm Beach | 1,301.15 | 24,453 |
| 71 FAU - St. Lucie | 1,457.32 | 27,387 |
| 72 FSU Lab - Broward | 706.84 | 13,284 |
| 73 FSU Lab - Leon | 1,788.64 | 33,614 |
| 74 UF Lab School | 1,226.46 | 23,049 |
| 75 Virtual School | 0.00 | 0 |
| State | 2,881,039.51 | 54,143,375 |

2022-23 FEFP Conference Calculation
Turnaround Supplemental Services Allocation

| District | Turnaround Option Schools FTE | Improved Schools FTE | Total FTE for Eligible Schools | Supplemental Services Allocation \$500 per FTE |
|----------------------|-------------------------------|----------------------|--------------------------------|--|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 939.30 | 659.62 | 1,598.92 | 799,460 |
| 2 Baker | 0.00 | 0.00 | 0.00 | 0 |
| 3 Bay | 0.00 | 462.97 | 462.97 | 231,485 |
| 4 Bradford | 0.00 | 0.00 | 0.00 | 0 |
| 5 Brevard | 0.00 | 1,021.14 | 1,021.14 | 510,570 |
| 6 Broward | 333.51 | 297.09 | 630.60 | 315,300 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0.00 | 0 |
| 9 Citrus | 0.00 | 0.00 | 0.00 | 0 |
| 10 Clay | 587.10 | 0.00 | 587.10 | 293,550 |
| 11 Collier | 0.00 | 0.00 | 0.00 | 0 |
| 12 Columbia | 0.00 | 0.00 | 0.00 | 0 |
| 13 Dade | 0.00 | 357.65 | 357.65 | 178,825 |
| 14 DeSoto | 0.00 | 489.18 | 489.18 | 244,590 |
| 15 Dixie | 0.00 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,927.46 | 1,806.38 | 3,733.84 | 1,866,920 |
| 17 Escambia | 1,448.99 | 1,255.13 | 2,704.12 | 1,352,060 |
| 18 Flagler | 0.00 | 0.00 | 0.00 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 337.10 | 655.56 | 992.66 | 496,330 |
| 21 Gilchrist | 0.00 | 0.00 | 0.00 | 0 |
| 22 Glades | 0.00 | 0.00 | 0.00 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 0.00 | 0.00 | 0.00 | 0 |
| 25 Hardee | 0.00 | 0.00 | 0.00 | 0 |
| 26 Hendry | 0.00 | 404.99 | 404.99 | 202,495 |
| 27 Hernando | 0.00 | 0.00 | 0.00 | 0 |
| 28 Highlands | 0.00 | 0.00 | 0.00 | 0 |
| 29 Hillsborough | 7,572.58 | 5,229.37 | 12,801.95 | 6,400,975 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0.00 | 0 |
| 32 Jackson | 0.00 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0 |
| 35 Lake | 535.27 | 0.00 | 535.27 | 267,635 |
| 36 Lee | 0.00 | 1,687.92 | 1,687.92 | 843,960 |
| 37 Leon | 495.28 | 745.11 | 1,240.39 | 620,195 |
| 38 Levy | 0.00 | 0.00 | 0.00 | 0 |
| 39 Liberty | 0.00 | 0.00 | 0.00 | 0 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0 |
| 41 Manatee | 0.00 | 2,419.86 | 2,419.86 | 1,209,930 |
| 42 Marion | 701.67 | 1,854.50 | 2,556.17 | 1,278,085 |
| 43 Martin | 0.00 | 0.00 | 0.00 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0.00 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0.00 | 0 |
| 46 Okaloosa | 0.00 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 0.00 | 0.00 | 0.00 | 0 |
| 48 Orange | 398.84 | 3,046.84 | 3,445.68 | 1,722,840 |
| 49 Osceola | 0.00 | 0.00 | 0.00 | 0 |
| 50 Palm Beach | 0.00 | 985.61 | 985.61 | 492,805 |
| 51 Pasco | 0.00 | 0.00 | 0.00 | 0 |
| 52 Pinellas | 1,169.80 | 1,494.18 | 2,663.98 | 1,331,990 |
| 53 Polk | 1,318.67 | 1,587.71 | 2,906.38 | 1,453,190 |
| 54 Putnam | 0.00 | 1,207.22 | 1,207.22 | 603,610 |
| 55 St. Johns | 0.00 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 453.25 | 679.39 | 1,132.64 | 566,320 |
| 57 Santa Rosa | 0.00 | 0.00 | 0.00 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0.00 | 0 |
| 59 Seminole | 0.00 | 600.91 | 600.91 | 300,455 |
| 60 Sumter | 0.00 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0.00 | 0 |
| 62 Taylor | 0.00 | 76.66 | 76.66 | 38,330 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0 |
| 64 Volusia | 1,522.29 | 0.00 | 1,522.29 | 761,145 |
| 65 Wakulla | 0.00 | 0.00 | 0.00 | 0 |
| 66 Walton | 0.00 | 0.00 | 0.00 | 0 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0 |
| State | 19,741.11 | 29,024.99 | 48,766.10 | 24,383,050 |

2022-23 FEFP Conference Calculation
Required Local Effort, 90% Adjustment, Millage and Total - Page 1

| District | 2021 | 2021 | 2021 | 2021-22 | Equalization | 2022 | 2022 | 2022 |
|----------------------|-------------------|--------|------------|---------------|--------------|-------------------|------------|-------|
| | School | | | | | | | |
| | Taxable | Levels | Factors | RLE | Amount | Taxable | Rate | RLE |
| | Value | | | | | Value | Adjustment | Mills |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 19,450,039,700 | 97.2 | (0.014403) | 67,331,369 | (969,774) | 20,520,373,756 | (0.049) | 3.557 |
| 2 Baker | 1,234,103,728 | 96.8 | (0.010331) | 4,272,171 | (44,136) | 1,343,553,361 | (0.034) | 3.572 |
| 3 Bay | 20,927,114,396 | 96.0 | (0.002083) | 72,444,648 | (150,902) | 22,725,307,613 | (0.007) | 3.599 |
| 4 Bradford | 1,187,127,236 | 95.4 | 0.004193 | 4,109,550 | 17,231 | 1,265,702,764 | 0.014 | 3.620 |
| 5 Brevard | 51,744,719,346 | 96.3 | (0.005192) | 179,127,800 | (930,032) | 56,420,395,985 | (0.017) | 3.589 |
| 6 Broward | 237,281,403,542 | 98.5 | (0.027411) | 821,411,272 | (22,515,704) | 253,695,847,899 | (0.092) | 3.514 |
| 7 Calhoun | 497,456,976 | 93.7 | 0.022412 | 1,722,077 | 38,595 | 519,487,536 | 0.077 | 3.683 |
| 8 Charlotte | 22,303,193,085 | 94.4 | 0.014831 | 77,208,302 | 1,145,076 | 24,708,997,813 | 0.048 | 3.654 |
| 9 Citrus | 12,327,027,812 | 95.9 | (0.001043) | 42,673,212 | (44,508) | 13,086,676,855 | (0.004) | 3.602 |
| 10 Clay | 14,393,742,499 | 98.9 | (0.031345) | 49,827,682 | (1,561,849) | 15,234,822,670 | (0.107) | 3.499 |
| 11 Collier | 109,231,304,563 | 96.4 | (0.006224) | 378,132,561 | (2,353,497) | 120,611,020,848 | (0.020) | 3.586 |
| 12 Columbia | 3,523,764,418 | 94.7 | 0.011616 | 12,198,427 | 141,697 | 3,748,903,779 | 0.039 | 3.645 |
| 13 Dade | 366,114,505,026 | 93.0 | 0.030108 | 1,267,400,549 | 38,158,896 | 388,228,128,887 | 0.102 | 3.708 |
| 14 DeSoto | 2,167,331,307 | 97.3 | (0.015416) | 7,502,781 | (115,663) | 2,297,979,186 | (0.052) | 3.554 |
| 15 Dixie | 629,901,938 | 96.6 | (0.008282) | 2,180,569 | (18,059) | 672,045,006 | (0.028) | 3.578 |
| 16 Duval | 85,200,472,649 | 96.6 | (0.008282) | 294,943,588 | (2,442,723) | 92,595,282,579 | (0.027) | 3.579 |
| 17 Escambia | 23,238,782,742 | 94.3 | 0.015907 | 80,447,089 | 1,279,672 | 25,013,559,167 | 0.053 | 3.659 |
| 18 Flagler | 12,009,996,238 | 94.6 | 0.012685 | 41,575,725 | 527,388 | 12,936,608,164 | 0.042 | 3.648 |
| 19 Franklin | 2,520,902,580 | 95.5 | 0.003141 | 8,726,760 | 27,411 | 2,742,700,201 | 0.010 | 3.616 |
| 20 Gadsden | 1,841,104,229 | 96.4 | (0.006224) | 6,373,461 | (39,668) | 1,891,409,679 | (0.022) | 3.584 |
| 21 Gilchrist | 1,042,420,693 | 96.3 | (0.005192) | 3,608,610 | (18,736) | 1,124,217,394 | (0.017) | 3.589 |
| 22 Glades | 836,590,452 | 96.4 | (0.006224) | 2,896,075 | (18,025) | 887,439,813 | (0.021) | 3.585 |
| 23 Gulf | 2,297,504,604 | 93.2 | 0.027897 | 7,953,410 | 221,876 | 2,435,271,643 | 0.095 | 3.701 |
| 24 Hamilton | 1,062,504,434 | 98.8 | (0.030364) | 3,678,135 | (111,683) | 1,105,628,270 | (0.105) | 3.501 |
| 25 Hardee | 1,980,572,341 | 96.7 | (0.009307) | 6,856,266 | (63,811) | 2,029,995,744 | (0.033) | 3.573 |
| 26 Hendry | 2,927,344,418 | 99.2 | (0.034274) | 10,133,764 | (347,325) | 3,146,417,240 | (0.115) | 3.491 |
| 27 Hernando | 12,325,775,216 | 95.3 | 0.005247 | 42,668,876 | 223,884 | 13,196,819,602 | 0.018 | 3.624 |
| 28 Highlands | 6,185,523,853 | 94.5 | 0.013757 | 21,412,799 | 294,576 | 6,786,818,809 | 0.045 | 3.651 |
| 29 Hillsborough | 132,466,639,274 | 96.8 | (0.010331) | 458,567,713 | (4,737,463) | 143,480,426,626 | (0.034) | 3.572 |
| 30 Holmes | 564,232,590 | 96.6 | (0.008282) | 1,953,238 | (16,177) | 586,806,746 | (0.029) | 3.577 |
| 31 Indian River | 21,931,594,268 | 96.6 | (0.008282) | 75,921,916 | (628,785) | 23,875,762,699 | (0.027) | 3.579 |
| 32 Jackson | 1,897,616,261 | 96.2 | (0.004158) | 6,569,092 | (27,314) | 2,004,072,630 | (0.014) | 3.592 |
| 33 Jefferson | 779,304,741 | 98.3 | (0.025432) | 2,697,766 | (68,610) | 831,035,300 | (0.086) | 3.520 |
| 34 Lafayette | 319,411,913 | 98.2 | (0.024440) | 1,105,727 | (27,024) | 332,271,861 | (0.085) | 3.521 |
| 35 Lake | 29,437,846,012 | 96.3 | (0.005192) | 101,906,758 | (529,100) | 31,324,591,815 | (0.018) | 3.588 |
| 36 Lee | 104,783,192,492 | 94.4 | 0.014831 | 362,734,264 | 5,379,712 | 115,602,844,272 | 0.048 | 3.654 |
| 37 Leon | 20,984,168,466 | 97.3 | (0.015416) | 72,642,155 | (1,119,851) | 22,187,140,031 | (0.053) | 3.553 |
| 38 Levy | 2,534,572,204 | 96.9 | (0.011352) | 8,774,081 | (99,603) | 2,725,948,224 | (0.038) | 3.568 |
| 39 Liberty | 333,010,674 | 101.6 | (0.057087) | 1,152,803 | (65,810) | 363,351,669 | (0.189) | 3.417 |
| 40 Madison | 868,640,178 | 97.6 | (0.018443) | 3,007,024 | (55,459) | 920,272,410 | (0.063) | 3.543 |
| 41 Manatee | 47,561,332,473 | 95.4 | 0.004193 | 164,645,918 | 690,360 | 52,225,328,280 | 0.014 | 3.620 |
| 42 Marion | 24,621,207,526 | 96.2 | (0.004158) | 85,232,711 | (354,398) | 26,590,550,776 | (0.014) | 3.592 |
| 43 Martin | 26,662,980,446 | 96.6 | (0.008282) | 92,300,839 | (764,436) | 27,822,032,144 | (0.029) | 3.577 |
| 44 Monroe | 34,206,781,366 | 93.3 | 0.026795 | 118,415,667 | 3,172,948 | 34,612,887,850 | 0.095 | 3.701 |
| 45 Nassau | 12,037,222,805 | 96.1 | (0.003122) | 41,669,976 | (130,094) | 12,864,523,195 | (0.011) | 3.595 |
| 46 Okaloosa | 22,582,918,750 | 93.7 | 0.022412 | 78,176,645 | 1,752,095 | 24,415,716,559 | 0.075 | 3.681 |
| 47 Okeechobee | 3,566,383,399 | 97.0 | (0.012371) | 12,345,963 | (152,732) | 4,069,736,409 | (0.039) | 3.567 |
| 48 Orange | 172,054,493,169 | 97.7 | (0.019447) | 595,611,362 | (11,582,854) | 184,988,161,276 | (0.065) | 3.541 |
| 49 Osceola | 36,507,101,648 | 95.8 | 0.000000 | 126,378,824 | 0 | 39,640,650,545 | 0.000 | 3.606 |
| 50 Palm Beach | 234,880,832,408 | 95.7 | 0.001045 | 813,101,070 | 849,691 | 252,297,700,383 | 0.004 | 3.610 |
| 51 Pasco | 39,210,563,613 | 95.6 | 0.002092 | 135,737,561 | 283,963 | 41,997,039,731 | 0.007 | 3.613 |
| 52 Pinellas | 106,042,089,211 | 97.3 | (0.015416) | 367,092,263 | (5,659,094) | 114,401,925,682 | (0.052) | 3.554 |
| 53 Polk | 48,706,408,048 | 95.5 | 0.003141 | 168,609,895 | 529,604 | 52,912,905,808 | 0.010 | 3.616 |
| 54 Putnam | 5,226,110,046 | 97.3 | (0.015416) | 18,091,539 | (278,899) | 5,578,705,482 | (0.052) | 3.554 |
| 55 St. Johns | 37,077,961,902 | 96.7 | (0.009307) | 128,355,005 | (1,194,600) | 40,108,949,231 | (0.031) | 3.575 |
| 56 St. Lucie | 28,976,198,885 | 97.0 | (0.012371) | 100,308,646 | (1,240,918) | 31,774,034,363 | (0.041) | 3.565 |
| 57 Santa Rosa | 13,725,721,786 | 94.6 | 0.012685 | 47,515,155 | 602,730 | 14,687,573,365 | 0.043 | 3.649 |
| 58 Sarasota | 74,590,082,549 | 94.3 | 0.015907 | 258,212,964 | 4,107,394 | 81,348,312,816 | 0.053 | 3.659 |
| 59 Seminole | 43,198,579,162 | 97.5 | (0.017436) | 149,543,113 | (2,607,434) | 45,411,005,981 | (0.060) | 3.546 |
| 60 Sumter | 16,621,377,521 | 95.8 | 0.000000 | 57,539,220 | 0 | 18,192,035,361 | 0.000 | 3.606 |
| 61 Suwannee | 2,184,384,494 | 93.5 | 0.024599 | 7,561,815 | 186,013 | 2,408,389,437 | 0.080 | 3.686 |
| 62 Taylor | 1,783,079,392 | 98.1 | (0.023445) | 6,172,593 | (144,716) | 1,851,930,894 | (0.081) | 3.525 |
| 63 Union | 309,339,491 | 94.2 | 0.016985 | 1,070,859 | 18,189 | 342,690,184 | 0.055 | 3.661 |
| 64 Volusia | 47,552,413,610 | 96.8 | (0.010331) | 164,615,043 | (1,700,638) | 51,528,704,143 | (0.034) | 3.572 |
| 65 Wakulla | 1,724,421,599 | 94.5 | 0.013757 | 5,969,534 | 82,123 | 1,796,203,212 | 0.048 | 3.654 |
| 66 Walton | 27,089,595,978 | 92.3 | 0.037920 | 93,777,680 | 3,556,050 | 29,021,561,569 | 0.128 | 3.734 |
| 67 Washington | 1,106,044,630 | 93.8 | 0.021322 | 3,828,861 | 81,639 | 1,168,811,093 | 0.073 | 3.679 |
| 69 FAMU Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 74 UF Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 75 Virtual School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| State | 2,443,188,085,001 | 95.8 | | 8,457,730,786 | (1,563,291) | 2,629,264,001,685 | | 3.606 |

2022-23 FEFP Conference Calculation
Required Local Effort, 90% Adjustment, Millage and Total - Page 2

| District | 2022 School Taxable Value | Equalized Required Local Effort | Gross State & Local FEFP | 90% Gross State & Local FEFP | RLE Amount Above 90% FEFP | Equalized Millage | Less: Millage to 90% | 2021-22 Adjusted RLE Millage | 2022-23 Total Required Local Effort |
|----------------------|---------------------------|---------------------------------|--------------------------|------------------------------|---------------------------|-------------------|----------------------|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 195,736,382 | 176,162,744 | 0 | 3.557 | 0.000 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 33,974,986 | 30,577,487 | 0 | 3.572 | 0.000 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 173,929,267 | 156,536,340 | 0 | 3.599 | 0.000 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 21,223,665 | 19,101,299 | 0 | 3.620 | 0.000 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 493,031,445 | 443,728,301 | 0 | 3.589 | 0.000 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 1,695,760,538 | 1,526,184,484 | 0 | 3.514 | 0.000 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 15,863,536 | 14,277,182 | 0 | 3.683 | 0.000 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 107,831,856 | 97,048,670 | 0 | 3.654 | 0.000 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 102,384,724 | 92,146,252 | 0 | 3.602 | 0.000 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 262,701,133 | 236,431,020 | 0 | 3.499 | 0.000 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 415,210,676 | 334,831,703 | 301,348,533 | 113,862,143 | 3.586 | 0.983 | 2.603 | 301,392,468 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 69,822,284 | 62,840,056 | 0 | 3.645 | 0.000 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 2,256,589,137 | 2,030,930,223 | 0 | 3.708 | 0.000 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 31,677,008 | 28,509,307 | 0 | 3.554 | 0.000 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 2,308,394 | 15,628,313 | 14,065,482 | 0 | 3.578 | 0.000 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 882,514,242 | 794,262,818 | 0 | 3.579 | 0.000 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 257,073,851 | 231,366,466 | 0 | 3.659 | 0.000 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 86,471,109 | 77,823,998 | 0 | 3.648 | 0.000 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 9,520,900 | 7,559,664 | 6,803,698 | 2,717,202 | 3.616 | 1.032 | 2.584 | 6,803,652 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 32,472,096 | 29,224,886 | 0 | 3.584 | 0.000 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 21,606,637 | 19,445,973 | 0 | 3.589 | 0.000 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3,054,213 | 12,642,994 | 11,378,695 | 0 | 3.585 | 0.000 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 12,801,862 | 11,521,676 | 0 | 3.701 | 0.000 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 11,675,793 | 10,508,214 | 0 | 3.501 | 0.000 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 33,140,617 | 29,826,555 | 0 | 3.573 | 0.000 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 90,862,224 | 81,776,002 | 0 | 3.491 | 0.000 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 171,470,163 | 154,323,147 | 0 | 3.624 | 0.000 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 83,631,066 | 75,267,959 | 0 | 3.651 | 0.000 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 1,519,081,024 | 1,367,172,922 | 0 | 3.572 | 0.000 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 2,015,047 | 23,211,507 | 20,890,356 | 0 | 3.577 | 0.000 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 108,717,400 | 97,845,660 | 0 | 3.579 | 0.000 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 41,516,575 | 37,364,918 | 0 | 3.592 | 0.000 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 6,363,284 | 5,726,956 | 0 | 3.520 | 0.000 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 8,867,719 | 7,980,947 | 0 | 3.521 | 0.000 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 313,695,727 | 282,326,154 | 0 | 3.588 | 0.000 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 658,830,795 | 592,947,716 | 0 | 3.654 | 0.000 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 222,119,711 | 199,907,740 | 0 | 3.553 | 0.000 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 40,905,387 | 36,814,848 | 0 | 3.568 | 0.000 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 1,191,910 | 10,181,298 | 9,163,168 | 0 | 3.417 | 0.000 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3,130,104 | 16,992,336 | 15,293,102 | 0 | 3.543 | 0.000 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 328,133,121 | 295,319,809 | 0 | 3.620 | 0.000 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 298,603,158 | 268,742,842 | 0 | 3.592 | 0.000 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 125,111,419 | 112,600,277 | 0 | 3.577 | 0.000 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 122,978,206 | 59,379,211 | 53,441,290 | 69,536,916 | 3.701 | 2.093 | 1.608 | 53,431,223 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 84,838,977 | 76,355,079 | 0 | 3.595 | 0.000 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 221,085,848 | 198,977,263 | 0 | 3.681 | 0.000 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 44,070,626 | 39,663,563 | 0 | 3.567 | 0.000 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 1,389,939,696 | 1,250,945,726 | 0 | 3.541 | 0.000 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 513,911,888 | 462,520,699 | 0 | 3.606 | 0.000 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 1,295,732,609 | 1,166,159,348 | 0 | 3.610 | 0.000 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 571,557,569 | 514,401,812 | 0 | 3.613 | 0.000 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 620,031,278 | 558,028,150 | 0 | 3.554 | 0.000 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 768,887,846 | 691,999,061 | 0 | 3.616 | 0.000 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 70,456,914 | 63,411,223 | 0 | 3.554 | 0.000 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 327,493,940 | 294,744,546 | 0 | 3.575 | 0.000 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 305,090,178 | 274,581,160 | 0 | 3.565 | 0.000 | 3.565 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 207,627,894 | 186,865,105 | 0 | 3.649 | 0.000 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 285,747,338 | 305,514,146 | 274,962,731 | 10,784,607 | 3.659 | 0.138 | 3.521 | 274,970,313 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 453,282,580 | 407,954,322 | 0 | 3.546 | 0.000 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 62,976,460 | 56,850,136 | 51,165,122 | 11,811,338 | 3.606 | 0.676 | 2.930 | 51,170,557 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 41,347,876 | 37,213,088 | 0 | 3.686 | 0.000 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 18,619,831 | 16,757,848 | 0 | 3.525 | 0.000 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 1,204,405 | 16,812,721 | 15,131,449 | 0 | 3.661 | 0.000 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 417,599,196 | 375,839,276 | 0 | 3.572 | 0.000 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 35,150,630 | 31,635,567 | 0 | 3.654 | 0.000 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 104,031,850 | 71,612,064 | 64,450,858 | 39,580,992 | 3.734 | 1.421 | 2.313 | 64,441,797 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 24,804,493 | 22,324,044 | 0 | 3.679 | 0.000 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0 | 4,910,030 | 4,419,027 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 10,044,175 | 9,039,758 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 9,848,491 | 8,863,642 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 5,760,733 | 5,184,660 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 12,801,904 | 11,521,714 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0 | 9,416,202 | 8,474,582 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 75 Virtual School | 0 | 0 | 298,079,937 | 268,271,943 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| State | 2,629,264,001,685 | 9,100,453,235 | 19,509,798,375 | 17,558,818,538 | 248,293,198 | | | 3.606 | 8,852,197,815 |

2022-23 FEFP Conference Calculation
Required Local Effort Taxes

| District | 2022-23 School Taxable Value | Equalized Required Local Effort Millage Rate | Total Required Local Effort Taxes |
|----------------------|---------------------------------------|---|--|
| | -1- | -2- | -3- |
| 1 Alachua | 20,520,373,756 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 2.603 | 301,392,468 |
| 12 Columbia | 3,748,903,779 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 2.584 | 6,803,652 |
| 20 Gadsden | 1,891,409,679 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 1.608 | 53,431,223 |
| 45 Nassau | 12,864,523,195 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 3.565 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 3.521 | 274,970,313 |
| 59 Seminole | 45,411,005,981 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 2.930 | 51,170,557 |
| 61 Suwannee | 2,408,389,437 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 2.313 | 64,441,797 |
| 67 Washington | 1,168,811,093 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0.000 | 0 |
| 75 Virtual School | 0 | 0.000 | 0 |
| State | 2,629,264,001,685 | 3.606 | 8,852,197,815 |

2022-23 FEFP Conference Calculation
Millage Rates

| District | Required | 0.748 | Total |
|----------------------|--------------|---------------|--------|
| | Local Effort | Actual | Actual |
| | Mills | Discretionary | FEFP |
| | -1- | -2- | -3- |
| 1 Alachua | 3.557 | 0.748 | 4.305 |
| 2 Baker | 3.572 | 0.748 | 4.320 |
| 3 Bay | 3.599 | 0.748 | 4.347 |
| 4 Bradford | 3.620 | 0.748 | 4.368 |
| 5 Brevard | 3.589 | 0.748 | 4.337 |
| 6 Broward | 3.514 | 0.748 | 4.262 |
| 7 Calhoun | 3.683 | 0.748 | 4.431 |
| 8 Charlotte | 3.654 | 0.748 | 4.402 |
| 9 Citrus | 3.602 | 0.748 | 4.350 |
| 10 Clay | 3.499 | 0.748 | 4.247 |
| 11 Collier | 2.603 | 0.748 | 3.351 |
| 12 Columbia | 3.645 | 0.748 | 4.393 |
| 13 Dade | 3.708 | 0.748 | 4.456 |
| 14 DeSoto | 3.554 | 0.748 | 4.302 |
| 15 Dixie | 3.578 | 0.748 | 4.326 |
| 16 Duval | 3.579 | 0.748 | 4.327 |
| 17 Escambia | 3.659 | 0.748 | 4.407 |
| 18 Flagler | 3.648 | 0.748 | 4.396 |
| 19 Franklin | 2.584 | 0.748 | 3.332 |
| 20 Gadsden | 3.584 | 0.748 | 4.332 |
| 21 Gilchrist | 3.589 | 0.748 | 4.337 |
| 22 Glades | 3.585 | 0.748 | 4.333 |
| 23 Gulf | 3.701 | 0.748 | 4.449 |
| 24 Hamilton | 3.501 | 0.748 | 4.249 |
| 25 Hardee | 3.573 | 0.748 | 4.321 |
| 26 Hendry | 3.491 | 0.748 | 4.239 |
| 27 Hernando | 3.624 | 0.748 | 4.372 |
| 28 Highlands | 3.651 | 0.748 | 4.399 |
| 29 Hillsborough | 3.572 | 0.748 | 4.320 |
| 30 Holmes | 3.577 | 0.748 | 4.325 |
| 31 Indian River | 3.579 | 0.748 | 4.327 |
| 32 Jackson | 3.592 | 0.748 | 4.340 |
| 33 Jefferson | 3.520 | 0.748 | 4.268 |
| 34 Lafayette | 3.521 | 0.748 | 4.269 |
| 35 Lake | 3.588 | 0.748 | 4.336 |
| 36 Lee | 3.654 | 0.748 | 4.402 |
| 37 Leon | 3.553 | 0.748 | 4.301 |
| 38 Levy | 3.568 | 0.748 | 4.316 |
| 39 Liberty | 3.417 | 0.748 | 4.165 |
| 40 Madison | 3.543 | 0.748 | 4.291 |
| 41 Manatee | 3.620 | 0.748 | 4.368 |
| 42 Marion | 3.592 | 0.748 | 4.340 |
| 43 Martin | 3.577 | 0.748 | 4.325 |
| 44 Monroe | 1.608 | 0.748 | 2.356 |
| 45 Nassau | 3.595 | 0.748 | 4.343 |
| 46 Okaloosa | 3.681 | 0.748 | 4.429 |
| 47 Okeechobee | 3.567 | 0.748 | 4.315 |
| 48 Orange | 3.541 | 0.748 | 4.289 |
| 49 Osceola | 3.606 | 0.748 | 4.354 |
| 50 Palm Beach | 3.610 | 0.748 | 4.358 |
| 51 Pasco | 3.613 | 0.748 | 4.361 |
| 52 Pinellas | 3.554 | 0.748 | 4.302 |
| 53 Polk | 3.616 | 0.748 | 4.364 |
| 54 Putnam | 3.554 | 0.748 | 4.302 |
| 55 St. Johns | 3.575 | 0.748 | 4.323 |
| 56 St. Lucie | 3.565 | 0.748 | 4.313 |
| 57 Santa Rosa | 3.649 | 0.748 | 4.397 |
| 58 Sarasota | 3.521 | 0.748 | 4.269 |
| 59 Seminole | 3.546 | 0.748 | 4.294 |
| 60 Sumter | 2.930 | 0.748 | 3.678 |
| 61 Suwannee | 3.686 | 0.748 | 4.434 |
| 62 Taylor | 3.525 | 0.748 | 4.273 |
| 63 Union | 3.661 | 0.748 | 4.409 |
| 64 Volusia | 3.572 | 0.748 | 4.320 |
| 65 Wakulla | 3.654 | 0.748 | 4.402 |
| 66 Walton | 2.313 | 0.748 | 3.061 |
| 67 Washington | 3.679 | 0.748 | 4.427 |
| 69 FAMU Lab School | 0.000 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0.000 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0.000 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0.000 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0.000 | 0.000 | 0.000 |
| 74 UF Lab School | 0.000 | 0.000 | 0.000 |
| 75 Virtual School | 0.000 | 0.000 | 0.000 |
| State | 3.606 | 0.748 | 4.354 |

2022-23 FEFP Conference Calculation
Local Effort Taxes

| District | 2022 School Taxable Value | Total Required Local Effort Taxes | 0.748 Actual Discretionary Local Effort | Total Local Effort Taxes |
|----------------------|---------------------------|-----------------------------------|---|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 14,735,270 | 84,806,601 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 964,779 | 5,571,985 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 16,318,589 | 94,835,436 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 908,876 | 5,307,446 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 40,514,358 | 234,907,447 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 182,173,914 | 1,038,001,635 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 373,034 | 2,209,776 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 17,743,037 | 104,418,248 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 9,397,281 | 54,649,963 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 10,939,821 | 62,114,200 |
| 11 Collier | 120,611,020,848 | 301,392,468 | 86,608,362 | 388,000,830 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 2,692,013 | 15,810,177 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 278,778,855 | 1,660,746,761 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 1,650,133 | 9,490,470 |
| 15 Dixie | 672,045,006 | 2,308,394 | 482,582 | 2,790,976 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 66,490,821 | 384,633,397 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 17,961,737 | 105,825,365 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 9,289,520 | 54,594,557 |
| 19 Franklin | 2,742,700,201 | 6,803,652 | 1,969,478 | 8,773,130 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 1,358,183 | 7,865,843 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 807,278 | 4,680,702 |
| 22 Glades | 887,439,813 | 3,054,213 | 637,253 | 3,691,466 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 1,748,720 | 10,401,143 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 793,930 | 4,509,902 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 1,457,699 | 8,420,747 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 2,259,379 | 12,804,156 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 9,476,372 | 55,388,635 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 4,873,479 | 28,661,007 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 103,030,425 | 595,042,026 |
| 30 Holmes | 586,806,746 | 2,015,047 | 421,374 | 2,436,421 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 17,144,707 | 99,178,005 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 1,439,084 | 8,349,768 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 596,750 | 3,404,984 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 238,598 | 1,361,730 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 22,493,563 | 130,390,493 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 83,012,090 | 488,528,371 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 15,932,142 | 91,609,814 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 1,957,449 | 11,294,585 |
| 39 Liberty | 363,351,669 | 1,191,910 | 260,916 | 1,452,826 |
| 40 Madison | 920,272,410 | 3,130,104 | 660,829 | 3,790,933 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 37,501,964 | 218,995,425 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 19,094,143 | 110,786,871 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 19,978,445 | 115,517,078 |
| 44 Monroe | 34,612,887,850 | 53,431,223 | 24,854,823 | 78,286,046 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 9,237,757 | 53,635,799 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 17,532,438 | 103,811,721 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 2,922,396 | 16,858,476 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 132,836,299 | 761,677,655 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 28,465,158 | 165,691,576 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 181,169,933 | 1,055,532,843 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 30,157,234 | 175,823,126 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 82,149,735 | 472,470,801 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 37,995,699 | 221,675,444 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 4,005,957 | 23,039,608 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 28,801,434 | 166,455,348 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 22,816,299 | 131,559,754 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 10,546,853 | 61,998,010 |
| 58 Sarasota | 81,348,312,816 | 274,970,313 | 58,414,596 | 333,384,909 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 32,608,735 | 187,195,065 |
| 60 Sumter | 18,192,035,361 | 51,170,557 | 13,063,337 | 64,233,894 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 1,729,416 | 10,251,647 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 1,329,835 | 7,596,769 |
| 63 Union | 342,690,184 | 1,204,405 | 246,079 | 1,450,484 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 37,001,732 | 213,699,842 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 1,289,818 | 7,590,611 |
| 66 Walton | 29,021,561,569 | 64,441,797 | 20,839,803 | 85,281,600 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 839,300 | 4,967,354 |
| 69 FAMU Lab School | 0 | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 | 0 |

State 2,629,264,001,685 8,852,197,815 1,888,021,898 10,740,219,713

2022-23 FEFP Conference Calculation
 Grades PK-3 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$964.60 x WFTE | District Cost Differential | Grades PK-3 Class Size Reduction Allocation |
|--------------------------------|---------------------------|-------------------------|-----------------------|----------------------------------|--|
| | Grades PK-3 Unweighted | Grades PK-3 Weighted | | | |
| | FTE | FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 9,671.01 | 10,954.24 | 10,566,460 | 0.9796 | 10,350,904 |
| 2 Baker | 1,609.40 | 1,862.71 | 1,796,770 | 0.9606 | 1,725,977 |
| 3 Bay | 8,414.73 | 10,279.97 | 9,916,059 | 0.9687 | 9,605,686 |
| 4 Bradford | 1,008.29 | 1,160.92 | 1,119,823 | 0.9513 | 1,065,288 |
| 5 Brevard | 22,965.53 | 26,549.65 | 25,609,792 | 0.9904 | 25,363,938 |
| 6 Broward | 79,706.12 | 93,511.77 | 90,201,453 | 1.0196 | 91,969,401 |
| 7 Calhoun | 649.75 | 764.55 | 737,485 | 0.9222 | 680,109 |
| 8 Charlotte | 5,059.80 | 5,931.01 | 5,721,052 | 0.9845 | 5,632,376 |
| 9 Citrus | 4,998.81 | 5,659.78 | 5,459,424 | 0.9430 | 5,148,237 |
| 10 Clay | 11,772.01 | 13,548.55 | 13,068,931 | 0.9798 | 12,804,939 |
| 11 Collier | 14,751.72 | 17,706.89 | 17,080,066 | 1.0523 | 17,973,353 |
| 12 Columbia | 3,596.25 | 4,102.69 | 3,957,455 | 0.9407 | 3,722,778 |
| 13 Dade | 105,873.23 | 122,780.94 | 118,434,495 | 1.0166 | 120,400,508 |
| 14 DeSoto | 1,416.02 | 1,607.68 | 1,550,768 | 0.9645 | 1,495,716 |
| 15 Dixie | 719.76 | 831.48 | 802,046 | 0.9258 | 742,534 |
| 16 Duval | 45,108.60 | 51,807.87 | 49,973,871 | 1.0058 | 50,263,719 |
| 17 Escambia | 12,704.10 | 14,526.41 | 14,012,175 | 0.9746 | 13,656,266 |
| 18 Flagler | 3,853.64 | 4,399.43 | 4,243,690 | 0.9560 | 4,056,968 |
| 19 Franklin | 407.30 | 475.73 | 458,889 | 0.9275 | 425,620 |
| 20 Gadsden | 1,582.60 | 1,816.98 | 1,752,659 | 0.9435 | 1,653,634 |
| 21 Gilchrist | 1,002.25 | 1,205.20 | 1,162,536 | 0.9424 | 1,095,574 |
| 22 Glades | 584.09 | 670.13 | 646,407 | 0.9734 | 629,213 |
| 23 Gulf | 574.25 | 675.30 | 651,394 | 0.9389 | 611,594 |
| 24 Hamilton | 507.63 | 597.56 | 576,406 | 0.9168 | 528,449 |
| 25 Hardee | 1,619.56 | 1,847.25 | 1,781,857 | 0.9557 | 1,702,921 |
| 26 Hendry | 2,216.80 | 2,558.02 | 2,467,466 | 0.9823 | 2,423,792 |
| 27 Hernando | 8,067.65 | 9,521.26 | 9,184,207 | 0.9587 | 8,804,899 |
| 28 Highlands | 4,147.91 | 4,734.87 | 4,567,256 | 0.9489 | 4,333,869 |
| 29 Hillsborough | 71,452.48 | 83,275.41 | 80,327,460 | 1.0072 | 80,905,818 |
| 30 Holmes | 1,043.71 | 1,176.58 | 1,134,929 | 0.9259 | 1,050,831 |
| 31 Indian River | 5,260.13 | 6,098.79 | 5,882,893 | 0.9990 | 5,877,010 |
| 32 Jackson | 1,988.51 | 2,289.99 | 2,208,924 | 0.9219 | 2,036,407 |
| 33 Jefferson | 268.51 | 311.60 | 300,569 | 0.9396 | 282,415 |
| 34 Lafayette | 392.02 | 443.87 | 428,157 | 0.9187 | 393,348 |
| 35 Lake | 15,344.06 | 17,489.07 | 16,869,957 | 0.9746 | 16,441,460 |
| 36 Lee | 30,795.01 | 35,854.19 | 34,584,952 | 1.0173 | 35,183,272 |
| 37 Leon | 11,128.64 | 12,645.06 | 12,197,425 | 0.9718 | 11,853,458 |
| 38 Levy | 2,038.91 | 2,330.88 | 2,248,367 | 0.9431 | 2,120,435 |
| 39 Liberty | 451.47 | 534.33 | 515,415 | 0.9245 | 476,501 |
| 40 Madison | 773.55 | 874.46 | 843,504 | 0.9189 | 775,096 |
| 41 Manatee | 16,546.20 | 18,974.39 | 18,302,697 | 0.9937 | 18,187,390 |
| 42 Marion | 14,358.94 | 17,068.02 | 16,463,812 | 0.9472 | 15,594,523 |
| 43 Martin | 5,514.96 | 6,435.51 | 6,207,693 | 1.0164 | 6,309,499 |
| 44 Monroe | 2,808.40 | 3,290.21 | 3,173,737 | 1.0516 | 3,337,502 |
| 45 Nassau | 4,126.04 | 4,692.67 | 4,526,549 | 0.9870 | 4,467,704 |
| 46 Okaloosa | 10,892.64 | 12,545.41 | 12,101,302 | 0.9900 | 11,980,289 |
| 47 Okeechobee | 2,117.54 | 2,407.80 | 2,322,564 | 0.9638 | 2,238,487 |
| 48 Orange | 64,236.49 | 78,256.30 | 75,486,027 | 1.0091 | 76,172,950 |
| 49 Osceola | 22,662.92 | 26,448.56 | 25,512,281 | 0.9870 | 25,180,621 |
| 50 Palm Beach | 58,819.23 | 68,209.40 | 65,794,787 | 1.0438 | 68,676,599 |
| 51 Pasco | 26,242.06 | 30,988.54 | 29,891,546 | 0.9813 | 29,332,574 |
| 52 Pinellas | 29,647.64 | 34,511.27 | 33,289,571 | 1.0011 | 33,326,190 |
| 53 Polk | 35,754.40 | 41,436.13 | 39,969,291 | 0.9704 | 38,786,200 |
| 54 Putnam | 3,594.98 | 4,089.92 | 3,945,137 | 0.9455 | 3,730,127 |
| 55 St. Johns | 14,755.50 | 17,114.29 | 16,508,444 | 1.0023 | 16,546,413 |
| 56 St. Lucie | 13,593.36 | 15,528.29 | 14,978,589 | 0.9935 | 14,881,228 |
| 57 Santa Rosa | 8,896.93 | 10,625.84 | 10,249,685 | 0.9627 | 9,867,372 |
| 58 Sarasota | 13,567.92 | 15,881.65 | 15,319,440 | 1.0153 | 15,553,827 |
| 59 Seminole | 20,823.27 | 23,758.12 | 22,917,083 | 0.9951 | 22,804,789 |
| 60 Sumter | 2,951.32 | 3,402.03 | 3,281,598 | 0.9708 | 3,185,775 |
| 61 Suwannee | 2,014.79 | 2,284.34 | 2,203,474 | 0.9251 | 2,038,434 |
| 62 Taylor | 949.12 | 1,079.18 | 1,040,977 | 0.9215 | 959,260 |
| 63 Union | 835.26 | 943.05 | 909,666 | 0.9415 | 856,451 |
| 64 Volusia | 20,222.28 | 23,375.11 | 22,547,631 | 0.9639 | 21,733,662 |
| 65 Wakulla | 1,820.79 | 2,123.66 | 2,048,482 | 0.9470 | 1,939,912 |
| 66 Walton | 3,910.26 | 4,436.60 | 4,279,544 | 0.9844 | 4,212,783 |
| 67 Washington | 1,122.37 | 1,317.34 | 1,270,706 | 0.9303 | 1,182,138 |
| 69 FAMU Lab School | 175.40 | 197.50 | 190,509 | 0.9718 | 185,137 |
| 70 FAU - Palm Beach | 240.47 | 271.29 | 261,686 | 1.0438 | 273,148 |
| 71 FAU - St. Lucie | 598.76 | 676.87 | 652,909 | 0.9935 | 648,665 |
| 72 FSU Lab - Broward | 442.73 | 500.65 | 482,927 | 1.0196 | 492,392 |
| 73 FSU Lab - Leon | 445.66 | 502.06 | 484,287 | 0.9718 | 470,630 |
| 74 UF Lab School | 217.70 | 245.13 | 236,452 | 0.9796 | 231,628 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |

State 900,432.14 1,049,030.20 1,011,894,527 1,011,648,612

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades 4-8 Class Size Reduction Allocation

| District | 2022-23 Grades 4-8 Unweighted FTE | 2022-23 Grades 4-8 Weighted FTE | \$920.98 x WFTE | District Cost Differential | Grades 4-8 Class Size Reduction Allocation |
|--------------------------------|--|--|-----------------------|----------------------------------|---|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 11,345.32 | 11,422.78 | 10,520,152 | 0.9796 | 10,305,541 |
| 2 Baker | 1,802.55 | 1,808.41 | 1,665,509 | 0.9606 | 1,599,888 |
| 3 Bay | 10,132.75 | 10,947.79 | 10,082,696 | 0.9687 | 9,767,108 |
| 4 Bradford | 1,180.01 | 1,197.36 | 1,102,745 | 0.9513 | 1,049,041 |
| 5 Brevard | 29,208.72 | 30,029.78 | 27,656,827 | 0.9904 | 27,391,321 |
| 6 Broward | 101,056.58 | 104,170.47 | 95,938,919 | 1.0196 | 97,819,322 |
| 7 Calhoun | 758.99 | 775.01 | 713,769 | 0.9222 | 658,238 |
| 8 Charlotte | 6,089.49 | 6,265.99 | 5,770,851 | 0.9845 | 5,681,403 |
| 9 Citrus | 5,948.41 | 6,067.01 | 5,587,595 | 0.9430 | 5,269,102 |
| 10 Clay | 14,770.53 | 15,129.31 | 13,933,792 | 0.9798 | 13,652,329 |
| 11 Collier | 18,175.39 | 18,979.34 | 17,479,593 | 1.0523 | 18,393,776 |
| 12 Columbia | 3,881.97 | 3,906.77 | 3,598,057 | 0.9407 | 3,384,692 |
| 13 Dade | 133,914.41 | 138,669.73 | 127,712,048 | 1.0166 | 129,832,068 |
| 14 DeSoto | 1,898.71 | 1,916.97 | 1,765,491 | 0.9645 | 1,702,816 |
| 15 Dixie | 810.85 | 821.61 | 756,686 | 0.9258 | 700,540 |
| 16 Duval | 50,735.62 | 52,223.02 | 48,096,357 | 1.0058 | 48,375,316 |
| 17 Escambia | 14,653.68 | 14,965.96 | 13,783,350 | 0.9746 | 13,433,253 |
| 18 Flagler | 5,128.86 | 5,221.30 | 4,808,713 | 0.9560 | 4,597,130 |
| 19 Franklin | 464.09 | 476.49 | 438,838 | 0.9275 | 407,022 |
| 20 Gadsden | 1,776.43 | 1,818.93 | 1,675,198 | 0.9435 | 1,580,549 |
| 21 Gilchrist | 1,096.41 | 1,141.06 | 1,050,893 | 0.9424 | 990,362 |
| 22 Glades | 822.45 | 834.64 | 768,687 | 0.9734 | 748,240 |
| 23 Gulf | 728.59 | 785.03 | 722,997 | 0.9389 | 678,822 |
| 24 Hamilton | 595.88 | 604.29 | 556,539 | 0.9168 | 510,235 |
| 25 Hardee | 1,868.12 | 1,896.35 | 1,746,500 | 0.9557 | 1,669,130 |
| 26 Hendry | 2,719.86 | 2,789.49 | 2,569,065 | 0.9823 | 2,523,593 |
| 27 Hernando | 9,697.45 | 9,920.00 | 9,136,122 | 0.9587 | 8,758,800 |
| 28 Highlands | 4,697.11 | 4,797.78 | 4,418,659 | 0.9489 | 4,192,866 |
| 29 Hillsborough | 86,038.08 | 89,153.23 | 82,108,342 | 1.0072 | 82,699,522 |
| 30 Holmes | 1,150.08 | 1,150.62 | 1,059,698 | 0.9259 | 981,174 |
| 31 Indian River | 6,582.33 | 6,749.43 | 6,216,090 | 0.9990 | 6,209,874 |
| 32 Jackson | 2,163.97 | 2,275.74 | 2,095,911 | 0.9219 | 1,932,220 |
| 33 Jefferson | 313.01 | 329.18 | 303,168 | 0.9396 | 284,857 |
| 34 Lafayette | 429.06 | 430.89 | 396,841 | 0.9187 | 364,578 |
| 35 Lake | 18,319.81 | 18,765.75 | 17,282,880 | 0.9746 | 16,843,895 |
| 36 Lee | 37,630.80 | 38,972.56 | 35,892,948 | 1.0173 | 36,513,896 |
| 37 Leon | 12,549.15 | 12,763.80 | 11,755,205 | 0.9718 | 11,423,708 |
| 38 Levy | 2,115.68 | 2,137.32 | 1,968,429 | 0.9431 | 1,856,425 |
| 39 Liberty | 449.87 | 488.58 | 449,972 | 0.9245 | 415,999 |
| 40 Madison | 912.49 | 923.49 | 850,516 | 0.9189 | 781,539 |
| 41 Manatee | 19,645.36 | 20,211.70 | 18,614,571 | 0.9937 | 18,497,299 |
| 42 Marion | 16,878.18 | 17,853.87 | 16,443,057 | 0.9472 | 15,574,864 |
| 43 Martin | 7,592.27 | 8,134.27 | 7,491,500 | 1.0164 | 7,614,361 |
| 44 Monroe | 3,383.70 | 3,490.59 | 3,214,764 | 1.0516 | 3,380,646 |
| 45 Nassau | 4,990.02 | 5,068.00 | 4,667,527 | 0.9870 | 4,606,849 |
| 46 Okaloosa | 12,771.19 | 13,190.80 | 12,148,463 | 0.9900 | 12,026,978 |
| 47 Okeechobee | 2,411.13 | 2,441.93 | 2,248,969 | 0.9638 | 2,167,556 |
| 48 Orange | 82,395.08 | 87,236.78 | 80,343,330 | 1.0091 | 81,074,454 |
| 49 Osceola | 30,129.35 | 31,231.34 | 28,763,440 | 0.9870 | 28,389,515 |
| 50 Palm Beach | 74,498.29 | 77,295.98 | 71,188,052 | 1.0438 | 74,306,089 |
| 51 Pasco | 33,024.57 | 34,205.74 | 31,502,802 | 0.9813 | 30,913,700 |
| 52 Pinellas | 35,792.83 | 37,005.67 | 34,081,482 | 1.0011 | 34,118,972 |
| 53 Polk | 44,643.26 | 45,960.23 | 42,328,453 | 0.9704 | 41,075,531 |
| 54 Putnam | 3,972.65 | 4,016.12 | 3,698,766 | 0.9455 | 3,497,183 |
| 55 St. Johns | 19,702.49 | 20,205.66 | 18,609,009 | 1.0023 | 18,651,810 |
| 56 St. Lucie | 17,586.61 | 17,866.12 | 16,454,339 | 0.9935 | 16,347,386 |
| 57 Santa Rosa | 11,525.35 | 11,960.47 | 11,015,354 | 0.9627 | 10,604,481 |
| 58 Sarasota | 17,856.09 | 18,470.17 | 17,010,657 | 1.0153 | 17,270,920 |
| 59 Seminole | 26,283.12 | 26,790.25 | 24,673,284 | 0.9951 | 24,552,385 |
| 60 Sumter | 3,549.33 | 3,623.09 | 3,336,793 | 0.9708 | 3,239,359 |
| 61 Suwannee | 2,287.55 | 2,300.52 | 2,118,733 | 0.9251 | 1,960,040 |
| 62 Taylor | 1,062.05 | 1,077.08 | 991,969 | 0.9215 | 914,099 |
| 63 Union | 894.13 | 903.09 | 831,728 | 0.9415 | 783,072 |
| 64 Volusia | 24,388.87 | 25,070.79 | 23,089,696 | 0.9639 | 22,256,158 |
| 65 Wakulla | 1,911.33 | 1,957.10 | 1,802,450 | 0.9470 | 1,706,920 |
| 66 Walton | 4,248.30 | 4,306.84 | 3,966,514 | 0.9844 | 3,904,636 |
| 67 Washington | 1,230.95 | 1,295.49 | 1,193,120 | 0.9303 | 1,109,960 |
| 69 FAMU Lab School | 253.74 | 253.74 | 233,689 | 0.9718 | 227,099 |
| 70 FAU - Palm Beach | 381.83 | 382.00 | 351,814 | 1.0438 | 367,223 |
| 71 FAU - St. Lucie | 854.70 | 858.71 | 790,855 | 0.9935 | 785,714 |
| 72 FSU Lab - Broward | 259.03 | 259.58 | 239,068 | 1.0196 | 243,754 |
| 73 FSU Lab - Leon | 689.69 | 689.84 | 635,329 | 0.9718 | 617,413 |
| 74 UF Lab School | 518.81 | 527.61 | 485,918 | 0.9796 | 476,005 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 1,112,223.41 | 1,149,864.43 | 1,059,002,143 | | 1,059,242,621 |

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
 Grades 9-12 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$923.21 x WFTE | District Cost Differential | Grades 9-12 |
|--------------------------------|-------------------|-----------------|-----------------------|----------------------------------|---------------------------------------|
| | Unweighted FTE | Weighted FTE | | | Class Size Reduction Allocation |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 8,366.41 | 8,443.84 | 7,795,438 | 0.9796 | 7,636,411 |
| 2 Baker | 1,424.32 | 1,438.00 | 1,327,576 | 0.9606 | 1,275,270 |
| 3 Bay | 7,396.03 | 7,972.31 | 7,360,116 | 0.9687 | 7,129,744 |
| 4 Bradford | 739.06 | 744.26 | 687,108 | 0.9513 | 653,646 |
| 5 Brevard | 22,076.64 | 22,658.49 | 20,918,545 | 0.9904 | 20,717,727 |
| 6 Broward | 81,607.73 | 83,915.16 | 77,471,315 | 1.0196 | 78,989,753 |
| 7 Calhoun | 594.26 | 617.09 | 569,704 | 0.9222 | 525,381 |
| 8 Charlotte | 5,417.22 | 5,545.57 | 5,119,726 | 0.9845 | 5,040,370 |
| 9 Citrus | 4,458.87 | 4,578.26 | 4,226,695 | 0.9430 | 3,985,773 |
| 10 Clay | 12,063.69 | 12,385.97 | 11,434,851 | 0.9798 | 11,203,867 |
| 11 Collier | 15,044.25 | 15,799.26 | 14,586,035 | 1.0523 | 15,348,885 |
| 12 Columbia | 2,732.93 | 2,776.62 | 2,563,403 | 0.9407 | 2,411,393 |
| 13 Dade | 107,042.96 | 110,400.17 | 101,922,541 | 1.0166 | 103,614,455 |
| 14 DeSoto | 1,210.78 | 1,217.84 | 1,124,322 | 0.9645 | 1,084,409 |
| 15 Dixie | 629.72 | 638.94 | 589,876 | 0.9258 | 546,107 |
| 16 Duval | 35,205.73 | 36,699.38 | 33,881,235 | 1.0058 | 34,077,746 |
| 17 Escambia | 11,327.12 | 11,745.64 | 10,843,692 | 0.9746 | 10,568,262 |
| 18 Flagler | 4,454.48 | 4,598.62 | 4,245,492 | 0.9560 | 4,058,690 |
| 19 Franklin | 256.13 | 269.65 | 248,944 | 0.9275 | 230,896 |
| 20 Gadsden | 1,287.25 | 1,337.48 | 1,234,775 | 0.9435 | 1,165,010 |
| 21 Gilchrist | 705.47 | 728.87 | 672,900 | 0.9424 | 634,141 |
| 22 Glades | 287.80 | 290.72 | 268,396 | 0.9734 | 261,257 |
| 23 Gulf | 562.75 | 588.07 | 542,912 | 0.9389 | 509,740 |
| 24 Hamilton | 463.15 | 463.21 | 427,640 | 0.9168 | 392,060 |
| 25 Hardee | 1,394.47 | 1,410.44 | 1,302,132 | 0.9557 | 1,244,448 |
| 26 Hendry | 2,451.48 | 2,540.05 | 2,345,000 | 0.9823 | 2,303,494 |
| 27 Hernando | 7,325.76 | 7,495.80 | 6,920,198 | 0.9587 | 6,634,394 |
| 28 Highlands | 3,532.30 | 3,579.59 | 3,304,713 | 0.9489 | 3,135,842 |
| 29 Hillsborough | 64,660.85 | 66,975.54 | 61,832,488 | 1.0072 | 62,277,682 |
| 30 Holmes | 890.80 | 898.06 | 829,098 | 0.9259 | 767,662 |
| 31 Indian River | 5,332.83 | 5,519.65 | 5,095,796 | 0.9990 | 5,090,700 |
| 32 Jackson | 1,491.03 | 1,551.18 | 1,432,065 | 0.9219 | 1,320,221 |
| 33 Jefferson | 207.10 | 211.28 | 195,056 | 0.9396 | 183,275 |
| 34 Lafayette | 334.01 | 340.88 | 314,704 | 0.9187 | 289,119 |
| 35 Lake | 14,233.38 | 14,616.89 | 13,494,459 | 0.9746 | 13,151,700 |
| 36 Lee | 30,309.20 | 31,189.32 | 28,794,292 | 1.0173 | 29,292,433 |
| 37 Leon | 9,491.81 | 9,745.50 | 8,997,143 | 0.9718 | 8,743,424 |
| 38 Levy | 1,473.22 | 1,484.87 | 1,370,847 | 0.9431 | 1,292,846 |
| 39 Liberty | 324.28 | 334.04 | 308,389 | 0.9245 | 285,106 |
| 40 Madison | 704.51 | 719.36 | 664,120 | 0.9189 | 610,260 |
| 41 Manatee | 15,200.93 | 15,584.93 | 14,388,163 | 0.9937 | 14,297,518 |
| 42 Marion | 13,144.03 | 13,902.04 | 12,834,502 | 0.9472 | 12,156,840 |
| 43 Martin | 5,899.96 | 6,085.06 | 5,617,788 | 1.0164 | 5,709,920 |
| 44 Monroe | 2,569.61 | 2,635.38 | 2,433,009 | 1.0516 | 2,558,552 |
| 45 Nassau | 3,795.38 | 3,898.41 | 3,599,051 | 0.9870 | 3,552,263 |
| 46 Okaloosa | 8,922.77 | 9,234.50 | 8,525,383 | 0.9900 | 8,440,129 |
| 47 Okeechobee | 1,788.57 | 1,802.40 | 1,663,994 | 0.9638 | 1,603,757 |
| 48 Orange | 62,997.00 | 65,896.53 | 60,836,335 | 1.0091 | 61,389,946 |
| 49 Osceola | 24,158.19 | 24,849.40 | 22,941,215 | 0.9870 | 22,642,979 |
| 50 Palm Beach | 60,394.56 | 62,627.45 | 57,818,288 | 1.0438 | 60,350,729 |
| 51 Pasco | 23,847.61 | 24,794.98 | 22,890,973 | 0.9813 | 22,462,912 |
| 52 Pinellas | 29,834.60 | 30,934.10 | 28,558,670 | 1.0011 | 28,590,085 |
| 53 Polk | 34,519.30 | 35,750.03 | 33,004,785 | 0.9704 | 32,027,843 |
| 54 Putnam | 2,680.44 | 2,697.50 | 2,490,359 | 0.9455 | 2,354,634 |
| 55 St. Johns | 14,796.74 | 15,298.36 | 14,123,599 | 1.0023 | 14,156,083 |
| 56 St. Lucie | 14,659.25 | 14,850.64 | 13,710,259 | 0.9935 | 13,621,142 |
| 57 Santa Rosa | 9,065.12 | 9,311.16 | 8,596,156 | 0.9627 | 8,275,519 |
| 58 Sarasota | 14,007.20 | 14,648.48 | 13,523,623 | 1.0153 | 13,730,534 |
| 59 Seminole | 20,829.99 | 21,232.24 | 19,601,816 | 0.9951 | 19,505,767 |
| 60 Sumter | 2,553.57 | 2,572.47 | 2,374,930 | 0.9708 | 2,305,582 |
| 61 Suwannee | 1,783.03 | 1,783.97 | 1,646,979 | 0.9251 | 1,523,620 |
| 62 Taylor | 623.94 | 629.82 | 581,456 | 0.9215 | 535,812 |
| 63 Union | 560.88 | 560.32 | 517,293 | 0.9415 | 487,031 |
| 64 Volusia | 18,976.47 | 19,537.67 | 18,037,372 | 0.9639 | 17,386,223 |
| 65 Wakulla | 1,451.34 | 1,462.82 | 1,350,490 | 0.9470 | 1,278,914 |
| 66 Walton | 3,110.54 | 3,121.56 | 2,881,855 | 0.9844 | 2,836,898 |
| 67 Washington | 956.21 | 1,002.05 | 925,103 | 0.9303 | 860,623 |
| 69 FAMU Lab School | 183.66 | 183.48 | 169,391 | 0.9718 | 164,614 |
| 70 FAU - Palm Beach | 678.85 | 678.17 | 626,093 | 1.0438 | 653,516 |
| 71 FAU - St. Lucie | 3.86 | 3.86 | 3,564 | 0.9935 | 3,541 |
| 72 FSU Lab - Broward | 5.08 | 5.07 | 4,681 | 1.0196 | 4,773 |
| 73 FSU Lab - Leon | 653.29 | 652.87 | 602,736 | 0.9718 | 585,739 |
| 74 UF Lab School | 489.95 | 489.46 | 451,874 | 0.9796 | 442,656 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |

State 864,653.70 893,183.05 824,595,522 825,180,293

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades PK-12 Class Size Reduction Allocation

| District | Grades PK-3 | Grades 4-8 | Grades 9-12 | Class Size |
|----------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| | Class Size Reduction Allocation | Class Size Reduction Allocation | Class Size Reduction Allocation | Reduction Allocation |
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 10,350,904 | 10,305,541 | 7,636,411 | 28,292,856 |
| 2 Baker | 1,725,977 | 1,599,888 | 1,275,270 | 4,601,135 |
| 3 Bay | 9,605,686 | 9,767,108 | 7,129,744 | 26,502,538 |
| 4 Bradford | 1,065,288 | 1,049,041 | 653,646 | 2,767,975 |
| 5 Brevard | 25,363,938 | 27,391,321 | 20,717,727 | 73,472,986 |
| 6 Broward | 91,969,401 | 97,819,322 | 78,989,753 | 268,778,476 |
| 7 Calhoun | 680,109 | 658,238 | 525,381 | 1,863,728 |
| 8 Charlotte | 5,632,376 | 5,681,403 | 5,040,370 | 16,354,149 |
| 9 Citrus | 5,148,237 | 5,269,102 | 3,985,773 | 14,403,112 |
| 10 Clay | 12,804,939 | 13,652,329 | 11,203,867 | 37,661,135 |
| 11 Collier | 17,973,353 | 18,393,776 | 15,348,885 | 51,716,014 |
| 12 Columbia | 3,722,778 | 3,384,692 | 2,411,393 | 9,518,863 |
| 13 Dade | 120,400,508 | 129,832,068 | 103,614,455 | 353,847,031 |
| 14 DeSoto | 1,495,716 | 1,702,816 | 1,084,409 | 4,282,941 |
| 15 Dixie | 742,534 | 700,540 | 546,107 | 1,989,181 |
| 16 Duval | 50,263,719 | 48,375,316 | 34,077,746 | 132,716,781 |
| 17 Escambia | 13,656,266 | 13,433,253 | 10,568,262 | 37,657,781 |
| 18 Flagler | 4,056,968 | 4,597,130 | 4,058,690 | 12,712,788 |
| 19 Franklin | 425,620 | 407,022 | 230,896 | 1,063,538 |
| 20 Gadsden | 1,653,634 | 1,580,549 | 1,165,010 | 4,399,193 |
| 21 Gilchrist | 1,095,574 | 990,362 | 634,141 | 2,720,077 |
| 22 Glades | 629,213 | 748,240 | 261,257 | 1,638,710 |
| 23 Gulf | 611,594 | 678,822 | 509,740 | 1,800,156 |
| 24 Hamilton | 528,449 | 510,235 | 392,060 | 1,430,744 |
| 25 Hardee | 1,702,921 | 1,669,130 | 1,244,448 | 4,616,499 |
| 26 Hendry | 2,423,792 | 2,523,593 | 2,303,494 | 7,250,879 |
| 27 Hernando | 8,804,899 | 8,758,800 | 6,634,394 | 24,198,093 |
| 28 Highlands | 4,333,869 | 4,192,866 | 3,135,842 | 11,662,577 |
| 29 Hillsborough | 80,905,818 | 82,699,522 | 62,277,682 | 225,883,022 |
| 30 Holmes | 1,050,831 | 981,174 | 767,662 | 2,799,667 |
| 31 Indian River | 5,877,010 | 6,209,874 | 5,090,700 | 17,177,584 |
| 32 Jackson | 2,036,407 | 1,932,220 | 1,320,221 | 5,288,848 |
| 33 Jefferson | 282,415 | 284,857 | 183,275 | 750,547 |
| 34 Lafayette | 393,348 | 364,578 | 289,119 | 1,047,045 |
| 35 Lake | 16,441,460 | 16,843,895 | 13,151,700 | 46,437,055 |
| 36 Lee | 35,183,272 | 36,513,896 | 29,292,433 | 100,989,601 |
| 37 Leon | 11,853,458 | 11,423,708 | 8,743,424 | 32,020,590 |
| 38 Levy | 2,120,435 | 1,856,425 | 1,292,846 | 5,269,706 |
| 39 Liberty | 476,501 | 415,999 | 285,106 | 1,177,606 |
| 40 Madison | 775,096 | 781,539 | 610,260 | 2,166,895 |
| 41 Manatee | 18,187,390 | 18,497,299 | 14,297,518 | 50,982,207 |
| 42 Marion | 15,594,523 | 15,574,864 | 12,156,840 | 43,326,227 |
| 43 Martin | 6,309,499 | 7,614,361 | 5,709,920 | 19,633,780 |
| 44 Monroe | 3,337,502 | 3,380,646 | 2,558,552 | 9,276,700 |
| 45 Nassau | 4,467,704 | 4,606,849 | 3,552,263 | 12,626,816 |
| 46 Okaloosa | 11,980,289 | 12,026,978 | 8,440,129 | 32,447,396 |
| 47 Okeechobee | 2,238,487 | 2,167,556 | 1,603,757 | 6,009,800 |
| 48 Orange | 76,172,950 | 81,074,454 | 61,389,946 | 218,637,350 |
| 49 Osceola | 25,180,621 | 28,389,515 | 22,642,979 | 76,213,115 |
| 50 Palm Beach | 68,676,599 | 74,306,089 | 60,350,729 | 203,333,417 |
| 51 Pasco | 29,332,574 | 30,913,700 | 22,462,912 | 82,709,186 |
| 52 Pinellas | 33,326,190 | 34,118,972 | 28,590,085 | 96,035,247 |
| 53 Polk | 38,786,200 | 41,075,531 | 32,027,843 | 111,889,574 |
| 54 Putnam | 3,730,127 | 3,497,183 | 2,354,634 | 9,581,944 |
| 55 St. Johns | 16,546,413 | 18,651,810 | 14,156,083 | 49,354,306 |
| 56 St. Lucie | 14,881,228 | 16,347,386 | 13,621,142 | 44,849,756 |
| 57 Santa Rosa | 9,867,372 | 10,604,481 | 8,275,519 | 28,747,372 |
| 58 Sarasota | 15,553,827 | 17,270,920 | 13,730,534 | 46,555,281 |
| 59 Seminole | 22,804,789 | 24,552,385 | 19,505,767 | 66,862,941 |
| 60 Sumter | 3,185,775 | 3,239,359 | 2,305,582 | 8,730,716 |
| 61 Suwannee | 2,038,434 | 1,960,040 | 1,523,620 | 5,522,094 |
| 62 Taylor | 959,260 | 914,099 | 535,812 | 2,409,171 |
| 63 Union | 856,451 | 783,072 | 487,031 | 2,126,554 |
| 64 Volusia | 21,733,662 | 22,256,158 | 17,386,223 | 61,376,043 |
| 65 Wakulla | 1,939,912 | 1,706,920 | 1,278,914 | 4,925,746 |
| 66 Walton | 4,212,783 | 3,904,636 | 2,836,898 | 10,954,317 |
| 67 Washington | 1,182,138 | 1,109,960 | 860,623 | 3,152,721 |
| 69 FAMU Lab School | 185,137 | 227,099 | 164,614 | 576,850 |
| 70 FAU - Palm Beach | 273,148 | 367,223 | 653,516 | 1,293,887 |
| 71 FAU - St. Lucie | 648,665 | 785,714 | 3,541 | 1,437,920 |
| 72 FSU Lab - Broward | 492,392 | 243,754 | 4,773 | 740,919 |
| 73 FSU Lab - Leon | 470,630 | 617,413 | 585,739 | 1,673,782 |
| 74 UF Lab School | 231,628 | 476,005 | 442,656 | 1,150,289 |
| 75 Virtual School | 0 | 0 | 0 | 0 |
| State | 1,011,648,612 | 1,059,242,621 | 825,180,293 | 2,896,071,526 |



APPENDIX II

2021-2022 FEFP 4th Calc. - First page

2021-22 FEFP FOURTH CALCULATION
 STATEWIDE SUMMARY
 COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2021-22 FEFP Fourth Calculation | Difference | Percentage Difference |
|--|---|--|--------------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,923,394.34 | 10,506.97 | 0.36% |
| Weighted FTE | 3,208,129.06 | 3,219,866.23 | 11,737.17 | 0.37% |
| School Taxable Value | 2,443,188,085,001 | 2,443,188,085,001 | 0 | 0.00% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,372.91 | 0.00 | 0.00% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 14,086,526,026 | 51,329,922 | 0.37% |
| Sparsity Supplement | 53,468,748 | 53,469,554 | 806 | 0.00% |
| State-Funded Discretionary Contribution | 34,236,438 | 35,416,300 | 1,179,862 | 3.45% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 286,727,609 | 504,934 | 0.18% |
| DJJ Supplemental Allocation | 4,814,376 | 4,927,080 | 112,704 | 2.34% |
| Safe Schools | 180,000,000 | 180,000,000 | 0 | 0.00% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,064,584,063 | 0 | 0.00% |
| Supplemental Academic Instruction | 714,704,630 | 714,704,630 | 0 | 0.00% |
| Instructional Materials | 241,135,805 | 241,135,805 | 0 | 0.00% |
| Student Transportation | 458,641,984 | 458,641,984 | 0 | 0.00% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Reading Allocation | 130,000,000 | 130,000,000 | 0 | 0.00% |
| Digital Classroom Allocation | 8,000,000 | 8,000,000 | 0 | 0.00% |
| Federally Connected Student Supplement | 14,081,975 | 13,441,931 | (640,044) | -4.55% |
| Mental Health Assistance Allocation | 120,000,000 | 120,000,000 | 0 | 0.00% |
| Total Funds Compression and Hold Harmless Allocation | 47,949,110 | 47,961,529 | 12,419 | 0.03% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 9,818,725 | 102,070 | 1.05% |
| Teacher Salary Increase Allocation | 550,000,000 | 550,000,000 | 0 | 0.00% |
| TOTAL FEFP | 18,006,895,938 | 18,059,498,611 | 52,602,673 | 0.29% |
| Less: Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| GROSS STATE FEFP | 9,787,927,023 | 9,840,529,696 | 52,602,673 | 0.54% |
| Proration to Appropriation (Less Student Reserve Allocation) | (186,190,845) | (238,789,442) | (52,598,597) | 28.25% |
| Student Reserve Allocation (Proration Offset) | 186,190,845 | 238,789,442 | 52,598,597 | 28.25% |
| Additional Student Reserve Allocation | 0 | 186,388,064 | 186,388,064 | 0.00% |
| NET STATE FEFP | 9,787,927,023 | 10,026,917,760 | 238,990,737 | 2.44% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| Discretionary Lottery/School Recognition | 0 | 0 | 0 | 0.00% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| TOTAL STATE FUNDING | 12,625,679,528 | 12,864,670,265 | 238,990,737 | 1.89% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,754,404,499 | 0 | 0.00% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 9,973,373,414 | 0 | 0.00% |
| TOTAL FUNDING | 22,599,052,942 | 22,838,043,679 | 238,990,737 | 1.06% |
| Total Funds per UFTE | 7,758.30 | 7,812.17 | 53.87 | 0.69% |

Subject: [fsbaa] FW: Final FADSS Legislative Summary and Upcoming Webinar

Date: 7/1/2022 2:23 PM

From: "Brian Moore" <bmoore@fadss.org>

To: "Brian Moore" <bmoore@fadss.org>

CAUTION: External Email

Final Version of legislative summary. Happy 4th!

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

From: Brian Moore

Sent: Friday, July 1, 2022 1:33 PM

Good afternoon, Superintendents.

Now that all the 2022 bills have made their way through the process, I have updated the previous draft of the FADSS Legislative Summary for 2022 to include all of the Chapter Law numbers. I also made some edits to various sections, including those for SB 1048 (assessments/progress monitoring), HB 7 (individual freedom), HB 921 (campaign financing), HB 1577 (homeless youth), HB 5001 (General Appropriations Act), HB 5003 (implementing bill, school recognition), and maybe a few others.

Happy 4th of July!

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB245076257D4713800D15A464D5BD9%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: Florida Legislation Effective July 1

Date: 7/5/2022 10:30 AM

From: "Casanova, Gino" <gcasanova@shumakeradvisors.com>

To: "SLK - Tampa Atty" <SLK-TampaAtty@shumaker.com>, "SLK - Sarasota Atty" <SLK-SarasotaAtty@shumaker.com>

Good morning,

Attached, please find a highlight of some key legislation that became law effective July 1st. We are sending it to our Advisors clients and I wanted to share with you all in case you found it helpful at all to send to any of yours. As a reminder, our team can get anything like this put together for you if you have any specific sectors you'd like to highlight, so please reach out if we can help you in any way.

Hope you had a nice holiday weekend,

Gino Casanova
Chief of Staff, Shumaker Advisors

LEADERSHIP ADVOCACY SERVICE

FADSS

FLORIDA ASSOCIATION OF DISTRICT SCHOOL SUPERINTENDENTS



2022 Legislative Summary

Prepared by: Brian Moore, General Counsel, FADSS

Final: July 1, 2022

Foreword

I want to thank Michael Manias, our FADSS legislative intern for the 2021-22 session, for helping me keep track of all the legislation from the Fall committee meetings until the end of the session. I would also like to thank David Sikes and Katrina Figgett for lending their eyes and editor's lenses to this report.

Table of Contents

Assessments and Accountability

| | |
|--|---|
| SB 1048 (Ch. 22-16) – Student Assessments | 1 |
| SB 2524 (Ch. 22-154) – Education (Conforming Bill) | 4 |

Curriculum and Career Education

| | |
|--|----|
| HB 7 (Ch. 22-72) – Individual Freedom..... | 6 |
| HB 395 (Ch. 22-98) – Victims of Communism Day..... | 11 |
| SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools | 12 |
| SB 2524 (Ch. 22-154) – Education (Conforming Bill) | 14 |

Instructional Materials

| | |
|--|----|
| HB 1467 (Ch. 22-21) – K-12 Education | 16 |
|--|----|

District and Government Operations

| | |
|--|----|
| SB 706 (Ch. 22-122) – School Concurrency | 20 |
| HB 777 (Ch. 22-214) – Local Tax Referenda Requirements | 21 |
| HB 921 (Ch. 22-56) – Campaign Financing | 22 |
| HB 1577 (Ch. 22-65) – Homeless Youth..... | 23 |
| HB 7049 (Ch. 22-103) – Legal Notices | 25 |
| HB 7057 (Ch. 22-221) – Public Records and Meetings/Cybersecurity | 28 |
| SB 2524 (Ch. 22-154) – Education (Conforming Bill) | 29 |

Exceptional Student Education (ESE)

| | |
|--|----|
| HB 173 (Ch. 22-19) – Care of Students with Epilepsy or Seizure Disorders | 34 |
| HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools | 35 |
| SB 236 (Ch. 22-24) – Children with Developmental Delays | 37 |
| HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services | 38 |

School Choice

| | |
|--|----|
| HB 3 (Ch. 22-23) – Law Enforcement | 40 |
| HB 225 (Ch. 22-146) – Charter School Charters | 41 |
| SB 758 (Ch. 22-144) – Education | 42 |
| SB 2524 (Ch. 22-154) – Education (Conforming Bill) | 46 |

School Safety, Health, and Mental Health

SB 544 (Ch. 22-28) – Drug-related Overdose Protection 51
HB 899 (Ch. 22-126) – Mental Health of Students 52
HB 1421 (Ch. 22-174) – School Safety 54
HB 1557 (Ch. 22-22) – Parental Rights in Education 57
SB 2524 (Ch. 22-154) – Education (Conforming Bill) 61

Teacher Certification

SB 896 (Ch. 22-186) – Educator Certification Pathways for Veterans 63
SB 2524 (Ch. 22-154) – Education (Conforming Bill) 64

Other Legislation

HJR 1 – Additional Homestead Property Tax for Specified Critical Public Service Workforce 66
HB 1563 (Ch. 22-219) – Homestead Property Tax Exemptions 66
HB 45 (Ch. 22-187) – Educational Opportunities for Disabled Veterans 67
HB 461 (Ch. 22-223) – Bright Futures Scholarship Program Student Service Requirements 68
HB 497 (Ch. 22-233) – Lee County School District, Lee County 69
SB 722 (Ch. 22-143) – Education for Student Inmates 70
HB 1571 (Ch. 22-118) – Residential Picketing..... 71

Budget and Finance

HB 5001 (Ch. 22-156) – General Appropriations Act (GAA)..... 72
HB 5003 (Ch. 22-157) – Implementing the 2022-23 GAA 78
HB 5007 (Ch. 22-159) – State-administered Retirement Systems 80
SB 2524 (Ch. 22-154) – Education (Conforming Bill) 82
HB 7071 (Ch. 22-97) – Taxation..... 84

Rulemaking and Reporting Summary..... 86

APPENDICES

APPENDIX I – 2022-23 FEFP Conference Report

APPENDIX II – 2021-22 FEFP 4th Calc.

Assessments and Accountability

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

What Does the Bill Do? Building off last year’s legislation that required a system of progress monitoring for grades pre-K through 8, this bill transitions Florida away from the Florida Standards Assessment (FSA) to a system of progress monitoring for all grade levels, including 9th and 10th, beginning with the 2022-23 school year. This new progress monitoring system will have three periods of assessment and feedback. The first round of monitoring will occur in the fall followed by a second round in the winter. The third and final round of progress monitoring will look almost identical to the current FSA system. The same high-stakes accountability measures will remain in place and apply to the third and final round of progress monitoring. End of course examinations, the grade levels taking required assessments, and graduation requirements remain unchanged as well.

The first administration of the coordinated and progress monitoring system for VPK-2nd grade must be within the first 30 instructional days after a student enrolls or the start of the school year. The second assessment must occur “midyear,” and the final assessment must occur within the last 30 days of the program or school year. Then, for grades VPK-3, the coordinated screening and progress monitoring system “must be computer-adaptive” beginning in 2023-24. For grades 3 and up, the bill simply says that the progress monitoring must be administered “at the beginning, middle, and end of the school year pursuant to state board rule.”

The bill also includes a section on parents and their right to know how their children are doing, but it is largely just a duplication of what is already set forth in section 1008.25 for students who are exhibiting a reading deficiency. However, some specific timelines are set for getting this information to the parents.

To make the information meaningful and useful, the bill requires that the results of the first two administrations of the assessments be provided to the teacher within one (1) week and to the parents within two (2) weeks. Beginning in 2023-24, the end of year testing results must be made available by the Department of Education (DOE) no later than May 31st. For 2022-23, the deadline should remain May 31st for 3rd grade ELA results and June 30th for all others.

For district-required local assessments, districts must provide performance results to both teachers and parents within one week (unless the Superintendent determines in writing that extenuating circumstances necessitate a delay). In all cases, the information provided to parents must be available through the district’s parent portal or provided in a printed format upon a parent’s request.

Next, the bill addresses the effect of all these changes on the school grading system. School and district grades in 2022-23 will be based on the end-of-year assessments only and then “serve as an informational baseline for . . . future years.” Because learning gains will not be part of the process in 2022-23, the grading scale for that year should be set so that the percentage of schools receiving an A in 2022-23 will be statistically equivalent to the number of schools that received an A in 2021-22. The same is true for grades B, C, D, and F. Once learning gains can be factored back into the formula in 2023-24, the State Board of Education (SBE) will review and adjust the grading scale as necessary. Similarly, there will be no school improvement ratings following the 2022-23 school year. They will begin after the 2023-24 school year when learning gains are available to determine whether a school’s performance was commendable, maintaining, or unsatisfactory.

School grades received for the 2022-23 school year will not trigger turnaround requirements for the 2023-24 school year. However, a school that is already in turnaround status during the 2022-23 school year can be released from turnaround status if it achieves a grade of C or better. In essence, there will be no negative consequences for a school receiving a low grade or dropping a grade in the 2022-23 school year, including high-performing charter schools.

With respect to 3rd grade retention and high school graduation requirements, “student performance on the 2022-2023 comprehensive, end-of-year progress monitoring assessment . . . shall be linked to the 2021-2022 student performance expectations.” In addition to the good cause exemptions for promotion to the 4th grade that already exist, a student can be promoted to the 4th grade for the 2023-24 school year “if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student’s performance.”

Finally, the bill requires the Commissioner of Education to conduct a study and report the results to the Legislature by January 31, 2025. Among other things, the Commissioner is required to recommend the feasibility and validity of using the results from the first two rounds of progress monitoring instead of the end-of-year results. The report should also include options for “further” reducing statewide, standardized assessments.

Who Is Responsible for or Affected by the Bill? This bill will affect every public school student and teacher by adding two additional testing periods to the school year (at the beginning and middle), but it will largely be the DOE’s responsibility to develop and implement the new system. Other than the two new testing periods, very little changes when compared to the current system.

How Will the Bill Be Implemented? The DOE will develop and put in place the new progress monitoring system for the 2022-23 school year. This will represent a baseline year. Districts will need to be sure that their parent portals are prepared to share the progress monitoring results with parents. Districts may also need to ensure that they have a sufficient number of computers to allow all students within the system to take computer-based assessments.

From what is understood at this time, the three required assessments will be cumulative assessments, at least for the first year while all test questions are put to the test. Essentially, every student will take the same test three times per year to measure where they are against what is expected for their grade level even though they will not have covered much of the material when they take the first two assessments. However, the DOE has indicated that future offerings of the assessments will utilize computer-adaptive testing where a right or wrong answer will lead to a harder or easier question, respectively.

Finally, the future of the writing assessment and how it is used appears to be something of an open question, as it takes much longer to grade them by hand.

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are not exempt from the state's student assessment and accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? Many parents and staff members heard the Governor say that there would be an end to the FSA and less high-stakes testing, but this new bill does not change the current system much other than adding two new assessment periods at the beginning and middle of the school year. Overall, it is expected that each of the three assessments will take about half the amount of time to complete as the current FSA exam. So, while the end-of-year assessment will be shorter than it is currently, the total amount of testing time probably will increase.

The progress monitoring and earlier feedback to teachers and parents should be helpful in identifying deficiencies and implementing strategies before the end-of-year assessments, but the bill does not appear to do anything to reduce high-stakes testing. There are also some concerns about making all of the tests computer-based, which may strain district resources or prove difficult for many students, particularly those in earlier grades.

Finally, there were proposed changes to the turnaround and school grading systems in the House version of the bill that did not get enacted here. However, they were added to the budget conforming bill, SB 2524, which is discussed below.

Creates: N/A.

Amends: Sections 411.227, 1000.21, 1002.37, 1002.45, 1002.53, 1002.67, 1002.68, 1003.41, 1003.53, 1008.2125, 1008.22, 1008.25, 1008.34, and 1008.341, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-154) – Education
By: Senate Appropriations Committee
Effective Date: Varied (assessment and accountability provisions take effect July 1, 2022)
Approved by Governor: June 2, 2022

What Does the Bill Do? Although this bill is supposed to be the budget conforming bill for 2022-23, it is 180 pages long and addresses numerous areas of substantive law covering a wide range of topics, including budget issues, assessments and accountability, personnel matters, literacy, vouchers, virtual education, school choice, collective bargaining, and much more. Rather than attempt to summarize all 180 pages of it in one section of this report, following sections will address the pertinent topics so that superintendents and district staff can focus more easily on those sections relevant to their job duties.

This section looks only at the provisions of SB 2524 that address assessments and accountability, though some assessment and accountability changes for virtual schools are covered in the School Choice section below.

There are three sections in this conforming bill that address assessments and accountability. First, section 1008.33 receives a few amendments. The law will now provide something that is already in practice -- schools that earn a second consecutive D or an F grade must act immediately to implement required intervention and support strategies. In addition, the law will now provide that schools can submit a turnaround plan for approval after an initial D grade, rather than wait for a second consecutive D. Further, the bill makes some changes to the turnaround options for struggling schools. Specifically, a high-performing charter school network can now qualify as an external operator. When a school district contracts with an outside entity to help with the turnaround process, the contract must be for at least two years and be performance-based. School performance and growth metrics that the outside entity must meet annually have to be included in the contract, and the SBE may require the district to modify or cancel the contract.

In addition, there is new language regarding school grades. The SBE will be required to review its grading system annually to determine whether adjustments are needed. If 75% of the schools within a category (elementary, middle, high, or combo) receive an A or B grade, then the grading scale must be adjusted upward for each grade to the nearest number ending in 5 or 0. In other words, if it takes 62% of the available points to get an A now, the scale must be adjusted so that it takes at least 65%. If the cut-off for a D is 36% of available points, it would move up to 40%. This requirement would remain in place until the school grading scale matched the traditional classroom grading scale of 90-100 for an A, 80-89 for a B, 70-79 for a C, etc.

Finally, the Legislature is requiring the DOE to “collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net

instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.” This information is to be reported annually to the Governor and Legislature beginning January 1, 2023 and ending January 1, 2025. This would appear to be connected to the Commissioner’s required report about progress monitoring and the potential reduction in high-stakes testing from SB 1048 above.

Who Is Responsible for or Affected by the Bill? All districts that have schools in turnaround or that may receive a D or F grade this year need to be aware of these changes.

How Will the Bill Be Implemented? Operationally, there is not much that changes with respect to assessments and accountability. There may be some required data collection from the DOE so that it can complete its annual reports, and there may be some difficult negotiations with potential external operators with a few of the changes here. However, the basic accountability system remains largely the same.

Required Rulemaking? None.

Required Reports? None for school districts, but the DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with the state’s accountability system.

What Problems or Concerns May Arise as a Result of this New Bill? First, the school grade provisions appear to arise from the proposition that the grading scale must be too easy if a high percentage of schools receive good grades. However, it is entirely possible that 75% of the public schools in this state received good grades because they were doing a good job. Even more troubling is the end goal of a school grading scale that mirrors the traditional classroom grading scale, where 90% is required for an A, 80% for a B, etc. This may make it very difficult for turnaround schools or other schools with unique challenges to ever exit turnaround or receive a good grade. Right now, an elementary school that receives roughly 63% of the available points receives an A. Under this new scale being implemented, it may one day require 70% of the available points just to get a C, even though such a school would be praised as a solid A school today.

Creates: N/A

Amends: Sections 1008.33 and 1008.34, Florida Statutes

Final Legislative Analysis

Curriculum and Career Education

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

What Does the Bill Do? This bill amends the Florida Civil Rights Act (Chapter 760, Part I, Florida Statutes) and sections of law addressing discrimination against students (section 1000.05, Florida Statutes) and required classroom instruction (section 1003.42) to restrict employee training and public school instruction from addressing issues such as white privilege and institutional racism. It is rooted in the current political hot topics of Critical Race Theory (CRT) and “wokeness,” even though neither of those terms appears in the bill.

On the matter of employment discrimination, the bill amends Florida’s Civil Rights Act to make it an unlawful employment practice to subject someone “as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that promotes or compels that person to believe:

1. Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.
2. An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. An individual's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.
4. Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.
5. An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.
6. An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.
8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race,

color, sex, or national origin to oppress members of another race, color, sex, or national origin.”

However, the bill then adds that it “may not be construed to prohibit discussion of the concepts listed therein as a part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.”

For PreK-12 instruction, the bill similarly provides that it will be considered discrimination on the basis of race, color, national origin, or sex to “subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the [same eight (8)] concepts.” Once again, this cannot be interpreted to prohibit a discussion of the topics, as long as the training or instruction is given in an objective manner. It is important to note that this addresses only training or instruction directed to students. It prohibits instructing students that some people should receive “adverse treatment” to achieve diversity, equity, or inclusion. It does not actually prohibit a district from employing a policy designed to achieve those goals that some people may believe is accomplished through adverse treatment of others based on race, sex, or other factors.

The bill also makes significant amendments to the statute that sets forth all required instruction in district-run public schools. Despite the prohibitions discussed above, the bill still requires district schools to teach about the history of African Americans, and the language describing that required instruction has expanded greatly to mirror the required instruction of the Holocaust¹ and now provides:

Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and

¹ The Holocaust was “a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.” Sec. 1003.42(2)(g)1., Fla. Stat.

use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

Required health and character instruction has also been amended. Instead of referring to programs like Character Counts, the law will now require “civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.”

Mental and emotional health has been removed from the broad category of “health instruction” and now has its own subparagraph addressing “[l]ife skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.”

However, this instruction cannot contradict the principles of individual freedom enumerated in the new law. In fact, the bill provides that all instruction and supporting materials on required topics of instruction must be consistent with the principles of individual freedom, which are:

1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
2. No race is inherently superior to another race.
3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

4. Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
6. A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

The law then attempts to clarify what this means by adding that teachers can still facilitate discussions and use curricula to address how the freedoms of some people have been infringed upon “by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination.” However, teachers may not “indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.”

Finally, the bill adds some instructions for the Department of Education (DOE) and district curriculum reviewers, as materials for social science, history, and civics must be reviewed for consistency with the six (6) enumerated principles of individual freedom. In addition, the DOE will review and approve district professional development systems for compliance with those same principles. Finally, the State Board of Education is required to adopt “Stories of Inspiration” to help teach the principles of individual freedom. These stories should inspire current and future students by highlighting what others have done to prosper “even in the most difficult circumstances.”

Who Is Responsible for or Affected by the Bill? School districts will need to review their employee training programs for consistency with this bill, including regular professional development training. Particular scrutiny will be needed for training programs that address issues like the achievement gap, equity, trauma-informed classrooms, and other training that has been confused with CRT. Districts will also need to make all teachers aware of these new provisions regarding instruction.

Teachers will need to consider their lesson plans when covering topics like slavery, the Holocaust, Japanese Internment Camps, and other historical topics that can elicit strong emotions from students. It is not exactly clear how one teaches about the Holocaust “objectively,” as the entire point of ideas like “Never Again” is to point out just how horrifically one group of people treated another.

How Will the Bill Be Implemented? Unlike some other laws enacted this session that create new causes of action, this one does not. However, section 1000.05, Florida Statutes, which prohibits discrimination against students and employees, already includes a cause of

action: “A person aggrieved by a violation of this section or a violation of a rule adopted under this section has a right of action for such equitable relief as the court may determine. The court may also award reasonable attorney’s fees and court costs to a prevailing party.”

For those who do not elect to take the issue directly to a court, claims of employment discrimination under this new law presumably will be raised the same way other discrimination claims are raised – through employee complaints to the district’s human resources department or through complaints to the Florida Commission on Human Relations or the Equal Employment Opportunity Commission. As for violations in the classroom, it is expected that there will be complaints made to the principal, the district’s human resources department, or the State’s Education Practices Commission.

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

Does the Bill Apply to Charter Schools? As employers, charter schools will have to comply with the changes to the Florida Civil Rights Act regarding employee training. They are also subject to section 1000.05 regarding discrimination against students. Charter schools are not subject to the required instruction statute, section 1003.42. However, to the extent that these topics are included in the state standards and assessments, they will need to teach them.

What Problems or Concerns May Arise as a Result of this New Bill? The key language appears to be not placing blame on someone for something someone else did. Still, districts could face issues in their efforts to address certain issues, like achievement gaps, which are rooted in historical actions, because of the language about adverse treatment against someone in an effort to achieve diversity, equity, or inclusion. The law simply prohibits training or teaching that some people of a certain race or sex should receive adverse treatment in the name of equity or inclusion, but that does not mean that people will not cite this law as an argument against any programs designed to achieve those goals. There may be some conflict with federal laws and regulations here too. For example, the Individuals with Disabilities Education Act (IDEA) specifically requires greater inclusivity.

Another difficulty with the bill is that certain terms are not statutorily defined and may lead to implementation problems. For example, meritocracy is declared fundamental to the right to pursue happiness and be rewarded for industry, but how does a district measure merit? Does a score of 1200 on the SAT always have more merit than 1190? If the district awards a magnet seat to the student who scored an 1190, can the student with the 1200 claim that they received adverse treatment?

The biggest concern with this new law is the potential chilling effect it may have on teachers and instruction. Society has made a subjective determination that prior deeds in history, like slavery and the Holocaust, were abhorrent acts that must be both recognized and learned from.

How does a teacher approach these topics “objectively”? Are they to present facts without offering any perspective as to why those facts are important or why these topics are being taught in the first place?

There is some consolation in the amendment to the original language in the bill that would have prohibited any instruction that made students feel discomfort; the enacted language only prohibits teaching a student to feel guilt or responsibility for the actions of others. After all, anyone learning about the Holocaust, slavery, segregation, or Japanese internment camps may feel a sense of compassion or discomfort and perhaps even anguish and guilt due to the gravity of the topic. Does a child feeling some guilt as an American for slavery know the difference between guilt based on their race as opposed to a sense of guilt about what their country may have done? The amendment to prohibit teaching a student to feel guilty for the actions of others of the same race or sex should make it easier to defend challenges that may be raised, but it does not mean that those challenges will not be filed. Will teachers decide to limit their instruction on difficult topics out of fear that a child’s reaction to that topic will put their certification at risk? Do teachers and administrators need to be on the defensive for teaching the required, State Board of Education-approved standards, including those which may evoke a wide range of reactions among students?

Creates: N/A.

Amends: Sections 760.10, 1000.05, 1002.20, 1003.42, 1006.31, 1006.40, 1012.98, Florida Statutes

Final Legislative Analysis

CS/HB 395 (Ch. 22-98) – Victims of Communism Day

By: Representatives Borrero and Rizo

Effective Date: July 1, 2022

Approved by Governor: May 9, 2022

What Does the Bill Do? This bill designates November 7 as “Victims of Communism Day.” This day must be “suitably” observed in public schools to honor “the 100 million people who have fallen victim to communist regimes across the world.” Beginning with the 2023-24 school year, students in U.S. Government classes must receive at least 45 minutes of instruction on different communist regimes and how people suffered through poverty, starvation, lethal violence, and suppression of speech under them.

Who Is Responsible for or Affected by the Bill? This bill will add some content to the state-adopted social studies standards to be incorporated into the U.S. Government course.

How Will the Bill Be Implemented? The State Board of Education has until April 1, 2023, to adopt revised social studies standards to incorporate the new requirements of this bill. In those years in which November 7 is not a school day, schools need to observe Victims of

Communism Day on the preceding school day or another day selected by “local school authorities.”

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter schools offering U.S. Government will still be expected to teach the new standards that will be added by the State Board of Education, but they will not be required to teach the material on November 7, as this new law does not fall within the list of statutory provisions with which charter schools must comply.

What Problems or Concerns May Arise as a Result of this New Bill? The required U.S. Government class is a semester class. Some high school students may not take U.S. Government first semester when Victims of Communism Day occurs, or they may take it virtually through the district or Florida Virtual School. Because the required instruction will be added to the course standards, districts will obviously want to devote an equal amount of time in the spring semester if they offer U.S. Government at that time too. Similarly, virtual programs will need to make sure that the topic is addressed in the curriculum even if the student does not complete the lesson on November 7.

Creates: Section 683.334, Florida Statutes

Amends: N/A.

Final Legislative Analysis

SB 1054 (Ch. 22-17) – Financial Literacy Instruction in Public Schools

By: Senator Hutson

Effective Date: July 1, 2022 (but 2023-24 school year)

Approved by Governor: March 22, 2022

What Does the Bill Do? This bill adds a new half-credit, financial literacy course requirement for graduation for students entering the 9th grade in the 2023-24 school year. This new course must include instruction on numerous topics, including:

1. Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution’s services.
2. Balancing a checkbook.
3. Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
4. Completing a loan application.
5. Receiving an inheritance and related implications.
6. Basic principles of personal insurance policies.

7. Computing federal income taxes.
8. Local tax assessments.
9. Computing interest rates by various mechanisms.
10. Simple contracts.
11. Contesting an incorrect billing statement.
12. Types of savings and investments.
13. State and federal laws concerning finance.

Who Is Responsible for or Affected by the Bill? The bill changes the graduation requirements for students entering the 9th grade in the 2023-24 school year. The State Board of Education will need to adopt appropriate state standards for the new course.

How Will the Bill Be Implemented? Districts will need to determine when to offer the new course in light of the other half-credit requirements of U.S. Government and Economics, which are often taken back-to-back in the 12th grade. Also, as a half-credit course, elective options for pairing this course (or one of the other two half-credit requirements) will need to be considered. Further, with the reduction in the number of required elective credits from 8.0 to 7.5 (or 3.0 to 2.5 for students accelerating their graduation with 18 credits), districts may also need to look at their broader offering of electives to determine if any need to be scaled back or eliminated due to the reduction in required electives for graduation.

Also, districts will need to make an effort to get a sufficient number of teachers qualified to teach the course. For those districts that make the course part of the 11th or 12th grade schedule, they will have a couple extra years to prepare. The first class for which this will be required for graduation is the Class of 2027.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. High school diplomas are issued by the school district, not individual charter schools. Charter school students have the same graduation requirements as district school students.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, the addition of a half-credit graduation requirement may create scheduling issues and reduce opportunities for students to explore additional topics through elective offerings. Also, many districts have already incorporated many of these topics into their Economics course by offering the Economics with Financial Literacy course. It is not clear whether that course will continue to be approved, forcing districts to go back to the standard Economics course.

Creates: N/A.

Amends: Sections 1002.3105, 1003.41, 1003.4282

Final Legislative Analysis

SB 2524 (Ch. 22-154) – Education
By: Senate Appropriations Committee
Effective Date: Varied (assessment and accountability provisions take effect July 1, 2022)
Approved by Governor: June 2, 2022

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. With respect to curriculum and career issues, the conforming bill addresses some career technical programs, health education, and ESE transition programs. First, the Open Door Grant Program, which was created last year to help create and sustain more credentialed workers for high-demand occupations, is now open to “school districts with eligible integrated education and training programs.” Currently, the program is open to school district postsecondary career centers, Florida colleges, and charter career centers.

Next, there are two new programs to address the shortage of nurses in Florida. The Linking Industry to Nursing Education (LINE) Fund is created. The goal is to connect nursing education programs, including those offered by district career centers, and health care businesses. For every dollar a health care provider gives, the Fund will match it as long as funds are available to do so. These funds will be used for student scholarships, faculty recruitment, new equipment, and other necessary expenditures for the program other than construction of new buildings.

Additionally, the Legislature created the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund. The goal is to “reward performance and excellence among public postsecondary nursing education programs.” If there is an appropriation to support it, institutions will receive an allocation based on different performance metrics, including program completers and licensing passage rates.

On the curriculum side, the Legislature created the Safer, Smarter Schools Program to implement the recently revised Health Education standards that are required instruction by statute. There is no detail provided in the bill other than a statement that the “program shall provide students and educators with a comprehensive personal safety curriculum that helps students attain the protective principles to remain safe from abuse and exploitation.” However, it is clear that this is codifying the adoption of the Lauren’s Kids Safer, Smarter Schools program.

Finally, this bill establishes a new program to be created by the DOE called the Inclusive Transition and Employment Management Program. The purpose is to provide persons with disabilities between the ages of 16 and 28 with transitional skills, education, and on-the-job experience to help them gain permanent employment.

Who Is Responsible for or Affected by the Bill? For these sections of SB 2524, district career center directors need to review the programs and decide whether they wish to participate.

How Will the Bill Be Implemented? To participate in the LINE Fund program, a district career center that offers a program like Certified Nursing Assistant (CAN) will need to submit a proposal to the Department of Education (DOE) using a format to be developed by the DOE. The proposal must identify the local health care partner whose monetary contributions will be matched by the Fund. The program will also need to show that its CNA or LPN program had a completion rate the previous year of at least 70%.

Required Rulemaking? None for school districts. The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Required Reports? Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

Required Training? None.

Does the Bill Apply to Charter Schools? Yes and no. Charter technical career centers are eligible to participate in the Open Door Grant, LINE Fund, and PIPELINE programs. However, charter schools are not required to follow section 1003.42, which sets forth required instruction in schools.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Sections 1003.4204, 1007.36, 1009.896, and 1009.897, Florida Statutes

Amends: Section 1009.895, Florida Statutes

Final Legislative Analysis

Instructional Materials

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill primarily addresses term limits for school board members and library books. It amends section 1001.35, Florida Statutes, to provide that no one may run for reelection to the school board if they have served for 12 consecutive years (starting the clock on November 8, 2022). Also, a board member cannot resign at the end of their third and final term to try to stop the 12-year clock so that they can run again in the fall.

However, the primary concern with this bill arises out of new requirements for purchasing library books and the difficulty districts will have in developing and maintaining media center collections.

First, the bill confirms a recent court ruling which found that committees that rank, eliminate, or select instructional materials for recommendation to the school board are subject to the Sunshine Law. Their meetings must be noticed and open to the public. Also, any such committee must include parents of district students.

Next, the bill addresses required training for media specialists, school librarians, and “other personnel involved in the selection of school district library materials.” Beginning January 1, 2023, they must complete a training program to be developed by the Department of Education (DOE). This training program will be available online for the three categories of employees mentioned above and also for those involved in the selection of “materials maintained on a reading list.” The training must help personnel comply with the requirements of section 1006.31(2), which establishes the general standards reviewers must use when evaluating instructional materials, such as making sure the material is “accurate, objective, balanced, noninflammatory, current, [and] free of pornography.” Superintendents will then certify annually by July 1 that all media specialists and librarians have completed the training.

Going forward, all media center books, or books included on a recommended or assigned school or grade-level reading list, must be selected by an employee who holds a valid educational media specialist certificate, even if the book is donated. Further, the media specialist will need to be guided by district-adopted procedures for developing media center collections. These procedures must be posted on the district’s website and have several requirements:

1. Book selections must meet the criteria set forth in section 1006.40(3)(d), which provides that books must be free of pornography, suited to the needs and comprehension ability of the students, and appropriate for the grade level and age group of the students.
2. The procedures must be developed in consultation with “reputable, professionally recognized reviewing periodicals and school community stakeholders.”

3. The procedures must be designed to create “media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.”
4. Finally, the procedures must provide for the regular removal or discontinuance of books based on their physical condition, rate of recent circulation, alignment to state standards, out-of-date content, or status following a parent’s or community member’s objection.

At the elementary level, each school must publish on its website, in a searchable format as prescribed by the DOE, a list of all the materials maintained in the school library or required as part of a school or grade-level reading list. However, all schools must publish on their websites, also in a searchable format as prescribed by the DOE, a list of all *instructional* materials used to provide instruction on the topics of required instruction set forth in section 1003.42.

To further enable public participation in this process, districts must provide access to all materials, except for teacher editions, before any official action is taken just as set forth in section 1006.283, Florida Statutes, which establishes the district instructional material review process. School boards must also select, approve, adopt, or purchase all materials on separate line items of the school board agenda after allowing the public a reasonable opportunity to comment. These items may not be adopted as part of a consent agenda.

Then, beginning June 30, 2023, each school board must submit a report to the Commissioner identifying all materials for which the district received an objection under section 1006.28(2)(a)2., including the specific objections raised. The report must also include each book that was removed as a result of the objection, as well as the grade level and course for which the removed material was used. The DOE will then publish and update a list of removed materials which it will share with districts to assist them in their selection process.

While superintendents and school boards remain responsible for the governance of school districts, the school principal is responsible “for overseeing compliance with school district procedures for selecting school library media center materials” at his or her school.

Finally, as part of the annual assurances made by the Superintendent for the release of instructional material funds, the superintendent will need to include a list of any material for which an objection was raised the previous school year, including the specific objections raised. The Superintendent must also list each item that was removed or discontinued following an objection, as well as the grade level and course in which the removed material was used.

Who Is Responsible for or Affected by the Bill? While numerous questions remain as to the full scope of what is intended by this bill, it is clear that it will place many more responsibilities on media specialists and principals in particular, but just about every employee involved in the delivery of curriculum will feel the effects.

Whereas a media specialist may currently review lists of new books reviewed by organizations like the Florida Association of Media Educators (FAME) and then put in purchase orders to update the school’s media center collection, it now appears that these decisions will need to be guided by an established set of procedures and then, perhaps, approved by the school board.

With the requirement that all committees that rank, select, or eliminate instructional materials meet in the sunshine, districts will need to oversee this process closely and make sure that proper notice is given and that the meetings are held in a place where the public can attend. This will eliminate the ability of a committee to convene on short notice and might reduce available meeting times so that they can be held when the public can attend.

How Will the Bill Be Implemented? First, districts need to review and update, as necessary, their procedures for handling parent and citizen complaints about materials available at the school. Are the challenged books pulled from circulation pending the review, or do they remain available until the review committee determines that they are inappropriate? Who will serve on the committees? Will they be school-based or district-based review committees? Who makes the initial decision, and who makes the final decision on appeal?

Next, districts will need to make sure that their elementary school media center collections are available online in a searchable format. Further, all instructional materials, other than teacher editions, need to be reviewable before any decision to purchase is made. When the school board makes these decisions, it must be an action item on the agenda, not a consent item.

Superintendents will need to make sure that all challenges received to books and other materials maintained at the school are logged and reported to the district so that the new, required annual report can be submitted to the DOE each year.

Further, once the DOE creates the required training program, districts will need to make sure that all media specialists, library personnel, and others involved in the selection of media center materials and reading lists complete the training as soon as possible.

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to comply with the instructional material adoption laws imposed on school districts.

What Problems or Concerns May Arise as a Result of this New Bill? First, there is an issue of timing. Media specialists and others being tasked with all of these new responsibilities are required to receive DOE-developed training beginning January 1, 2023. However, that training does not yet exist, and the law takes effect July 1, 2022.

Second, it just is not clear exactly what this bill requires for the development of media center collections and reading lists. If the school board adopts media center collection development procedures, does each individual book purchase have to go through the same process required for instructional materials, including a public review process, public hearing, action item vote of the board, and then a 30-day window to request a hearing? If so, how does a school make a copy of a book it does not yet own available for public review? Similarly, if someone wants to donate a book, does it have to be approved by the school board as an action item?

Third, the bill references school and grade-level reading lists. Does that mean that an individual teacher can provide a list to his or her class without going through this process? If not, there may be incredible confusion as to which lists have to be approved by a media specialist and go through a specific process.

Finally, there is great concern about how this bill may affect AP, IB, AICE, and other courses where the curriculum is set by someone else. Can an IB program require all incoming 9th graders to read books from an IB list over the summer? Does that list have to be approved by a media specialist first? If the media specialist does not approve, is the school at risk of not being able to offer the IB course to the students?

Superintendents have asked the DOE directly to provide technical assistance with this new law, because it is not well-defined. Numerous districts are already seeing a surge in complaints about books kept in media center collections, and some clear guidance is needed. Community standards may vary across the state, but the procedures each district needs to follow should be clear and somewhat uniform.

Creates: N/A

Amends: Sections 1001.35, 1006.28, 1006.29, 1006.40, and 1011.67, Florida Statutes

Final Legislative Analysis

District and Government Operations

CS/CS/CS/SB 706 (Ch. 22-122) – School Concurrency

By: Senator Perry

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

What Does the Bill Do? For those districts in jurisdictions where the local governments have elected to apply school concurrency in their community planning measures, this new law requires school districts to “notify the local government that capacity is available within 30 days after receipt of the developer’s legally binding commitment.” It also amends language requiring that proportionate-share mitigation funds must be directed to school capacity improvements identified in the five-year school board educational facilities plan. The law now requires that it be directed to capacity improvements identified in the five-year work plan “or must be set aside and not spent until such an improvement has been identified.”

Who Is Responsible for or Affected by the Bill? Responsibility within the district will fall on the facilities department to both complete timely capacity reviews and make sure that the district's five-year plan includes needed capacity improvement plans.

How Will the Bill Be Implemented? This new law should not require any substantive changes. Capacity determinations are already part of the process, and capacity projects are already part of the required five-year plan document. Districts will just need to review their capacity determination process to make sure that it can meet the new 30-day requirement, and they will also need to make sure that any capacity needs are identified in the five-year plan.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not part of the capacity determination process, nor do they have to adopt five-year work plans.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Section 163.3180, Florida Statutes

Final Legislative Analysis

CS/CS/HB 777 (Ch. 22-214) – Local Tax Referenda Requirements

By: Representative Robinson, W.

Effective Date: October 1, 2022

Approved by Governor: June 24, 2022

What Does the Bill Do? This new law requires that certain referenda seeking optional local taxes be held only at a general election. Local school district millage referenda pursuant to section 1011.73 are included in the list. Beginning October 1, 2022, a district millage election “shall be held only at a general election, as defined in s. 97.021.”

Who Is Responsible for or Affected by the Bill? Any district that has or is considering asking the voters to approve up to one additional millage for operational expenses will no longer be able to do so at a special election or any election other than a general election in November. This may affect the timing for the collection of funds, as general elections occur after school boards adopt their budgets and publish their TRIM notices.

How Will the Bill Be Implemented? Districts will have to conduct future operational millage elections at general elections. Some districts may want to consider seeking earlier authorization for a four-year renewal, depending on the timing of the tax collection under the current four-year authorization, to avoid any gaps and to ensure that it can be properly noticed to the public when the TRIM notice is published in September.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not authorized to place millage referenda on local ballots.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, there may be some timing issues for districts which already have an operational millage in place when it is time to seek renewal, because the general election occurs after the annual TRIM notice publication.

Creates: N/A

Amends: Sections 125.0104, 125.0108, 125.901, 200.091, 200.101, 336.021, 336.025, and 1011.73, Florida Statutes

Final Legislative Analysis

CS/CS/HB 921 (Ch. 22-56) – Campaign Financing

By: Representative Drake

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill primarily focuses on contributions made to petition drives and political committees, but it also includes a provision about local government expenditures on electioneering communications. Currently, there is no limitation on local governments sending out factual information about an upcoming referendum or other ballot issue. Under the new law, a school district will not be able to expend public funds for political advertisements “or any other communication sent to electors concerning an issue, referendum, or amendment, including any state question, that is subject to a vote of the electors.” This includes any communication initiated by the local government, even if it is limited to factual information. However, it does not prevent districts from “reporting on official actions . . . in an accurate, fair, and impartial manner; posting factual information on a government website or in printed materials; hosting and providing information at a public forum; providing factual information in response to an inquiry; or providing information as otherwise authorized or required by law.”

Who Is Responsible for or Affected by the Bill? Districts who have or may seek approval of a millage or sales tax increase will need to be cautious in how they spread the word about their ballot initiatives. Responsibility for this new law will fall primarily on superintendents and their public information officers, who will need to make sure that public funds are not spent sending communications to the electors.

How Will the Bill Be Implemented? Because districts can still publish factual information on their websites and in printed materials, it appears that the biggest change is the prohibition against paying to mail something to the electorate. Districts can still issue press releases about the referendum, publish factual information on their websites, host public forums to talk about the referendum, and print materials. It is possible that this would still allow printed materials with factual information about the initiative being sent home with students, but further clarification on this issue may be needed because that could still be considered a communication “sent to electors.”

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not local governments even though they do expend public funds.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is whether districts may print factual information flyers and send them home with students.

Someone may consider this a communication sent to the electors, even if it is not all electors and even though districts can still create printed materials.

Creates: N/A

Amends: Sections 106.08 and 106.113, Florida Statutes

Final Legislative Analysis

CS/CS/HB 1577 (Ch. 22-65) – Homeless Youth

By: Representative Woodson

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? The bill addresses several needs that homeless youth have in managing their lives, including school. An unaccompanied homeless youth will now be defined as an individual who is 16 or older and is “not in the physical custody of a parent or guardian, including a youth who has run away from home, who has been forced to leave his or her home, or whose parents have left the area and left the youth behind.” With this new definition, the law will continue to allow such an individual to be “certified” as an unaccompanied homeless youth if he or she is found to be eligible for services under the McKinney-Vento Act by a school district’s homeless youth liaison or by either the director of an emergency shelter or a runaway or homeless youth shelter, as long as the shelter is funded by the U.S. Department of Health and Human Services. The forms for certifying a student as an unaccompanied homeless youth are to be developed by the Department of Children and Families.

Once a student has been certified, he or she will be able to use the certification to apply for a state identification card without charge and receive a copy of his or her birth certificate for free. A certified student will also have most of the disabilities of being a minor removed. This will allow the student to consent to medical care, mental health care, and other services.

In addition, there is a new requirement added to the duties and responsibilities of school boards. Beginning July 1, 2022, school districts are required to give each certified student a card with information for the unaccompanied youth, including the homeless liaison’s contact information and certain information from the certification form. The card must be similar in size to the district-issued identification card and must also include:

- (a) On the front of the card, the following information from the standardized form developed by [DCF] under s. 743.067(3):
 1. The circumstances that qualify the youth.
 2. The date the youth was certified.
 3. The name, title, and signature of the certifying individual.
- (b) On the back of the card, the following statement:

Section 743.067, Florida Statutes , provides that this certified youth may consent to medical care; dental care; behavioral health care services, including psychological counseling and treatment, psychiatric treatment, and substance abuse prevention and treatment services; and surgical diagnosis and treatment, including preventative care and care by a facility licensed under chapter 394, chapter 395, or chapter 397 and any forensic medical examination for the purpose of investigating any felony offense under chapter 784, chapter 787, chapter 794, chapter 800, or chapter 827, for himself or herself or his or her child, if the certified youth is unmarried, is the parent of the child, and has actual custody of the child.

Also, districts with workforce education systems will need to exempt homeless students from paying any tuition and fees. The State Board of Education may adopt rules to implement this requirement, including requirements that the documentation of homelessness be sufficient. For any district (college and university too) at which there is an unaccompanied student who is exempt from paying tuition and fees, there must be a “knowledgeable, accessible, and responsive employee who acts as a liaison and provides assistance to those students who are exempt from the payment of tuition and fees to assist in resolving any problems related to such exemption.”

Finally, the Office of Program Policy Analysis and Government Accountability (OPPAGA) is tasked with studying the effectiveness of school district delivery of services to homeless students and families, as well as the effectiveness of college and university homeless liaisons. For districts, OPPAGA will look at things like the student’s ability to remain at the school of origin, how liaisons make “best interest” determinations when deciding which school the student should attend, the availability of transportation, prompt enrollment of unaccompanied homeless youths, and the ability of unaccompanied homeless youths to participate in all school programs and services. OPPAGA is directed to consult with DCF, DOE, universities, colleges, school districts, and other relevant stakeholders and then recommend any necessary changes. The report is due December 1, 2022, so districts should expect to hear from OPPAGA early in the upcoming school year.

Who Is Responsible for or Affected by the Bill? Most of the responsibilities under this bill will fall on the district’s homeless liaison, but there is not much that is new for them other than the new ID-sized certification card. The liaison will still need to complete the necessary forms for these students to become certified.

How Will the Bill Be Implemented? District homeless liaisons will need to update the information they provided unaccompanied youth to advise them of the new opportunities to get a free birth certificate or state ID. They will also need to make sure that they are prepared to create individual certification cards for these students.

For those districts with workforce education programs, they will need to make sure that there is a designated person on campus who is prepared to help any student enrolled in the program but exempt from paying tuition and fees.

Required Rulemaking? There are no new rulemaking requirements for school districts, but there may be a need to update the district’s homeless youth policy. Also, DCF needs to adopt the appropriate forms, and DOE may need to adopt or amend rules related to tuition and fee waivers.

Required Reports? There are no new reports required of school districts, but OPPAGA is required to prepare a report on the status of homeless youth in education, as well as recommendations to improve delivery of services to these students.

Required Training? No new training is required.

Does the Bill Apply to Charter Schools? Federal law applies to charter schools, but charter schools will not be required to issue certification cards like school boards will. Also, the tuition and fee waiver provisions apply to school districts with workforce education programs, the Florida College System, and the State University System. Charter technical career centers are not included.

What Problems or Concerns May Arise as a Result of this New Bill? N/A.

Creates: N/A

Amends: Sections 409.1452, 743.067, 1001.42, 1003.01, and 1009.25, Florida Statutes

Final Legislative Analysis

CS/HB 7049 (Ch. 22-103) – Legal Notices

By: Representatives Grall and Fine

Effective Date: January 1, 2023

Approved by Governor: May 10, 2022

What Does the Bill Do? This bill makes it possible for government agencies, including school districts, to publish at least some, if not all, of their legal notices online without the cost of having to publish a weekly notice in the newspaper advising people that legal notices may also be published online. Now, school districts will be able to publish legal notices on a county website. For districts in counties with a population under 160,000, they will first have to hold a public hearing to determine if local residents have sufficient access to the Internet.

Prior to January 1, 2022, all legal notices had to be published in newspapers that were sold to the general public, published at least once per week, had at least 25% of its words in English, and other requirements. The printed notice also had to appear on the newspaper’s website the same day at no additional charge. Last year, HB 35 was passed, and it expanded the criteria for newspapers to include some that were not sold but were available widely and had an audience

of at least 10% of the households in the county. It also provided an avenue for local governments to publish their legal notices through a newspaper's online platform only. However, newspapers could still charge up to the same amount as a printed copy, and any local government opting to publish its notices online had to print a weekly notice in the newspaper advising the public that additional legal notices of the entity may be published on the newspaper's website, which would have negated any cost savings.

Now, the Legislature has reversed some of the expanded criteria for newspapers eligible to print legal notices, and it is allowing local governments, including school districts, to publish legal notices on a publicly accessible website of the county in which it resides. If more than 75% of the populace served by the government agency lives in a county with less than 160,000 people, it must first hold a public hearing to establish that local residents have sufficient access to the Internet.

The county's publicly accessible website must publish the notices in a searchable format, and a link to the legal notices section of the website must be available on the home page of any government agency publishing its legal notices online. Further, any agency electing to publish its notices online will need to publish annually a notice in a newspaper in which it advises people that they can ask to receive legal notices by first-class mail or e-mail. The agency then must maintain a list of all residents who have requested to receive notices this way.

For school districts, the bill explicitly amends section 120.81, which sets forth certain requirements for school districts, including notice requirements for rule/policy amendments. The law will now say that districts need not publish rule notices "or other notices" in the Florida Administrative Register (FAR), which is where most state agencies publish their rule and meeting notices. Instead, they can provide notice in a newspaper that meets the requirements of Chapter 50, Florida Statutes, "or on a publicly accessible website as provided in s. 50.0311." Thus, all notices related to the adoption of new or amended policies can be published online (e.g., notice of rule development, notice of proposed rules, notice of public hearing on rule).

However, the bill did not amend section 1001.372, which requires school boards to publish notice of its regular and special meetings "in a newspaper of general circulation in the county" or, in some situations, on the radio or at the courthouse door. This bill did not change the language explicitly requiring publication in a newspaper, which makes it, at best, unclear whether the language in section 120.81 referring to "other notices" not being required to be published in the FAR but publishable in either a newspaper or a county website can be applied to meeting notices.

Fortunately, the bill also amends section 50.011 to say that whenever a statute requires a legal notice in a newspaper, it means either: 1) a newspaper meeting the statutory requirements, or 2) a "publication on a publicly accessible website under s. 50.0311." Thus, despite the explicit requirement that school board meetings be noticed in a newspaper in section 1001.372, the amendment to section 50.011 appears to be broad enough to include school board meeting notices within the types of notice eligible for online publication.

Finally, if a school district elects to publish its public bid announcements on the county website, it must also provide for a method to accept electronic bids.

Who Is Responsible for or Affected by the Bill? Districts regularly expending a lot of money publishing legal notices in the local newspaper may be able to benefit from the online publication option.

How Will the Bill Be Implemented? Districts that choose to switch to online notices will need to publish an annual notice in the newspaper advising of the online publication of notices and giving residents the option to request that legal notices be sent to them by first-class mail or e-mail. Districts in counties with a population under 160,000 will also need to conduct a public hearing and determine whether local residents have sufficient access to the Internet for online notices. Finally, those districts choosing to post its bid notices online will also need to make sure that it can receive bids electronically.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools are not required to publish legal notices the same way that districts do. They do need to provide notice of their charter school governing board meetings, but these are not required to follow Chapter 120 or section 1001.372, Florida Statutes, notice requirements.

What Problems or Concerns May Arise as a Result of this New Bill? First, districts will need to determine if their local county is going to create a legal notices website. Then, it will need to assess the costs. Is there going to be a charge by the county for maintaining the website? Is it significantly less than the cost of printing legal notices in the newspaper? Then, there will be the question of how many people ask to receive copies of legal notices by first-class mail. It may be cheaper to keep printing in the newspaper than sending hundreds or thousands of legal notices to residents by mail. Finally, there may be some local pushback against online notices with an argument that not everyone in the district has access to the Internet, despite the fact that most of those without access to the Internet are also unlikely to be paying to subscribe to a newspaper.

Creates: Section 50.0311, Florida Statutes

Amends: Sections 11.02, 45.031, 50.011, 50.021, 50.0211, 50.031, 50.051, 50.061, 50.0711, 90.902, 120.81, 121.055, 162.12, 189.015, 190.005, 200.065, 348.0308, 348.635, 348.7605, 849.38, and 932.704, Florida Statutes

Final Legislative Analysis

CS/CS/HB 7057 (Ch. 22-221) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor: June 24, 2022

What Does the Bill Do? This is one of two cybersecurity bills enacted this session (HB 7055 and HB 7057), but only HB 7057 applies to school districts. This bill creates a new public records section for cybersecurity information, including information in existence prior to the effective date of the law. It provides that the following types of information are confidential and exempt from public records disclosures:

1. Coverage limits and deductible or self-insurance amounts of insurance or other risk mitigation coverages acquired for the protection of information technology systems, operational technology systems, or data of an agency.
2. Information relating to critical infrastructure.
3. Cybersecurity incident information reported pursuant to s. 282.318 or s. 282.3185.²
4. Network schematics, hardware and software configurations, or encryption information or information that identifies detection, investigation, or response practices for suspected or confirmed cybersecurity incidents, including suspected or confirmed breaches, if the disclosure of such information would facilitate unauthorized access to or unauthorized modification, disclosure, or destruction of:
 - a. Data or information, whether physical or virtual; or
 - b. Information technology resources, which include an agency’s existing or proposed information technology systems.

In addition, any portion of a meeting that would reveal any of this confidential information is exempt from the open meeting laws. However, it cannot be held completely off the record, like a collective bargaining executive session. Instead, it must be recorded and transcribed, even though the recording and transcription will remain confidential and exempt, unlike the transcripts from a litigation session in which the records become public after the conclusion of the litigation. However, while the records are confidential and exempt from a public records request, they must still be made available to “the Auditor General, the Cybercrime Office of the Department of Law Enforcement, the Florida Digital Service within the [Department of Management Services], and, for agencies under the jurisdiction of the Governor, the Chief Inspector General.”

² Please note that section 282.3185, Florida Statutes, is newly created by HB 7055 and applies only to counties and municipalities. Also, section 282.318 does not appear to apply to school districts either. It defines state agencies to include officials, commissions, and boards of the executive branch, and it explicitly does not include colleges and universities. It is silent as to school districts, but they do not fit into the definition of a “state agency” under Chapter 282.

Who Is Responsible for or Affected by the Bill? All school districts are affected, but district IT professionals and those responsible for responding to public records requests will need to pay the most attention to this new law.

How Will the Bill Be Implemented? Most districts may have already considered this information as confidential and exempt under the current security exemptions in public records law, but this will provide a specific statutory reference for whomever is responsible for responding to public records requests should one be received that addresses these topics.

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with all of Chapter 119, Florida Statutes, so the new provisions declaring cybersecurity information confidential and exempt from public records requests will apply to charter schools too. Similarly, charter school governing board meetings at which cybersecurity issues are discussed may be closed to the public (but recorded and transcribed).

What Problems or Concerns May Arise as a Result of this New Bill? The main concern is that the two new laws, HB 7055 and HB 7057, were designed to go together, but only one appears to apply to school districts. Further, many of the required reports and training in HB 7055 are good practices that school districts should already be doing.

Creates: Section 119.0725

Amends: Sections 98.015, 282.318

Final Legislative Analysis

| | |
|--------------------------------------|---|
| <u>SB 2524 (Ch. 22-154) –</u> | Education |
| By: | Senate Appropriations Committee |
| Effective Date: | Varied (assessment and accountability provisions take effect July 1, 2022) |
| Approved by Governor: | June 2, 2022 |

What Does the Bill Do? As mentioned above, this bill covers numerous topics, and this summary separates those topics by subject area. This section of the summary addresses HR, bargaining, transportation, and other operational issues.

First, the Legislature is moving just about all background screening to the Agency for Health Care Administration's (AHCA) "Care Provider Background Screening Clearinghouse." Currently, it is used for the background screening for the Department of Health, AHCA, the Department of Children and Families, and other state agencies. Beginning January 1, 2023, it will also apply to the Department of Education (DOE), each school district, Florida Virtual School, the Florida School for the Deaf and Blind, virtual instruction programs, charter schools, Hope operators, and private schools that accept state vouchers. New employees will be screened through the Clearinghouse, and current employees will be rescreened according to a set schedule:

1. Employees for whom the last screening was conducted on or before June 30, 2019, must be rescreened by June 30, 2024.
2. Employees for whom the last screening was conducted between July 1, 2019, and June 30, 2021, must be rescreened by June 30, 2025.
3. Employees for whom the last screening was conducted between July 1, 2021, and December 31, 2022, must be rescreened by June 30, 2026.

The bill also amends various sections of Chapter 1012 to reflect the January 1, 2023, changeover to the Clearinghouse. This includes sections 1012.315 (Screening Standards), 1012.32 (Qualifications of Personnel – removing references to filing fingerprints with the district and replacing it with the requirement to use the Clearinghouse), 1012.465 (Background Screening Requirements), 1012.467 (Noninstructional Contractors Background Screening Requirements), 1012.56 (Educator Certification Requirements). All of the changes to these statutes take effect January 1, 2023, but the bill also provides that the changes made to sections 1012.32 and 1012.56 "must be implemented by January 1, 2024, or by a later date determined by [AHCA]." Thus, while the law will say on January 1, 2023, that districts must process employees through the Clearinghouse, AHCA may not be ready for this right away and has the authority to delay implementation until the system is ready for all the new participants.

There were also some changes to the laws prohibiting people who had criminal records sealed or expunged from withholding that information when applying for a job with a school district. Beginning July 1, 2022, these prohibitions will also apply to employees of contractors who have to undergo background screening and anyone who has to be screened under section 1012.467.

On the topic of collective bargaining, SB 2524 makes two changes that take effect immediately upon becoming law. First, the Legislature addressed the issue of awarding salary based on longevity. "Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b." That is a reference to the performance-pay salary schedule requirements, which include the requirement that highly effective teachers on the performance pay schedule must receive a salary adjustment "at least 25 percent greater than the highest annual salary adjustment available to an employee of the same classification though any other salary schedule adopted by the board" and effective teachers must receive an adjustment "equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification." In other words, districts cannot give

salary adjustments to teachers on the grandfather schedule based on longevity without applying all of the salary rules spelled out in section 1012.22, Florida Statutes.

Second, the Legislature also sought to clarify language that is already in statute. Section 1012.34 currently provides, in part, “For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in public schools of the state, *the district school superintendent shall establish procedures for evaluating* the performance and duties of all instructional, administrative, and supervisory personnel employed by the school district” (emphasis added). However, a recent ruling from the Public Employees Relations Commission (PERC) held otherwise and declared the evaluation procedures to be a mandatory subject of bargaining. SB 2524 adds the following sentence immediately after the above, “The procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of s. 447.209 and are not subject to collective bargaining.”

Next, while it is already a crime to fail to report suspected abuse to DCF, SB 2524 added a crime to the section of law addressing sexual offenses against students by authority figures. Last year, the Legislature made several changes to the handling of complaints involving improper conduct of employees against students, including the requirement to report such complaints and complete investigations even if the employee resigns. This year, effective October 1, 2022, the Legislature made it a first degree misdemeanor to fail to report or willfully prevent another person from reporting sexual conduct, a romantic relationship, or lewd conduct by an employee against a student. It is also a crime to submit a false or inaccurate report or to threaten another person to alter his or her report or testimony about such a matter.

Finally, SB 2524 made some changes to the transportation statutes. Currently, districts can use regular motor vehicles to transport students in certain, limited circumstances, including between school sites for career education programs not offered at the student’s school. Beginning July 1, 2022, the limitation on the transportation between school sites solely for career education programs that do not exist at the student’s school was removed. Any need to transport a student between school sites can be accomplished without requiring a school bus. Also, the restrictions on what type of vehicle can be used were eased. Instead of just a passenger vehicle meeting federal guidelines and having a capacity of less than 10 students, the law will now provide only that it be a vehicle designed for less than 10 students. The citation to 49 CFR part 571 was removed. Moreover, the law will now allow districts to use a “multifunction school activity bus, as defined in 49 CFR s. 571.3, if it is designed to transport more than 10 persons.” The federal regulations define a multifunction school activity bus (MFSAB) as “a school bus whose purposes do not include transporting students to and from home or school bus stops.” These are buses with fewer lighting requirements and no stop signal arm.

Who Is Responsible for or Affected by the Bill? The change from districts conducting background checks to processing them through the AHCA Clearinghouse will require some time for district HR departments to process. One nice effect is that districts will no longer have to process fingerprints for charter school personnel, as they too will be using the Clearinghouse.

The chief negotiator for the school district and finance department personnel need to be aware of the restrictions on longevity adjustments. Similarly, Superintendents and their bargaining teams need to be aware of the potential creation of the need for impact bargaining after the exercising of management rights, like establishing evaluation procedures.

Transportation departments struggling to find enough drivers to meet the transportation needs of the district may benefit greatly from some of the eased restrictions on the use of non-school buses to transport students in certain situations. Smaller activity buses and other vehicles that may not require any special licensure may allow districts to not only save on costs but also provide more transportation opportunities to students than can be provided if restricted to standard school buses.

How Will the Bill Be Implemented? Districts will need to undergo a major overhaul of their hiring processes to make the change from district-conducted background checks to processing them through the Clearinghouse. In the long run, the ability to share this information among districts and other participating entities may make it easier to qualify new employees coming from other districts or state employers.

Also, districts will need to be sure to follow the various salary schedule restrictions, not to mention the restrictions on the Teacher Salary Increase Allocation, so as not to run afoul of the law during negotiations. In addition, when discussing the teacher evaluation process, superintendents will want to review with their team what is in place now and whether it is working well. While unions cannot insist that the development of the evaluation procedures be bargained, any changes to the system may have an impact on the salary, work hours, or other terms and conditions of employment, which would open the door to a union request for impact bargaining. For example, if a new evaluation process were implemented that required teachers to submit a written lesson plan for every day of the month at the beginning of the month, that would have an impact on the teachers' work duties and schedules.

Finally, district transportation departments, athletic directors, and others within the district will want to review their current transportation processes to see if there are ways to meet student needs with some of the expanded options for private vehicles and MFSAB's.

Required Rulemaking? There are no provisions requiring districts to adopt rules, but districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools must conduct the same background checks as district schools. They are also required to follow the same law as districts with respect to salary schedules, and the substantive requirements for performance evaluations established in section 1012.34 apply to charter schools as well.

What Problems or Concerns May Arise as a Result of this New Bill? It is somewhat concerning that the law will require districts on January 1, 2023, to use the AHCA Clearinghouse for all background screenings, but it also says that the deadline to implement this change is January 1, 2024, or a later date to be determined by AHCA. Hopefully, AHCA will communicate well during this transition so that districts can prepare for the change with ample notice.

Creates: N/A.

Amends: Sections 435.02, 435.12, 1006.22, 1012.22, 1012.315, 1012.32, 1012.34, 1012.467, 1012.56

Final Legislative Analysis

Exceptional Student Education

CS/HB 173 (Ch. 22-19) -- Care of Students with Epilepsy or Seizure Disorders

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

What Does the Bill Do? This bill creates a process for students with epilepsy or other seizure disorders to receive medical help at school through an individualized seizure action plan (ISAP). An ISAP is “a document that outlines a set of procedural guidelines and specific directions for the provision of health care and emergency services by a school for a student who has epilepsy or seizure disorders.”

A legally-sufficient ISAP:

must be developed and signed by a medical professional, in consultation with the student's parent, and include the following:

1. Written orders from the student's medical professional outlining the student's epilepsy or seizure disorder recommended care.
2. The parent's signature.
3. The student's epilepsy or seizure disorder symptoms.
4. Any accommodations the student requires for school trips, after-school programs and activities, class parties, and any other school-related activities.
5. When and whom to call for medical assistance.
6. The student's ability to manage, and the student's level of understanding of, his or her epilepsy or seizure disorder.
7. How to maintain communication with the student, the student's parent, and the student's health care team, school nurse, and educational staff.
8. Any rescue medication prescribed by the student's medical professional and how and when to administer the medication.

Who Is Responsible for or Affected by the Bill? Parents can elect to submit a doctor-prescribed ISAP to the school, and it will remain in effect until revoked by the parent or until the parent submits a modified ISAP signed by a medical professional.

Once an ISAP is in place, the school nurse (or appropriate school employee) is responsible for coordinating the care for the student at school, including administering anti-seizure or rescue medications. The nurse (or appropriate employee) also must verify with each of the school personnel who has regular contact with the student that they have completed appropriate training for the care of students with epilepsy or other seizure disorders. All employees who have regular contact with the student are to be notified of the condition, informed of the ISAP's

provisions for what to do during a seizure, and provided the contact information of the parent and emergency contacts.

The Department of Education is required to identify one or more free training courses that include recognition of the symptoms and appropriate care during a seizure.

How Will the Bill Be Implemented? The process starts with the submission by a parent of a legally sufficient ISAP to the school principal, school nurse, and other appropriate school personnel. For schools that do not have a full-time school nurse, districts will need to identify the appropriate contact person at the school for parents to initiate the process. As soon as the Department of Education identifies appropriate training, it would be wise to require it of all school nurses, health aides, and administrators as soon as possible so that they are ready when parents start submitting their plans.

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? There could conceivably be plans submitted that are difficult to implement or simply not feasible in a school setting, but that hopefully will be a rare occurrence. There may also be some teachers and staff members who are uncomfortable with the idea of providing specified assistance to a child suffering a seizure, so it will be important to make sure that the plans are clear and easy to follow, and that staff is sufficiently trained.

Creates: Section 1006.0626, Florida Statutes

Final Legislative Analysis

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools
By: Representative Plascencia
Effective Date: July 1, 2022
Approved by Governor: March 25, 2022

What Does the Bill Do? This bill prohibits school personnel from using mechanical restraints on students with disabilities and limits the use of physical restraints. It then clarifies that physical restraints can still be used when all positive behavior interventions and supports

have been exhausted and when there is an imminent risk of serious injury. However, it does not apply to school resource officers, school safety officers, school guardians, or school safety guards operating under section 1006.12, Florida Statutes (the safe school officers statute). School personnel may use physical restraints when all other options have been exhausted and there is imminent risk of injury.

Who Is Responsible for or Affected by the Bill? There are very few times when a student is placed in handcuffs, zip ties, straitjackets, etc., by school personnel, and it only occurred in a handful of school districts in recent years. However, it does raise the question of what can be done with a student committed to harming himself or others until law enforcement arrives.

How Will the Bill Be Implemented? For most districts, no changes will be required because they already prohibited the use of mechanical restraints by school personnel. For those districts where this was not prohibited, they will need to update their training of staff to make it clear that mechanical restraints cannot be used.

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities” and “[t]hose statutes pertaining to student health, safety, and welfare.” Sec. 1002.33(16)(a)3. and 5., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? As most districts have managed to do away with physical restraints already, this new law does not raise any new concerns beyond what already existed, such as what to do when an incident arises without warning or an opportunity to employ PBIS tactics.

Creates: N/A.

Amends: Section 1003.573, Florida Statutes

Final Legislative Analysis

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill expands the definition of “exceptional student” to include children with developmental delays identified from birth through nine years of age or completion of second grade (whichever occurs first), as opposed to the current limit of birth through five years of age. Moving the upper limit to age 9 aligns Florida’s definition with the maximum allowable age under federal law.

Who Is Responsible for or Affected by the Bill? Struggling students who may not have a specific diagnosis to qualify them for an IEP and need more time to catch up may benefit from getting a few more years of ESE services to address developmental delays.

How Will the Bill Be Implemented? District ESE departments will need to inform their ESE case managers and teachers of this expansion.

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules.

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat.

What Problems or Concerns May Arise as a Result of this New Bill? N/A.

Creates: N/A.

Amends: Sections 1003.01 and 1003.21, Florida Statutes

Final Legislative Analysis

CS/HB 255 (Ch. 22-46) – Private Instructional Personnel Providing Applied Behavior Analysis Services

By: Representative Plasencia

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? This bill adds Applied Behavior Analysis (ABA) behavior technicians to the list of private instructional personnel who can collaborate with school personnel and provide services to a student at school. The law currently allows professional, certified private behavior analysts; psychologists; speech-language pathologists; occupational therapists; physical therapists; and clinical social workers to collaborate with school personnel, observe a student in the educational setting, and also provide services in the educational setting. It will now add to the list registered behavior technicians who have a recognized paraprofessional certification and work under the supervision of an ABA professional (BCBA, psychologist, or clinical social worker). The technician also must be employed by an enrolled Medicaid provider.

Who Is Responsible for or Affected by the Bill? As this just adds a new category of person who can come observe and work in the schools, it will not require much in the way of changes. However, unlike a psychologist who may come to observe a student for a couple of hours and interact with the teacher once or twice, behavior technicians are often with the student as much as a regular one-on-one paraprofessional. Working out schedules and what this non-school board employee can and will do may present some challenges for the principal and any teachers who might have someone in their classroom every day.

How Will the Bill Be Implemented? Districts will need to inform principals of the new category of private personnel who can come to campus and interact with a student. Special attention may need to be given if the technician wants to spend extended time on campus, as this may cause some disruptions or concerns from other students and their parents.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Probably. Charter schools are required to comply with “[t]hose statutes pertaining to the provision of services to students with disabilities.” Sec. 1002.33(16)(a)3., Fla. Stat. The section of law being amended is designed to enhance a district’s responsibilities under the Individuals with Disabilities Education Act (IDEA) and lead to collaboration between private and public personnel working with a student. The collaboration and coordination of services between school personnel and the private provider should be construed as “pertaining to the provision of services to students with disabilities.”

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, behavior technicians are not certified professionals, like a psychologist, with years of training

who will only be in the classroom intermittently. These are essentially paraprofessionals who may not have a lot of training and are not district employees under the direction of the principal or other district staff members.

As originally intended, this law was designed to allow a private professional to “observe a student in a public school setting or provide services in the educational setting *at a time* agreed upon by the private instructional personnel and the school.”³ Note the use of the singular “at a time.” Allowing a physical therapist to come observe a student for a couple hours or even provide services during lunch or recess a couple times a month is much different than having a private adult follow a student for several hours every day. In such cases where the student has an IEP, it may be difficult for the IEP team to properly assess the student and the school’s efforts to provide FAPE.

Creates: N/A.

Amends: Section 1003.572, Florida Statutes

Final Legislative Analysis

³ Senate Education Staff Analysis for SB 1108 dated March 15, 2013.
<https://www.myfloridahouse.gov/Sections/Documents/loadoc.aspx?FileName=2013s1108.pre.ed.DOCX&DocumentType=Analysis&BillNumber=1108&Session=2013>

School Choice

CS/HB 3 (Ch. 22-23) – Law Enforcement
By: Representatives Leek and Brannan
Effective Date: July 1, 2022
Approved by Governor: April 1, 2022

What Does the Bill Do? While this bill primarily focuses on law enforcement issues, including a significant raise for sheriffs, it does have a couple provisions related to public schools. First, it adds dependent children of law enforcement officers to the list of students eligible for a Family Empowerment Scholarship (FES).

Second, the bill encourages school districts to establish a couple new programs. Section 1003.4933, Florida Statutes, is created to encourage districts to establish a public safety telecommunication training program in at least one high school in the district, which may be done through a partnership with an existing training program operated by a law enforcement agency or college. The program would have to comply with the current standards for 911 public safety telecommunicator certification as set forth in section 401.465, Florida Statutes.

Then, section 1003.49966, Florida Statutes, is created to encourage districts to partner with a law enforcement agency to offer a law enforcement explorer program at middle and high schools. Any such program can be integrated into existing curriculum, offered as an after-school program, or offered as an elective.

Finally, there are increased benefits for law enforcement officers, which may increase the overall cost per officer for districts that enter into SRO/SRD agreements to provide safe school officers.

Who Is Responsible for or Affected by the Bill? Districts may see an increase in the number of FES scholarships beginning next year if there were many law enforcement officers not previously eligible for the program who may now take advantage of it.

Also, those districts that operate their own police departments will want to review this new law for any additional provisions that may apply to them as an employing agency of law enforcement officers.

How Will the Bill Be Implemented? There is nothing specifically required of districts in this new law. However, those districts wishing to start a public safety telecommunication training program, or a law enforcement explorer program, will need to take certain steps in establishing them.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No. Charter schools could develop and offer the recommended programs, but the bill specifically encourages only school districts to do so.

What Problems or Concerns May Arise as a Result of this New Bill? As mentioned above, the increased cost of employment for law enforcement officers may affect school district costs when contracting with law enforcement agencies for SRO/SRD services or even off-duty security costs.

Creates: Sections 1003.4933 and 1003.49966, Florida Statutes

Amends: Section 1002.394, Florida Statutes

Final Legislative Analysis

CS/HB 225 (Ch. 22-146) – Charter School Charters

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor: May 26, 2022

What Does the Bill Do? This bill establishes that a request to consolidate multiple charters must be approved or denied within 60 days. If it is denied, the denial must be in writing and provide the charter school governing board with the specific reasons for the denial within 10 days.

The bill also amends the statutory language concerning the nonrenewal or termination of a charter. It provides that the district (sponsor) must notify the charter school governing board in writing at least 90 days before the end of the school year of its intent to renew, nonrenew, or terminate the charter. If there is no notice at least 90 days before the end of the school year, the charter automatically renews under the same terms and conditions. This part of the new law is in response to one district recently deciding in May or June to nonrenew four charter schools.

Who Is Responsible for or Affected by the Bill? Superintendents and whoever oversees charter schools in the district for the superintendent will need to make a decision about the renewal of a charter or non-emergency termination of a charter more than 90 days before the end of the school year.

How Will the Bill Be Implemented? Once a decision to renew, nonrenew, or terminate a charter is made, it needs to be shared with the charter school governing board in writing at least 90 days prior to the end of the school year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? A lot of information is not received until late in the school year, so it may be difficult to determine in February or March whether a charter school should be renewed, but districts will need to rely on the previous four years.

The bigger concern seems to be with terminations. Information that could lead a district to determine that a charter should be terminated can come at any time, and it is not always something requiring an emergency termination. If districts have information in April, May, or June that leads them to conclude that a charter should be closed, they will either have to make it work as an emergency closure or wait until the new school year starts. Unfortunately, the latter will result in students starting out the school year at a school that should be closed and then may require the district to operate the school for the remainder of the year or find placements for numerous students in the middle of the term.

Creates: N/A.

Amends: Section 1002.33, Florida Statutes

Final Legislative Analysis

CS/CS/SB 758 (Ch. 22-144) – Education

By: Senator Diaz

Effective Date: July 1, 2022

Approved by Governor: May 26, 2022

What Does the Bill Do? This bill enacts several changes to charter school governance and sponsorship by districts. It also allows state legislators to visit any public school in their legislative districts whenever they want, much like board members can visit district schools within the district.

The most noteworthy part of this bill is the creation of the Charter School Review Commission (Commission), which is created within the Department of Education (DOE) to review and approve charter school applications if a charter school wants its application reviewed by this Commission instead of the district that will ultimately sponsor the school. However, creation of the Commission was contingent upon funding within the General Appropriations Act (GAA), and it does not appear that the Commission was funded for 2022-23. Thus, these changes to the application process may not take effect until 2023-24 or later.

When it is ultimately formed, the Commission will have seven members selected by the State Board of Education (SBE) and confirmed by the Senate. The only requirement for the commission members is that they have “charter school experience,” which is not defined. The DOE will contract with a college or university to provide technical assistance to the Commission. In other words, the DOE will pay a university or college to provide the expertise needed to

review the application. If approved, the district will be notified that it has 30 days to enter into a charter agreement with a new school that it has to sponsor.

Fortunately, districts will be able to provide some input into the review process. Within three (3) days of submitting an application to the Commission, the applicant has to provide a copy to the district in which the charter would be located. The district then has 30 days to provide input to the Commission “on a form prescribed by the [DOE],” and the Commission must consider the district’s input. Hopefully, the form that the DOE creates will allow meaningful input on important topics, like whether the planned curriculum is sound, whether the school will appropriately account for ESE students, whether the school understands its obligations for English language learners, and whether there is a sound financial plan in place.

The bill provides that decisions of this new Commission can be appealed “in accordance with s. 1002.33(6)(c),” which gives an applicant the right to appeal a denial. Thus, there appears to be no provision for a district to appeal the approval of an application the district believes to be insufficient.

Next, the bill adds a statement of intent regarding charter schools. “It is the intent of the Legislature that charter school students be considered as important as all other students in this state and, to that end, comparable funding levels from existing and future sources should be maintained for charter school students.”

With respect to district oversight of charter schools, this bill amends the language that allowed districts to impose additional reporting requirements as long as they provided “reasonable and specific justification in writing” for doing so. Now, districts will only be able to impose additional reporting requirements when a charter school has “been identified as having a deteriorating financial condition or financial emergency pursuant to s. 1002.345.”

In addition, the law now provides that charter schools must be renewed for a 15-year term if it gets a school grade of A or B in its “most recently graded school year” and is not in a state of financial emergency. If the school is going to be renewed but did not receive an A or B, it must receive at least a 5-year renewal term.

Moreover, the only grounds for terminating or nonrenewing a charter were reduced. Under the current law, charters can be terminated or nonrenewed for failure to participate in the accountability system, failure to meet generally accepted standards of fiscal management, a material violation of law, or “other good cause shown.” Under this new law, “other good cause shown” has been removed, and the fiscal basis must be “due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345.” That statute provides that a district sponsor cannot decide to terminate or nonrenew a charter for failure to correct financial deficiencies without giving the charter a full year to correct them (or if it falls into a financial emergency for two (2) consecutive years).

The bill also addresses charter school facilities and impact fees. If a school district has entered into an interlocal agreement for the development of district schools, “including provisions relating to the extension of infrastructure,” a charter school can make use of the same agreement. No local comprehensive plan or other land use regulation can impose different

requirements on a charter school than it would a district school being built in the same location.

With respect to impact fees, the law will now provide that charter schools created to mitigate the educational impact created by new residential dwellings must receive a proportionate share of costs per student station of any impact fees collected in connection with the new residential units. It is already required by law that charter facilities built for this purpose must meet the State Requirements for Educational Facilities (SREF) standards and be owned by a public or non-profit entity. However, another new addition to the law is that an entity that contributes toward the construction of such a charter facility must receive credit on any impact fees imposed on it.

The bill also prohibits districts from withholding any administrative fee for funds designated for teacher compensation. Further, if a charter school has submitted a salary distribution plan under the Teacher Salary Increase Allocation (TSIA) before the district has received its allocation from the state “due to its failure to submit an approved district salary distribution plan,” the district “must still provide each charter school within its district its proportionate share of the allocation.”

Next, the bill creates section 1004.88, Florida Statutes, to establish the Florida Institute for Charter School Innovation at Miami Dade College. The goal is to improve charter school authorizing practices. The College will analyze applications, identify best practices, provide training and assistance to sponsors, conduct research on charter school policy and practices, and more. It will also collaborate with the DOE in developing a sponsor evaluation framework. However, like the new Commission discussed above, it does not appear that the GAA included funding for this in the 2022-23 budget.

Finally, the bill directs the Office of Program Policy Analysis and Government Accountability (OPPAGA) to look at the current practices for distributing capital outlay and federal funds to charter schools, including Title I, II, III, and IV funds, as well as exceptional student education funding under the Individuals with Disabilities Education Act. OPPAGA will then recommend any changes “to provide an equitable allocation of capital outlay funds and specified federal funds to all public schools.” The final report is due by January 1, 2023.

Who Is Responsible for or Affected by the Bill? With the establishment of the Charter School Review Commission, responsibility for sponsoring charter schools will still remain with school districts, but the opportunity to establish a working relationship first through the application process will be lost. This may affect curriculum, ESE, ESOL, and finance departments in particular.

The people who may be most affected by this new law are charter school students. With districts having their ability to require additional reports restricted until after a critical problem has arisen and not being able to close charter schools in a timely fashion or for “other good cause,” charter school students in a school on the verge of collapse may suffer due to the

inability of a district to act before a problem becomes critical or until an arbitrary date on the calendar passes.

District finance offices may need to spend more time reviewing charter school information, as they will be limited in their ability to request additional reports or information unless the charter school's financial situation has become critical. Quickly identifying and acting on this information will be essential, because it does not appear that districts will have the ability to require charter schools to work with districts to prevent emergency financial situations from happening in the first place.

How Will the Bill Be Implemented? Currently, there is not much to implement. District staff will need to review their current reporting requirements for charter schools to ensure compliance with the new provisions, and the process for charter school renewals should be reviewed and updated.

Once it has been funded, the SBE will adopt rules for the Commission and its application process. This should include the form that will be created for district input. Where districts currently have up to 90 days to review and vote on a charter school application, this new process will allow districts only 30 days to review an application and submit input to the Commission. Districts will need to be prepared for this once the Commission is in operation and the SBE has adopted its rules and forms.

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission.

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year's GAA. The college's responsibilities are contingent upon receipt of funding in the GAA.

Does the Bill Apply to Charter Schools? Yes.

What Problems or Concerns May Arise as a Result of this New Bill? Under this proposal, school districts will be even more limited in their ability to have input into the charter school process while still being responsible to sponsor and supervise schools that can be approved by people with no local knowledge of the district and under a "contract" for which no negotiations, for all practical purposes, are allowed. Hopefully, districts will be able to provide detailed, meaningful input to the Commission when a prospective charter school elects to have its application reviewed by the Commission rather than the local sponsoring district. There are too many charter applications submitted in this state that include illegal provisions (e.g., students who enroll in the school must speak English fluently), inadequate curriculum plans, or unrealistic financial plans to leave the approval process to appointees with no expertise in curriculum planning, school management, or school law.

The issue of capital funds for infrastructure needs remains a recurring issue. School districts have limited capital funding to maintain facilities built and maintained with local tax dollars over the last 50+ years, and districts must annually determine where to allocate those dollars to meet critical needs. If a proportionate share of those funds are distributed to charter schools based solely on their enrollment, critical infrastructure needs for public facilities may go unmet so that a charter school can get help making rent payments on a privately-owned facility.

Creates: Section 1002.3301, 1004.88

Amends: Sections 1001.4205, 1002.33, 1011.62

Final Legislative Analysis

| | |
|--------------------------------------|---|
| <u>SB 2524 (Ch. 22-154) –</u> | Education |
| By: | Senate Appropriations Committee |
| Effective Date: | Varied (assessment and accountability provisions take effect July 1, 2022) |
| Approved by Governor: | June 2, 2022 |

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the legislative review addresses provisions affecting school choice, including controlled open enrollment, charter schools, virtual schools, vouchers, and reading scholarships.

First, some major changes were made to controlled open enrollment in this conforming bill. Currently, districts are required to make school capacity determinations every year. Beginning July 1, 2022, districts and charter schools are required to make capacity determinations by grade level, not just for the school, and then update those determinations every 12 weeks. In addition, school board rules for controlled open enrollment will now need to include information about transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.
2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.
3. Any other transportation options available in the community.

The school board's rule or policy must also require the district to maintain a waitlist of students who are unable to enter a school due to capacity issues. If a space becomes available at a school, the parents on the waitlist must be notified. Finally, this process must remain open all year. Board policy must "require schools to accept students throughout the school year as capacity becomes available." Because the capacity determinations will now be made by grade level, this could mean accepting a student because of low enrollment in a particular grade even if the school itself is over capacity.

Next, the primary charter school statute, section 1002.33, Florida Statutes, was amended to insert multiple references to virtual charter schools. Virtual charter schools must include in their application a description of the students from other school districts they intend to serve. Also, just as the Department of Education (DOE) must make information available on its website about how to form, open, and operate a charter school, the DOE must also include the same information for virtual charter schools, including the development of a standard virtual charter school contract.

There were also some minor amendments to the Family Empowerment Scholarships (FES) this year. Currently, there is a transportation scholarship of up to \$750 available to students who are eligible for FES based on income or foster placement but attend a different public school in the district than assigned (or a lab school) and do not receive transportation from the district. Going forward, the scholarship amount will be \$750 or “an amount equal to the school district expenditure per student riding a school bus, as determined by the [DOE], whichever is greater.” The cap for FES eligibility based on disability will be raised from 20,000 students this year to 26,500 for 2022-23. Then, beginning in 2023-24, the cap will be raised by one percent of the state’s total ESE FTE enrollment, not including gifted students.

Next, there were some changes to speed up the distribution of funds under the various scholarship/voucher programs. Currently, the law provides that the DOE will distribute funds after it cross-checks the list of scholarship students against district enrollment lists to avoid duplication. Going forward, the distribution will not have to wait for the DOE cross-check to be completed. Instead, the DOE will now adjust payments to the scholarship funding organizations and, with each FEFP recalculation, “adjust the amount of state funds allocated to school districts through the [FEFP] based upon the results of the cross-check.”

Furthering the effort to try to eliminate transportation barriers, the Florida Tax Credit Scholarship Program (FTC) was amended to allow the scholarship administrators to set aside administrative expenses for “developing or contracting with rideshare programs or facilitating carpool strategies for recipients of a transportation scholarship.”

The Legislature also expanded eligibility for Reading Scholarship Accounts, which will now be called New Worlds Reading Scholarship Accounts as part of the expansion of the New Worlds brand. Instead of just students in grades 3-5 being eligible, these scholarships will now be available to any student in grades K-5 who demonstrates a reading deficiency. Districts will still have the responsibility to notify parents of any student with a reading deficiency about the scholarship by September 30 of each year. In addition, they “may not prohibit instructional personnel from providing services pursuant to this section on the instructional personnel’s school campus outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.” Thus, no district may prohibit its teachers from tutoring students on campus outside the normal work day, but the district’s requirements for use of facilities agreements can still apply.

Finally, there are numerous changes to virtual school operations and funding in SB 2524. Under the new controlled open enrollment law, each virtual charter school, and each district with a contract with an approved virtual provider, will determine its capacity under section

1002.45(1)(e)4., Florida Statutes. That subparagraph has been renumbered (currently 1002.45(1)(e)3.) and amended. It provides that school districts shall limit the enrollment of full-time equivalent virtual students from outside the school district to no more than 50% of the total number of enrolled full-time equivalent virtual students residing within the district for any virtual instruction contracts entered after June 30, 2021. For contracts in place prior to that date, districts may not enroll more virtual students than the total number of students residing within the district.

In addition, virtual programs will be required to undergo an annual financial audit conducted by an independent auditor who is a CPA. The audit report must include a written statement from the provider about any noted deficiencies and must be submitted to DOE within 9 months of the end of the fiscal year. Next, contracts with DOE-approved virtual instruction providers will need to include new reporting requirements, including monthly financial statements and student achievement data. Virtual providers will need to provide “the current incoming baseline standard of student academic achievement, the outcomes to be achieved, the method of measurement that will be used, and a detailed description of” how these measures will be implemented. Then, there must be an annual accountability report with student demographic information and achievement data. Districts are required to facilitate compliance with these new reporting requirements for virtual providers.

With respect to funding, all virtual programs offered by school districts, whether through an FLVS franchise, the district’s own virtual school, a DOE-approved virtual instruction program, or a virtual charter school, are subject to various provisions of section 1011.61, such as a full-time equivalent virtual school student being six full-credit course completions with each completed credit being 1/6 FTE. Districts may report course completions after the end of the regular school year as long as it is reported “no later than the deadline for amending the final full-time equivalent student membership report for that year.” Virtual students will be funded through the FEFP. The calculation to determine the amount for any virtual instruction program student will be the sum of the base FEFP and all categorical programs except for Supplemental Academic Instruction, Sparsity, Safe Schools, Transportation, Class-size Reduction, and the Florida Teachers Classroom Supply Assistance Program. In essence, all virtual school funding will be the same as it is for students enrolled in the Florida Virtual School, and only state FEFP funds may be used for students attending a school district’s virtual school from another district.

For assessment and accountability purposes, each virtual instruction program is to receive a school grade or improvement rating. If it receives a school improvement rating, the rating will be based on all of the students the provider serves statewide. For school grades, the provider will receive a district grade for all of its students and individual school grades for each school district with which it contracts based only on the students from that district.

Who Is Responsible for or Affected by the Bill? One of the major, substantive changes in this section concerns controlled open enrollment, which will need to become a year-round process with updates at least every 12 weeks and the potential for school changes any time of the year. Whereas most district have an enrollment period in the spring and cut off the process either before the start of school or soon after the 10-day count is completed, this will now become an ongoing endeavor. Districts will now need to determine school capacity and

projected enrollment by grade level, not just by school, and they will need to regularly review this information during the school year to make updates every 12 weeks.

District transportation departments will also need to become aware of other transportation options within the district available to students, which then needs to be included in the district's controlled open enrollment policies and made available to parents.

With respect to virtual schools, there is a lot of alignment and streamlining to make sure that all virtual school students are treated the same. District finance officers will need to review these provisions carefully.

How Will the Bill Be Implemented? Most districts determine that there is capacity for controlled open enrollment at a school if there are fewer than 90% of available seats currently occupied. Parents apply in the spring, decisions are made based on expected enrollment, and many districts maintain waitlists for each school up until the start of the school year. Changes after school gets started are generally discouraged, as it can be disruptive to the student's learning and may lead to a need for staffing changes at the affected schools. However, the law will no longer allow for these considerations, and districts will be required to create waitlists by grade level, not school level.

It may be helpful to create an example school. Under the current law, if an elementary school is designed to hold 600 students, students from other attendance zones can choose to attend there if it is expected to have less than 540 students next year. Under the new law, districts will need to employ a grade-level determination, which should also require consideration of class-size restrictions. That same 600-student school may now have a capacity of 90 students for grades K-2 (5 classes of 18), 108 students for grade 3 (6 classes of 18), and 110 students for grades 4 and 5 (5 classes of 22), which totals 598 students.

Continuing with the example, within each grade, 90% enrollment would be 81 students in K-2, 97 students in the expanded 3rd grade, and 99 students in grades 4 and 5. If the enrollment within a grade level has dropped below those numbers when the district updates its numbers every 12 weeks, the district will need to go to the waitlist for that grade and offer a seat to the next student on the waitlist. This is true even if the school itself is already over the 600 students it is designed to hold.

In terms of operationalizing this, districts may want to keep their current process in place for controlled open enrollment applications for the next school year but then change how they move forward during the year. This may result in an initial grade-level determination by school around March 1, which would then remain in place through the end of the school year. Then, after initial acceptances have been made, everything would be updated around June 1 for waitlist processing. The district could then close things down to prepare for the opening of school and then revisit after the 10-day count for another 12-week update (around September 1). Next, update the list around Thanksgiving followed by a final update in early to mid-February before switching gears to the next school year. Whatever decisions are made locally, all of this information will need to be maintained on the district website, which will require regular updating.

For those districts that offer virtual programs through an approved provider, the ability to seek funding for course completions beyond the 180-day calendar needs attention. The district will have until the final edits to Survey 5 are submitted to claim funding. Also, any district that contracts with an entity other than FLVS for its local virtual school option will need to look at all the new reporting requirements for DOE-approved virtual providers. Finally, enrollment numbers will need to be monitored closely if the district has or starts seeing a lot of out-of-district students enrolling in a virtual program within the district.

Required Rulemaking? Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are required to make capacity determinations every 12 weeks by grade level, just like school districts. Also, many of the changes directly affect virtual charter schools.

What Problems or Concerns May Arise as a Result of this New Bill? The controlled open enrollment law has always been something of a problem with the class-size restrictions even though the law does say that controlled open enrollment decisions are subject to the maximum class size pursuant to law and the Florida Constitution. Most schools were not built with the 18, 22, and 25-student limits in mind, so some schools may appear to have room for additional students but would run into class-size or teacher allocation issues if they accepted additional students. Requiring districts to make decisions based on grade level analyses may make it easier to avoid class-size issues, but it is no simple task to maintain grade-level waitlists for every school in the district. In the example above of a school designed to hold 600 students, a school may have created a combination class to address current enrollment numbers, which will further complicate the new, year-round process. More importantly, these changes may result in students switching schools late in the year, which can be disruptive for them and for the class the student joins.

With the transportation provisions, how does a district determine or know what other transportation options are available? What if a district fails to list one it does not know about? Furthermore, how will DOE determine the average cost of ridership in the district? Fortunately, it is not clear that any of these scholarships were awarded during the 2021-22 school year, but the Legislature is determined to make sure that transportation issues do not get in the way of parents choosing to send their kids to any school they want, no matter the distance.

Creates: N/A.

Amends: Sections 1002.31, 1002.33, 1002.394, 1002.395, 1002.40, 1002.411, 1002.421, 1002.45, 1002.455, 1003.498,

Final Legislative Analysis

School Safety, Health, and Mental Health

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

What Does the Bill Do? Generally, this bill makes it easier for people to access and pharmacists to dispense naloxone, which is used to counter the effects of an opioid overdose. With respect to school districts, this bill allows public schools to “purchase a supply of the opioid antagonist naloxone from a wholesale distributor . . . or . . . enter into an arrangement with a wholesale distributor or manufacturer . . . for naloxone at fair-market, free, or reduced prices for use in the event that student has an opioid overdose.”

If a school does purchase naloxone, it must keep it in a secure location on the school’s premises, and any school district employee who administers naloxone to a student is immune from civil liability as long as they had a good faith belief that the student was suffering an opioid overdose.

Who Is Responsible for or Affected by the Bill? This may be a decision of the school health advisory committee. If there is a decision to purchase a supply of naloxone, the school nurse or another person at the school will be responsible for maintaining it in a secure location.

How Will the Bill Be Implemented? If the decision is made to obtain a supply of naloxone on school campuses, the drug should be stored securely like other drugs are stored on campus. Hopefully, districts will be able to partner with their local Department of Health to find a way to obtain the naloxone for free or at greatly reduced prices.

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

Does the Bill Apply to Charter Schools? Probably. The bill refers to “public schools” being able to buy naloxone, and charter schools are public schools. However, the civil liability language only refers to school district employees. The civil liability language is probably redundant to other provisions of law granting immunity to people who administer naloxone in good faith, but it may give pause to charter schools when the language specifically refers only to district employees.

What Problems or Concerns May Arise as a Result of this New Bill? The bill does not mandate that schools purchase a supply of naloxone, and there is no funding provided to cover

the costs. However, given the epidemic of opioid overdoses in the country, and this new statutory allowance to purchase a supply, questions may arise for any school that chooses not to keep this potentially life-saving drug on hand. On the other hand, if a school does have it on hand, questions may arise about who has been trained to use it or why it was not used in a given situation despite it being kept on campus – similar to recent issues and lawsuits related to defibrillators on campus.

Creates: N/A

Amends: Sections 381.887, 381.981, 395.1041, and 1002.20, Florida Statutes

Final Legislative Analysis

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky

Effective Date: July 1, 2022

Approved by Governor: May 18, 2022

What Does the Bill Do? The bill requires districts to designate a mental health coordinator for the district, similar to the school safety specialist. This person will be “the district’s primary point of contact regarding the district’s coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.” As with the school safety specialist, the mental health coordinator will coordinate with the Office of Safe Schools. He or she will also maintain student mental health records and reports as they relate both to school safety and use of the Mental Health Allocation provided as a categorical to each district. The school safety specialist and mental health coordinator must work together on staffing and training threat assessment teams, as well as referrals to mental health services. Similarly, they must coordinate on staff training and resources available to students and districts for youth mental health and awareness. Finally, the mental health coordinator must annually review the district’s policies and procedures for compliance with state law and alignment with best practices. If changes are needed, the coordinator will make such recommendations to the superintendent and school board.

In addition, the law establishing the Mental Health Allocation was amended to add requirements for district mental health plans. Districts must have policies and procedures, including in their contracts with service providers, that require that:

1. Students referred to school- or community-based mental health services for “screening for the identification of mental health concerns” will be assessed within 15 days of the referral. School-based services must be initiated within 15 days, and then support from community-based providers must start within 30 days of the referral.
2. Parents of students receiving mental health services under the allocation must be “provided information about other behavioral health services available through the student’s school or local community-based health service providers.” This can be done

- by giving parents information about and Internet addresses for Internet directories or guides for local behavioral health services.
3. Other people living within the household of a student receiving mental health services must receive information about “behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals’ behavioral health would contribute to the improved well-being of the student.”

The first provision is not new, but the other two are.

Who Is Responsible for or Affected by the Bill? First, districts will need to designate someone to be the mental health coordinator for the district. This person will then work with the school safety specialist and the Office of Safe Schools to help coordinate district compliance with mental health and school safety laws.

Second, the district’s student services department will need to determine what other school-based and community-based behavioral health services are available locally. They probably also need to look for community-based programs that assist family and household members in their interactions with people with mental or behavioral health disorders.

How Will the Bill Be Implemented? The only real implementation needs are selecting a mental health coordinator and making sure that the district has information about other, local mental and behavioral health services to share with parents and other household members.

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

Does the Bill Apply to Charter Schools? Yes. The bill specifically adds language to the charter school statute providing that charter schools must report the number of involuntary examinations it had during the year, and charter schools are not exempt from statutes addressing the health, safety, and welfare of students.

What Problems or Concerns May Arise as a Result of this New Bill? Larger districts probably already have someone filling the role of the newly required mental health coordinator. For smaller districts, it may be more difficult to find someone qualified to perform this role without taking that person away from direct student services.

For those districts where there are available resources online about local mental and behavioral health services, compliance with the requirement that information be provided to parents will not be difficult. However, if no such resource exists, it is not clear how districts can determine what other resources are available within the community and how they can be contacted.

Finally, even for districts with a good awareness of the locally available mental and behavioral health services, it is not clear what the provision about providing information to household members means. It seems to suggest that districts need to advise household members of services that they themselves could obtain that would make the student's situation better. If so, it is difficult to imagine how districts can know about internal, household dynamics and what a sibling or grandparent might need to do so that the student's situation improves.

Creates: N/A.

Amends: Sections 394.463, 1002.33, 1006.07, 1011.62

Final Legislative Analysis

CS/CS/CS/HB 1421 (Ch. 22-174) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor: June 7, 2022

What Does the Bill Do? This bill implements most of the remaining Marjory Stoneman Douglas Commission recommendations, and it also makes some changes to the Commission itself. Instead of focusing on what happened at Marjory Stoneman Douglas High School in 2018, it will now be tasked with monitoring the implementation of school safety legislation. This will include:

1. evaluating the Office of Safe Schools,
2. reviewing Auditor General findings about school safety policies and procedures,
3. reviewing school hardening grant expenditures,
4. evaluating the utilization of centralized data by schools and its effectiveness in conducting threat assessments,
5. assessing local efforts to improve regional emergency communication systems,
6. investigating and evaluating any response failures by local law enforcement agencies and school resource officers, and
7. investigating any failures in interactions with perpetrators before an incident occurred.

The Commission was originally slated to end on July 1, 2023, but that has now been extended to July 1, 2026.

Locally, each district will be required to work with local government and law enforcement agencies to develop a family reunification plan "to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or

manmade disaster.” This family reunification plan must be evaluated annually and then updated, as necessary. Additionally, the Office of Safe Schools has been tasked with creating a model family reunification plan. This model plan is to be developed in coordination with the Division of Emergency Management, law enforcement agencies, and first responders.

Also, the bill enacts changes to active assailant drills at schools. The current law provides that schools shall hold active assailant drills “at least as often as other emergency drills.” The law now says that schools will conduct active assailant drills pursuant to State Board of Education (SBE) rules. It further requires that law enforcement officers who are responsible for responding to a school in the event of an active assailant emergency must be physically present on campus and involved with the drills. Thus, districts must notify law enforcement at least 24 hours in advance before conducting such a drill. By August 1, 2023, the SBE must adopt rules defining the terms “emergency drill,” “active threat,” and “after-action report,” as well as “establish minimum emergency drill policies and procedures related to the timing, frequency, participation, training, notification, accommodations, and responses to threat situations by incident type, school level, school type, and student and school characteristics.” No type of emergency drill can be conducted less than once per school year.

For threat assessment teams, the law now provides that “[a]ll members of the threat assessment team must be involved in the threat assessment process and final decisionmaking.”

Finally, there are new training requirements for safe school officers, though they differ depending on whether the officer is a sworn law enforcement officer. There is also a requirement that districts certify by July 1, 2023, and every July 1st thereafter, that at least 80% of school personnel have received the training required by section 1012.584, Florida Statutes, which requires continuing education and inservice training for youth mental health awareness and assistance.

Who Is Responsible for or Affected by the Bill? For the districts, the primary responsibility will be to develop family reunification plans for the schools, adjusting their active assailant and other emergency drills as needed following the adoption of new rules by the SBE, ensuring that all threat assessment team members take part in the process and any final decisions made as a team, and ensuring that its employees are undergoing all required safe school and mental health training. It may be wise to designate backup threat assessment team members to fill roles when a current member may not be available to participate in the process.

Districts with their own police departments will need to make sure that their officers receive the required training for certified law enforcement officers, and those districts with guardians or school security guards will need to develop training to provide them with the “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

How Will the Bill Be Implemented? Districts will need to reach out to local government and law enforcement agencies to adopt reunification plans. It will be necessary to strike a balance between not publicizing confidential safety and security plans and making sure that families are aware of the reunification process following an incident. Districts will also want to verify with any local law enforcement agencies that supply school resource officers or deputies

that their assigned personnel have undergone the required training. They will also want to work with these agencies to plan and prepare for active assailant drills so that the appropriate law enforcement officers can participate as required.

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification.

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer’s knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training.

Does the Bill Apply to Charter Schools? Yes. Charter schools must comply with statutes addressing student health, safety, and welfare, and they are specifically required to comply with parts of section 1006.07 and all of section 1006.12, Florida Statutes.

What Problems or Concerns May Arise as a Result of this New Bill? As noted above, there may be times when a threat assessment team member is not available, but the nature of the threat or issue does not allow for the team to wait until that member can participate. Thus, it may be necessary to designate backup members to serve different roles when a current member is unavailable.

As with all safety and security issues, there is also the problem of trying to protect sensitive safety and security plans and information from getting into the wrong hands and being used against students and staff while also remaining transparent and making sure that parents and other family members know what to do or how to respond in an emergency. In reality, most confidential plans for things like where students gather or where they can be picked up by parents are revealed after the first bomb threat or emergency storm closure.

Creates: N/A.

Amends: Sections 943.082, 943.687, 1001.11, 1001.212, 1006.07, 1006.12, 1006.1493, 1012.584, Florida Statutes.

Final Legislative Analysis

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

What Does the Bill Do? No bill received more attention this year than HB 1557 in its various forms as it made its way through the process. It seems to have arisen out of a concern that schools were working with LGBTQ students on various issues without the knowledge or participation of parents.

The bill amends the section of law setting forth the powers and duties of district school boards (sec. 1001.42, Fla. Stat.). Under the student welfare subsection, it adds a paragraph to address the services and monitoring of a student’s mental, emotional, or physical health and well-being at school. First, it requires school boards to adopt procedures for notifying parents if there is a change in services or monitoring related to their child’s “mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” It also reinforces that parents may not be prohibited from being able to access their child’s education and health records held by the school.

Next, the bill prohibits districts from adopting procedures or forms “that prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage *or have the effect of encouraging* a student to withhold from a parent such information.” (emphasis added). School personnel “may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being.” However, the procedures can allow personnel to withhold information from a parent “if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01.”

Then, the language that received the most attention addresses classroom instruction. It says, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”

The bill does not define “classroom instruction,” nor does it provide guidance for determining what is age or developmentally appropriate in grades 4-12.

With respect to district training of student services personnel, districts “must adhere to student services guidelines, standards, and frameworks established by the Department of Education” (DOE).

Next, the bill addresses healthcare and mental health services offered at schools. It requires districts to notify parents at the beginning of each school year about what healthcare services are offered and give parents the option “to withhold consent or decline any specific service.” While this could be read as creating an opt-out process (e.g., vision screening will be done unless the parent opts out), it seems clear that the intent is to require parents to opt-in to each individual service, as opposed to a blanket permission to conduct any and all screenings. Also, a school may not administer “a student well-being questionnaire or health screening form to a student in grades K-3 without first providing it to the parent and obtaining permission from the parent.”

Finally, the bill sets up an enforcement mechanism. It requires districts to adopt procedures for parents to notify the principal about concerns the parent has under this new law. The principal will then have seven (7) days to resolve those concerns. If they have not been resolved within 30 days, the district must either resolve them or give the parent “a statement of the reasons for not resolving the concern.”

From there, if the parent is not satisfied that the concern has been resolved, the parent can ask the DOE to appoint a special magistrate to hear the case and make a recommended ruling to the State Board of Education (SBE). The costs of the special magistrate and hearing are the responsibility of the school district. Alternatively, the parent can choose to seek a declaratory judgment and seek injunctive relief in court. If the parent is successful, the court can award attorney’s fees and costs to the parent, but not vice versa.

Who Is Responsible for or Affected by the Bill? Obviously, this law may affect LGBTQ students who are seeking help in trying to navigate difficult issues. This bill may also affect all school personnel, from school counselors working with students struggling with issues, to teachers having complaints made against them if LGBTQ issues somehow come up in class, to principals receiving parent complaints, and to school nurses and other personnel trying to address students who might be having vision or hearing problems but have not been permitted to be screened.

By June 30, 2023, the DOE is responsible for reviewing and updating “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

For parent complaints, the district will need to establish the process, but it will fall on principals or their designees to address the individual complaints within seven (7) days.

How Will the Bill Be Implemented?

It currently is not clear how much this bill will eventually affect students and school districts, because it is unknown how many lawsuits may be filed that will lead to new case law or an overall chilling effect on student services within the schools.

Initially, districts will need to look at and update, as necessary, their policies on both physical and mental health practices within the district. Useful tools like vision and hearing screening will now be available only to those students whose parents sign a consent form. Districts should attempt to document clearly when consent is sought but not given for certain screenings, as the failure to identify and address issues like vision or hearing loss may lead to an ESE child find complaint down the road when the student struggles as a result of these problems. Ultimately, a parent's refusal to give consent or otherwise address observed problems that clearly are having an effect on the child's well-being, whether they are physical or emotional, may require district personnel to contact the Department of Children and Families for possible neglect.

With respect to navigating LGBTQ issues in the school, it appears that all districts should employ the common practice of making sure that the first question asked of a student who approaches a school employee is "Have you talked about this with your parents?" After all, the best results are often seen when everyone (student, parents, friends, and school personnel) is on the same page and participating. The student's answer will then guide the rest of the discussion. If the student's response is that he or she has reason to believe that it will lead to abuse, neglect, or abandonment, then the school may look to serve the student without the parents' involvement, while documenting the decision as required by law (see SB 2524 discussion below). If the student's answer does not give rise to that concern, then the response will need to be that the student should talk this over with the parents and then arrange to have everyone meet to address any needs of the student in the school setting.

Required Rulemaking?

Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

1) School boards must "adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student." These procedures "must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent." Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student's mental, emotion, or physical well-being or encourage a student to withhold such information.

2) "Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student's school and the

process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

Does the Bill Apply to Charter Schools? Probably not. While charter schools are required to comply with statutory provisions addressing the health, safety, and welfare of students, this bill specifically added language to the section of law addressing the powers and duties of school boards. It is difficult to argue that charter schools are required to comply with a law specifically directed at school boards absent specific language saying otherwise. Section 1002.33(16), Florida Statutes, does say that duties assigned to a district school board apply to charter school governing boards for employee salary and evaluation statutes, so the maxim *expressio unius est exclusio alterius* (i.e., the expression of one means the exclusion of others) would appear to apply.

What Problems or Concerns May Arise as a Result of this New Bill? There are numerous potential issues raised with this bill. Some are simple and not unique to this particular topic, like the references to notifying “a” or “the” parent in the singular. What happens or what do districts do when the parents do not agree, as is often the case with shared custody and parental responsibilities?

The more complicated issue is what this means for teachers, counselors, and others who interact with students from all backgrounds every day. How does a counselor or teacher know whether a discussion will “have the effect of encouraging a student to withhold from a parent such information”? Where is the line between a classroom discussion sparked by a question from a student and “classroom instruction”? What happens when the district does not have a policy encouraging staff to withhold information, but an employee does so? Is this a violation of statute? If a parent complains and the principal resolves the issue by requiring the employee to undergo training about the law and the district’s policies under it, is the issue resolved, or can the parent still sue the district with a challenge to its procedures or practices?

With respect to age-appropriate classroom discussion, who determines whether a 7th grade Civics class can have a discussion about civil rights and the issue of transgender athlete participation, for example?

Can a teacher agree to call a student by a preferred nickname without inquiring as to why the student wants to use that nickname? Robert asking to be called Bobby or Rebecca asking to be called Becca may be one thing, but what about Patrick or Patricia asking to be called Pat? Does a teacher need to fear being accused of doing something without the parent's knowledge or consent in such cases?

Unfortunately, the full impact of this bill may not be known for years, depending on the number of parents filing complaints about their "concerns" and whether those concerns were resolved to their satisfaction.

Creates: N/A.

Amends: Section 1001.42, Florida Statutes

Final Legislative Analysis

| | |
|--------------------------------------|---|
| <u>SB 2524 (Ch. 22-154) –</u> | Education |
| By: | Senate Appropriations Committee |
| Effective Date: | Varied (assessment and accountability provisions take effect July 1, 2022) |
| Approved by Governor: | June 2, 2022 |

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. For this part of the legislative review, there is only one section of note. The bill amends the powers and duties of Superintendents to connect them directly with the provisions of HB 1557. Section 1001.51(12)(a) already requires Superintendents to require that all employees keep accurate records and complete all required reports on time. The bill will now add, "Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent's minor child. Any such determination must be based solely on the child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined."

Who Is Responsible for or Affected by the Bill? Although the new language was added to the powers and duties of Superintendents, the real responsibility here will fall on principals and school personnel who work with students. Superintendents will need to advise their principals that a decision to withhold information from a parent, presumably under HB 1557 and a

determination that informing the parent is likely to lead to abuse, neglect, or abandonment, must be documented and that the decision must be reaffirmed annually.

How Will the Bill Be Implemented? School personnel who, after meeting with a student dealing with LGBTQ or other issues that may lead to some services for the mental, physical, or emotional health of the student at the school, determine that a reasonable person would believe that disclosure to the parent will result in abuse, neglect, or abandonment will need to seek approval of the decision from the principal or designee, who will then document it and reassess it annually thereafter.

It will be important to distinguish between discussions and actions. This new law says that schools must document the decision to withhold information from a parent about the provision of services. If the conversations with the student do not lead to any changes in services, there is no obligation to document it.

Required Rulemaking? None.

Required Reports? The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Required Training? None.

Does the Bill Apply to Charter Schools? No. For the same reason HB 1557 does not appear to apply to charter schools, this one does not appear to apply either. The new requirement was added to the powers and duties of a Superintendent, from which charter schools are exempt.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern here is whether this required record, which clearly relates to a student, would be considered an education record of the student and something the school would have to provide access to if requested. If that were the case, it would defeat the entire purpose of the exception created in HB 1557 to allow school personnel to withhold information if a reasonably prudent person would believe that disclosure would lead to abuse, abandonment, or neglect.

Creates: N/A

Amends: Section 1001.51, Florida Statutes

Final Legislative Analysis

Teacher Certification

CS/SB 896 (Ch. 22-186) – Educator Certification Pathways for Veterans

By: Senator Burgess

Effective Date: July 1, 2022

Approved by Governor: June 9, 2022

What Does the Bill Do? This bill creates an additional pathway to educator certification for military service members. It specifies that a military service member may receive a temporary educator certificate if he or she:

1. can document 48 months of active-duty military service with an honorable discharge or a medical separation;
2. meets most of the general requirements for all people seeking certification, including age, constitutional oath, background check, good moral character, and competence;
3. completes subject-area content requirements or demonstrate mastery of subject-area knowledge; and
4. completes 60 college credits with a minimum grade point average of 2.5.

The bill further provides that a temporary certificate for military service members who meet the established requirements will be valid for a period of five (5) years, instead of three (3), but is nonrenewable. Finally, to assist them in the transition, anyone issued a temporary teaching certification under this new law must be assigned a teacher mentor for at least their first two (2) years of employment.

Who Is Responsible for or Affected by the Bill? This may encourage more people to enter the teaching profession using what they have learned in the military. They would then have five years to meet the requirements for permanent certification.

How Will the Bill Be Implemented? For districts, the main task will be assigning an appropriate mentor. The mentor must be certified, have at least three (3) years of PreK-12 teaching experience, and have received an effective or highly effective evaluation the previous year.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? The bill imposes no responsibilities on charter schools, but they will also be able to benefit from any new, certified teachers it creates.

What Problems or Concerns May Arise as a Result of this New Bill? Given the critical shortage of teachers and the shrinking number of students enrolled in college education

programs, any concerns about a lack of sufficient education would appear to be outweighed by the need for more teachers. This is particularly true in some specialized areas to which many of our veterans may have been exposed, such as engineering, science, and mathematics.

Creates: N/A.

Amends: Sections 1012.56 and 1012.59, Florida Statutes

Final Legislative Analysis

| | |
|--------------------------------------|---|
| <u>SB 2524 (Ch. 22-154) –</u> | Education |
| By: | Senate Appropriations Committee |
| Effective Date: | Varied (assessment and accountability provisions take effect July 1, 2022) |
| Approved by Governor: | June 2, 2022 |

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses teacher certification issues and the creation of a new micro-credential for literacy under the expansion of the “New Worlds” reading umbrella.

Micro-credential means “evidence-based professional development activities that are competency-based, personalized, and on-demand.” It requires educators to demonstrate competence by submitting evidence for review by trained evaluators. The Administrator of the New Worlds Reading Initiative, which is currently the Lastinger Center, is required to develop and administer a literacy micro-credential program that will give teachers the ability to diagnose literacy difficulties, determine appropriate interventions, use evidence-based instruction and intervention practices, and effectively use progress monitoring and intervention material.

The micro-credential curriculum to be developed by the Lastinger Center “must be designed specifically for instructional personnel in prekindergarten through grade 3 . . . and address foundational literacy skills of students in grades 4 through 12.” It must be competency-based but not require more than 60 hours to complete. Finally, it must be made available to instructional personnel at no cost by December 31, 2022. Instructional personnel and certified prekindergarten teachers who have a reading certification or endorsement or obtain the literacy micro-credential will be eligible for incentives payable from the district’s Evidence-based Reading Instruction Allocation. Other statutory changes to the different categorical funds in section 1011.62 are discussed in the Budget section of this report.

Who Is Responsible for or Affected by the Bill? Initially, the Lastinger Center will need to create this program. However, once it is in place, district curriculum departments will need to decide how they want to take advantage of it. It is important to note that paraprofessionals are

included within the statutory definition of “instructional personnel,” which means that they too can obtain a literacy micro-credential.

How Will the Bill Be Implemented? The new literacy micro-credential program should allow districts to get more specialized teachers and other instructional staff into classrooms and working on literacy issues without requiring them to go the more onerous path of obtaining a reading credential or endorsement. Summer reading camps currently require teachers with a reading endorsement or certificate, but those with a literacy micro-credential will now be eligible as well. Curriculum departments will need to look at these new options in creating their annual reading plan submitted to the DOE.

Required Rulemaking? None.

Required Reports? None.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive the Reading Instruction Allocation and must submit a reading plan. They also will be able to make use of instructional personnel who obtain the micro-credential.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern with the micro-credential is that it is new and needs to be developed. There are innovative examples from several districts which have been trying to address many of the problems the micro-credential is designed to help, so it is hoped that the Lastinger Center will consult with some of those districts and create something that will meet the needs of districts and their struggling readers.

Creates: N/A

Amends: Section 1003.485, Florida Statutes

Final Legislative Analysis

Other Legislation

CS/CS/HJR 1 (Proposed Constitutional Amendment) – Additional Homestead Property Tax for Specified Critical Public Service Workforce

By: Representative Tomkow
Effective Date: January 1, 2023 (if approved by voters)
Approved by Governor: N/A

What Does the Resolution Do? This resolution will ask voters at the upcoming general election to decide whether they want to approve giving first responders and classroom teachers an additional \$50,000 homestead property tax exemption for all levies other than school district levies.

Who Is Responsible for or Affected by the Resolution? Classroom teachers may be able to claim a sizable property tax exemption if this resolution is approved by a Florida voters.

How Will the Resolution Be Implemented? Implementation of the tax exemption is addressed in the discussion of CS/CS/HB 1563 below.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Resolution Apply to Charter Schools? Charter school classroom teachers will be able to claim the exemption, if approved.

What Problems or Concerns May Arise as a Result of this New Bill? See discussion of CS/CS/HB 1563 below.

Creates: Article VII, sec. (6)(g) and Article XII, Florida Constitution.

Amends: N/A.

Final Legislative Analysis

CS/CS/HB 1563 (Ch. 22-219) – Homestead Property Tax Exemptions

By: Representative Tomkow
Effective Date: January 1, 2023 (if CS/CS/HJR 1 is approved by voters)
Approved by Governor: June 24, 2022

What Does the Bill Do? This bill sets forth the process for teachers and others to claim annually an additional \$50,000 homestead property tax exemption for all levies other than school district levies. The first year to claim the exemption, if approved, would be 2023.

Who Is Responsible for or Affected by the Bill? The bill defines a “classroom teacher” as “a staff member assigned the professional activity of instructing K-12 students in courses in classroom situations, including basic instruction, exceptional student education, and career education.” The individuals claiming the exemption are responsible for requesting it every year with the county’s Property Appraiser.

How Will the Bill Be Implemented? If the new exemption is approved by the electorate, eligible classroom teachers and others will be required to submit a request by March 1 each year on a form created by the Department of Revenue. The form will require the teacher to attach proof of employment as a classroom teacher

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Charter school classroom teachers will be able to benefit from the additional exemption too.

What Problems or Concerns May Arise as a Result of this New Bill? The definition of a “classroom teacher” in this bill differs from the definition of the same term in section 1012.01(2)(a), Florida Statutes, which includes adult education and substitute teachers in the definition. This may create confusion for teachers and requests for districts to get involved in helping teachers claim their exemptions.

Creates: Section 196.077, Florida Statutes

Amends: Sections 196.011 and 218.125, Florida Statutes

Final Legislative Analysis

CS/HB 45 (Ch. 22-187) – Educational Opportunities for Disabled Veterans

By: Representatives Morales and Benjamin

Effective Date: July 1, 2022

Approved by Governor: June 9, 2022

What Does the Bill Do? This bill allows disabled veterans who reside in Florida and are enrolled in an education program through a state university, state college, district career center, or a charter technical career center to receive a waiver of tuition and fees equal to any amount not covered by the G.I. Bill.

Who Is Responsible for or Affected by the Bill? District career centers may have some disabled veterans enrolled who will benefit from this new law.

How Will the Bill Be Implemented? District career centers will need to be prepared to waive any tuition and fees not covered by the G.I. Bill. The Revenue Estimating Conference estimated

that there would be nine such students enrolled in career centers next year with an average waiver of 30% of tuition and fees or approximately \$448 per student. There is no funding provided to cover these tuition and fee waivers, but the cost should be negligible.

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Disabled veterans enrolled in a charter technical career center are eligible for tuition and fee waivers too.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 295.011, Florida Statutes

Amends: N/A

Final Legislative Analysis

CS/HB 461 (Ch. 22-223) – Florida Bright Futures Scholarship Program Student Service Requirements

By: Representatives Melo and Valdés

Effective Date: July 1, 2022

Approved by Governor: June 24, 2022

What Does the Bill Do? Beginning with the 2022-23 graduating class, the required 100 hours of service to obtain the Scholar recognition can be either volunteer hours or paid work, such as a paid internship instead of only a volunteer one. For those seeking the Medallion scholarship, 75 hours of volunteer service will still suffice, but they can also meet the requirements through 100 hours of paid service. Similarly, a 2022-23 senior can still satisfy the Gold Seal Vocational Scholars or the Florida Gold Seal CAPE Scholars awards with 30 hours of volunteer service, but 100 hours of paid work will now be an option as well. All other requirements, such as the type of service work and the requirement to obtain District approval, remain the same.

Who Is Responsible for or Affected by the Bill? School counselors and other academic advisors will need to be aware of this new law and advise students accordingly.

How Will the Bill Be Implemented? There are no new requirements for district personnel to implement. There is just another option for students to meet the public service requirements of the scholarships.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. It applies to all Florida students, including those in charter, private, and home school.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 1009.534, 1009.535, and 1009.536, Florida Statutes

Final Legislative Analysis

HB 497 (Ch. 22-233) – Lee County School District, Lee County

By: Representative Persons-Mulicka

Effective Date: Upon Becoming Law and then Upon Approval of the Electorate

Approved by Governor: May 3, 2022

What Does the Bill Do? This bill asks Lee County voters this November to repeal their 1974 decision to switch from an elected to an appointed Superintendent. If approved, Lee County will hold an election for Superintendent in November of 2024. If rejected, Lee County will continue to have an appointed Superintendent.

Who Is Responsible for or Affected by the Bill? The voters of Lee County will decide whether they want to continue with an appointed Superintendent or return to electing their Superintendent.

How Will the Bill Be Implemented? If approved this year, Lee County will conduct an election for Superintendent in 2024, and the winner will take over as Superintendent following that election.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No.

What Problems or Concerns May Arise as a Result of this New Bill? The only real concern is that the voters of Lee County already made a decision, and the Lee County School Board did not seek this vote. However, the ultimate decision will be made by the local voters.

Creates: N/A

Amends: N/A

Final Legislative Analysis

CS/SB 722 (Ch. 22-143) – Education for Student Inmates

By: Senator Perry

Effective Date: July 1, 2022

Approved by Governor: May 26, 2022

What Does the Bill Do? This bill adds Florida Colleges to the list of entities with which the state or county may contract to provide education services to its prison or jail inmates, respectively. Currently, they can contract with a district school board, Florida Virtual School, or a charter school. Beginning July 1, 2022, they can also contract with a Florida College for inmate educational services. Finally, state funds provided for postsecondary workforce programs can be spent on inmates as long as they have no more than 24 months left to serve (recent implementing bills have not allowed this provision of section 1011.80, Florida Statutes, to take effect).

Who Is Responsible for or Affected by the Bill? N/A

How Will the Bill Be Implemented? N/A

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools remain authorized to provide inmate education services at county jails and state prisons.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: N/A

Amends: Sections 944.801, 951.176, and 1011.80, Florida Statutes

Final Legislative Analysis

CS/HB 1571 (Ch. 22-118) – Residential Picketing

By: Representative Maggard

Effective Date: October 1, 2022

Approved by Governor: May 16, 2022

What Does the Bill Do? Beginning October 1, 2022, this bill makes it a second degree misdemeanor “to picket or protest before or about the dwelling of any person with the intent to harass or disturb that person in his or her dwelling.” Before someone can be arrested under this new law, a law enforcement officer must first direct the person to disperse immediately and peaceably. If the person refuses, then he or she can be arrested.

Who Is Responsible for or Affected by the Bill? There have been several recent incidents of people protesting at the homes and neighborhoods of school board members and other local officials.

How Will the Bill Be Implemented? Law enforcement will be responsible for implementation.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? N/A

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: Section 810.15, Florida Statutes

Amends: N/A

Final Legislative Analysis

Budget and Finance

HB 5001 (Ch. 22-156) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor: June 2, 2022

What Does the Bill Do? Links to the General Appropriations Act (GAA) and the Florida Education Finance Program (FEFP) run built from it are at the bottom of this summary, and the FEFP is also part of the appendix to this legislative summary. Looking at the bottom line at several important categories, the Legislature allocated the following amounts compared to the 3rd Calculation from 2021-22:

| Category | 3rd Calc 21-22 | Conf Calc 22-23 | Difference | Percentage Diff |
|-------------------------------|----------------------------------|------------------------|-------------------|------------------------|
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| RLE | 3.606 | 3.606 | 0 | 0% |
| BSA | \$4,372.91 | \$4,587.40 | \$214.49 | 4.90% |
| Total Funds per UFTE | \$7,758,30 | \$8,142.85 | \$384.55 | 4.96% |
| Base FEFP | \$14,035,196,104 | \$15,038,797,002 | \$1,003,600,898 | 7.15% |
| Digital Classroom | \$8,000,000 | \$0 | (\$8,000,000) | (100%) |
| ESE | \$1,064,584,063 | \$1,094,851,200 | \$30,267,137 | 2.84% |
| Compression and Hold Harmless | \$47,949,110 | \$68,163,995 | \$20,214,885 | 42.16% |
| Inst. Materials | \$241,135,805 | \$246,978,361 | \$5,842,556 | 2.42% |
| Mental Health | \$120,000,000 | \$140,000,000 | \$20,000,000 | 16.67% |
| Reading | \$130,000,000 | \$170,000,000 | \$40,000,000 | 30.77% |
| Safe Schools | \$180,000,000 | \$210,000,000 | \$30,000,000 | 16.67% |
| Sparsity | \$53,468,748 | \$62,469,312 | \$9,000,564 | 16.83% |
| Transportation | \$458,641,984 | \$515,009,084 | \$56,367,100 | 12.29% |
| TSIA | \$550,000,000 | \$800,000,000 | \$250,000,000 | 45.45% |
| Total FEFP | \$18,006,895,938 | \$19,509,798,375 | \$1,502,902,437 | 8.35% |
| Local Effort | \$8,218,968,915 | \$8,852,197,815 | \$633,228,900 | 7.70% |
| State Effort | \$9,787,927,023 | \$10,657,600,560 | \$869,673,537 | 8.89% |
| Class Size | \$2,837,752,505 | \$2,896,071,526 | \$58,319,021 | 2.06% |
| Total Funding | \$22,877,150,000 | \$24,293,891,799 | \$1,416,741,799 | 6.19% |

Other key expenditures included in the GAA include:

| | |
|--------------------------|---|
| Bright Futures | \$620,881,057 (slight decrease) |
| PECO for Charters | \$195,768,743 (\$13 million increase) |
| PECO for Public Schools | \$11,422,223 (\$4 million increase) |
| Special Capital Projects | \$64,445,244 (6 districts) |
| VPK | \$553,417,542 (\$145 million increase, but see proviso below) |

Thus, it is clear that the Legislature passed an education budget for 2022-23 that sees significant increases in numerous areas. However, the 2022-23 budget also comes with numerous required expenses, including a significant hike in Florida Retirement System (FRS) payments and a requirement that all district employees earn at least \$15/hour by October 1, 2022.

To get a better understanding of these new costs districts will be facing, it is important to read some of the proviso and “back of the bill” provisions in the GAA, as well as certain provisions in the implementing and conforming bills (HB 5003 and SB 2524, respectively) discussed below.

There are two separate provisos within the GAA requiring districts to pay employees at least \$15 per hour. For VPK providers, the regular funding increased from roughly \$408 million to \$453 million, but there was an additional \$100,000,000 for providers to raise their minimum wages (GAA 82):

From the funds provided in Specific Appropriation 82, \$100,000,000 in nonrecurring funds from the Child Care and Development Block Grant Trust Fund is provided for Voluntary Prekindergarten (VPK) providers to provide an additional increase for the 2022-2023 fiscal year in the base student allocation per full-time equivalent student for the school year program and the summer program. Allocations will be distributed to the early learning coalitions using the same methodology to distribute the general revenue funds. **To be eligible for the additional base student allocation funds, the provider or public school must elect to participate in the additional payment program following an application procedure established by the Division of Early Learning. The provider or public school will submit an attestation confirming, that within 30 days of receiving the additional funding, all VPK personnel employed by the provider or public school will receive wages of at least \$15.00 per hour for VPK duties.** Beginning January 1, 2023, an employee of a VPK provider under contract with the Division of Early Learning that has elected to receive additional base student allocation funds and who is not receiving a wage of at least \$15.00 per hour for VPK duties may petition the division for relief. If the division finds that the VPK provider has failed to comply with this provision, the division may terminate the provider’s VPK contract. (emphasis added)

Then, for regular school district employees, the Legislature also required all school district employees to earn at least \$15/hour by October 1, 2022 (GAA 85):

From the funds in Specific Appropriations 5, 6, 86, and 87, each school district must pay each employee at least \$15.00 per hour by October 1, 2022.

By October 1, 2022, each superintendent must submit an attestation to the Department of Education subject to the penalty of perjury under section 837.012, Florida Statutes, which includes a statement that every school district employee's hourly rate is at least \$15.00 per hour.

Beginning January 1, 2023, an employee of a school district who is not receiving a wage of at least \$15.00 per hour may bring a civil action in a court of competent jurisdiction against the school district and, upon prevailing, shall recover the full amount of any back wages unlawfully withheld plus the same amount as liquidated damages, and shall be awarded reasonable attorney's fees and costs. In addition, they shall be entitled to such legal or equitable relief as may be appropriate to remedy the violation including, without limitation, reinstatement in employment and/or injunctive relief. Such actions may be brought as a class action pursuant to Rule 1.220 of the Florida Rules of Civil Procedure.

It is important to note that the proviso language says that districts are to use FEFP funds to accomplish this (Specific Appropriations 5, 6, 86, and 87). Furthermore, the GAA creates a cause of action for employees to bring suit after January 1, 2023, if they are not being paid at least \$15/hour.

The Teacher Salary Increase Allocation (TSIA) also includes proviso language (86):

From the funds in Specific Appropriations 5 and 86, \$800,000,000 is provided for the Teacher Salary Increase Allocation, pursuant to section 1011.62, Florida Statutes. The amount appropriated for each school district shall be the funding allocation to a school district as of the July 2022 Florida Education Finance Program Calculation.

Fifty percent of the \$250,000,000 provided in Specific Appropriations 5 and 86 for the Teacher Salary Increase Allocation is provided for school districts to increase the minimum base salary for full-time classroom teachers as defined in section 1012.01(2)(a), Florida Statutes, plus certified prekindergarten teachers funded in the Florida Education Finance Program, but not including substitute teachers, to at least \$47,500, or to the maximum amount achievable based on the school district's allocation. No eligible full-time classroom teacher shall receive a base salary less than the minimum base salary as adjusted by the school district's allocation. The remaining fifty percent of the \$250,000,000, plus any remaining funds from the district's share of the fifty percent stated above, shall be used by school districts as specified in section 1011.62, Florida Statutes. (emphasis added)

The GAA for 2022-23 also includes some changes to the program cost factors compared to last year:

| | | |
|---|--------------|--------------|
| 1. Basic Programs | <u>22-23</u> | <u>21-22</u> |
| A. K-3 Basic..... | 1.126 | 1.126 |
| B. 4-8 Basic..... | 1.000 | 1.000 |
| C. 9-12 Basic..... | 0.999 | 1.010 |
| 2. Programs for Exceptional Students | | |
| A. Support Level 4..... | 3.674 | 3.648 |
| B. Support Level 5..... | 5.401 | 5.340 |
| 3. English for Speakers of Other Languages | 1.206 | 1.199 |
| 4. Programs for Grades 9-12 Career Education..... | 0.999 | 1.010 |

For the instructional materials allocation, there is proviso language allowing districts to spend these funds on electronic devices and technology equipment and infrastructure, which is discussed below with HB 5003, the implementing bill for the GAA.

The Legislature also took the Jefferson County School District’s special circumstances into account, as Jefferson County schools transition back to district control on July 1, 2022, after five years of operation by a charter school. The GAA includes a \$5 million appropriation to support this transition.

Finally, at the back of the bill, there are numerous provisions affecting 2021-22 allocations, including one that has created some issues for districts attempting to spend down their ESSER II funds according to their DOE-approved plans. Often, the Legislature reverts unexpended funds for a particular program and then allocates those leftover funds for the same program or purpose for the upcoming year. This was the case again this year with most of the COVID-19 relief dollars. However, with respect to ESSER II dollars that had been earmarked for finding missing students (nonenrolment assistance) and learning loss (academic assistance), the Legislature changed how the remaining funds must be used:

SECTION 38. From the funds appropriated to the Department of Education for the Nonenrollment Assistance Allocation in Specific Appropriation 115A of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 39. From the funds appropriated to the Department of Education for the Academic Acceleration Allocation in Specific Appropriation 115B of chapter 2021-36, Laws of Florida, the unexpended balance of funds from the Federal Elementary and Secondary School Emergency Relief (ESSER) Fund **shall immediately revert. This section is effective upon becoming law.**

SECTION 40. The nonrecurring sum of \$165,370,287 in the Federal Grants Trust Fund awarded to the Department of Education in the American Rescue Plan (ARP) Act, the nonrecurring sum of the unexpended balance of funds from the reversions in section 38 and section 39 of the Fiscal Year 2021-2022 General Appropriations Act, and the nonrecurring sum of \$36,250,299 in the Federal Grants Trust Fund awarded to the Department of Education from the ARP Act

are appropriated for the 2021-2022 fiscal year to the Department of Education to distribute to all school districts, the developmental research (lab) schools, and the Florida Virtual School **to implement summer enrichment camps that target public school students' academic and extracurricular needs, after school programs, and individualized tutoring services that address public school students' academic, social, and emotional needs.** The nonrecurring sums of the unexpended balance of funds stated above shall be distributed to each school district based on the district's unexpended balance of the funds reverted in section 38 and section 39 of the Fiscal Year 2022-2023 General Appropriations Act. The nonrecurring sums of \$165,370,287 and \$36,250,299 shall be allocated based on the funding entity's proportionate share of the state's total full-time equivalent (FTE) students. **The unexpended balance of funds as of June 30, 2022, shall revert and is appropriated for the 2022-2023 fiscal year for the same purpose.** (emphasis added)

This leaves districts with only a few weeks to spend the funds for this newly identified purpose, though they will then revert and can be used for the same purpose during the 2022-23 school year as well.

Who Is Responsible for or Affected by the Bill? All district employees and students are affected by the GAA. In particular, many staff members may see a significant raise with the \$15/hour requirement, but this may also result in some compression issues for education support professionals similar to what has occurred for teachers in the last couple of years. Teachers, especially beginning teachers not yet making \$47,500, should also see a significant pay increase with the \$250 million added to the TSIA, and some districts may be able to start addressing the compression issues with the Legislature's decision to split the new funds 50-50 this year instead of 80-20.

How Will the Bill Be Implemented? District finance officers will need to look closely at the projected allocations for their district and calculate the added costs to determine exactly how the district's finances will be affected in 2022-23. This will include calculating the cost of raising minimum salaries to \$15/hour, the added FRS costs, and whether 50% of the district's share of the TSIA will bring the district's minimum teacher salary to \$47,500, if it is not there already.

With respect to the TSIA, \$550,000,000 of the \$800,000,000 has already been bargained and included in district instructional salary schedules. The key language addresses the new \$250,000,000 added to the TSIA this year. For the previous two years, districts were required to expend 80% of the TSIA allocation on raising the minimum salary of classroom teachers to \$47,500 or to the maximum amount achievable, while the remaining 20% (and any leftover funds from the 80% if the district was able to reach \$47,500) went to the remaining instructional staff). This year, the split is 50-50. So, for those districts which have not yet reached a minimum salary of \$47,500, they will have \$125,000,000 to address the minimum. The other \$125,000,000 (plus any remaining funds from the first half if the district reaches \$47,500) will be used as specified in section 1011.62(16), Florida Statutes, which includes the following, "Although district school boards and charter school governing boards are not

precluded from bargaining over wages, the teacher salary increase allocation must be used solely to comply with the requirements of this section.” It is important to note that these funds must be expended according to the proviso language and section 1011.62, not section 1012.22, which has very strict restrictions on salary adjustments based on performance and other criteria. However, any funds the district spends on salary schedule adjustments on top of the TSIA funds do have to comply with section 1012.22, including the new language about longevity payments included in SB 2524 and discussed below. This can make bargaining more difficult and confusing.

For the \$15/hour requirement, it will be necessary first to calculate the cost of raising all employees currently earning less than \$15/hour to that mark. From there, districts will need to determine whether they have sufficient funds to try to address any compression issues that may occur.

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools are public schools funded through the FEFP and other provisions of the GAA. However, the proviso language for the \$15/hour specifically applies to school district employees. It does not say charter school employees, nor do charter schools have to certify compliance the way that Superintendents do.

What Problems or Concerns May Arise as a Result of this New Bill? The Legislature appropriated a large increase in funding this year, including an increase to the BSA that is roughly the same as the BSA increase over the previous five years combined. However, as discussed above and below, there are significant increases to retirement rates, and, more importantly, there is a requirement to pay all school district employees \$15/hour by October 1. For most districts, the increased funding should allow them to meet that \$15/hour requirement, but it may not allow them to avoid significant compression of the salary schedule. Just as many veteran teachers have expressed disappointment that brand new teachers now make the same salary as 10- or 15-year veterans, districts may have situations where veteran employees with greater responsibilities make the same as new hires with fewer responsibilities, such as head custodians and the entry-level custodians they supervise.

Also, for employees paid from federal funds, there may not be sufficient funding to support the raise to \$15/hour, and the proviso language specifically directs districts to use their FEFP dollars to pay the increase. Florida is set by law to have an \$11/hour minimum wage on October 1, 2022, so there is a concern that any raises above that amount would be viewed as supplanting if federal funds were used to pay for it.

Overall, the Legislature has provided districts with a significant increase in funding. However, reconciling the large increases to the bottom line with the less obvious cost increases that come

with this budget falls on district leaders. Superintendents may want to consider getting the message out as early as possible about how much the new FRS rates will cost the district; how much it will cost to raise minimum salaries to \$15/hour; how much the teacher minimum salary can be raised, if not yet at \$47,500, with the district's share of \$125 million; and how much other costs may rise due to inflation or other factors, like fuel, electricity, vehicle and equipment replacement parts, custodial supplies, and other school supplies.

Creates: N/A.

Amends: N/A.

General Appropriations Act 2022-23

Final FEFP

HB 5003 (Ch. 22-157) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor: June 2, 2022

What Does the Bill Do? In its implementation of the 2022-23 General Appropriations Act (GAA), the Legislature included some important language in the implementing bill that will have affect districts.

First, the implementing bill address the Instructional Materials Allocation. The GAA provides:

From the funds provided in Specific Appropriations 5 and 86, \$246,978,361 is provided for Instructional Materials including \$13,041,792 for Library Media Materials, \$3,564,756 for the purchase of science lab materials and supplies, \$11,056,278 for dual enrollment instructional materials, and \$3,334,158 for the purchase of digital instructional materials for students with disabilities. The growth allocation per FTE shall be \$325.05 for the 2022-2023 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62, Florida Statutes.

The funds provided for Instructional Materials may also be used by school districts to purchase electronic devices and technology equipment and infrastructure that comply with the eligible expenditures authorized pursuant to section 1011.62, Florida Statutes. Prior to release of the funds by the department to a school district for the purchase of electronic devices or technology equipment or infrastructure, the district must: (1) certify that it has the instructional materials necessary to provide instruction aligned to the adopted statewide benchmarks and standards, and (2) include an expenditure plan for the purchase of electronic devices and technology equipment, and infrastructure that demonstrates its compliance with section 1011.62, Florida Statutes. The department shall provide a report to the Legislature on or before March 1, 2023, that

details the district expenditures for these funds to demonstrate compliance with the amount made available for such purchases.

The implementing bill provides that districts shall spend their Instructional Materials Allocation as set forth in the proviso language, “notwithstanding ss. 1002.20, 1003.02, 1006.28-1006.42, 1011.62(6)(b)3., and 1011.67, Florida Statutes.”

Next, the implementing bill addresses the GAA including sufficient state funds to cover charter school capital outlay funding without having to dip into local resources. Because this is an annual budgetary decision, the implementing bill simply changes the dates in the law to cover the current year. Similarly, the implementing bill extends the Funding Compression and Hold Harmless Allocation for an additional year.

The Legislature also used the implementing bill to try to punish certain districts and schools that implemented mask mandates. For the 2022-23 school year, the School Recognition Program receives \$200 million but the eligibility requirements are changed. To be eligible, a school must have maintained an A grade or demonstrated improvement, and it also must not have been “found in violation of emergency rules promulgated by the Department of Health during the 2020-2021 or 2021-2022 school year.” The bill does not specify what it means for a school to have been found in violation.

Finally, with respect to provisions of particular importance to school districts, the implementing bill gives the Department of Education the power, for this year only, to grant virtual instruction providers without a successful track record the ability to obtain conditional approval for two years instead of just one.

Who Is Responsible for or Affected by the Bill? The primary impact of this bill could be felt by the teachers and other personnel at high performing schools in districts where school boards, not teachers, required that everyone wear a mask despite emergency rules from the Florida Department of Health prohibiting it. As discussed below, it is not clear just how these schools will be identified, because the language in the bill is so vague.

How Will the Bill Be Implemented? Districts that choose to use some of their instructional materials allocation on electronic devices will need to submit the required certifications to the DOE. With respect to school recognition funds, there will probably need to be some direction from the DOE about school eligibility and the application process before anything else can be done. However, the Governor has stated that the DOE should follow the law as written. The law refers to schools, and no individual schools were found to be in violation of any DOH rules. Therefore, all schools should be considered eligible.

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Charter schools receive a proportionate share of the Instructional Materials Allocation, received a sufficient amount of PECO dollars to avoid pulling from local resources, and must follow the same school recognition criteria as district schools.

What Problems or Concerns May Arise as a Result of this New Bill? The primary concern with the implementing bill this year is the further politicization of COVID-19 issues, and the attempt to punish high performing teachers and staff for something over which they had no control. Further compounding the problem, the Legislature failed to enact clear language. Those who supported this measure repeatedly remarked that this was a punishment against 12 districts, but the SBE made findings against only eight after complaints against three districts were withdrawn at the SBE meeting and a fourth was not brought before the SBE at all. Also, the language here refers to schools, not districts, and no findings were made against an individual school other than the Commissioner's preliminary finding against the FSU lab school, which was not brought before the SBE. Finally, it is not clear how this will apply to charter schools, some of which may not have required masks in those eight districts, and others that may have required masks but are located in districts where there were no findings. Hopefully, the DOE will follow the Governor's direction, which should result in all schools being eligible for school recognition funds based solely on their performance.

Creates: N/A

Amends: Sections 1001.26, 1002.45, 1008.36, 1011.62, and 1013.62, Florida Statutes

Final Legislative Analysis

HB 5007 (Ch. 22-159) – State-administered Retirement Systems

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor: June 2, 2022

What Does the Bill Do? This bill changes the Florida Retirement System rates districts must pay for their employees, including both the pension plan and investment plan employees. For the pension plan, Regular Class employees will go from 9.10% to 10.19%. Elected county officials go from 49.70% to 55.28%, and Senior Management employees go from 27.29% to 29.85%. Employees in DROP will see their rates go from 16.68% to 16.94%. For employees in the investment plan, the employer contribution will rise three percentage points for all employees (e.g., from 6.3% to 9.3% for Regular Class employees and 11.34% to 14.34% for elected county officials). Finally, for those districts that employ law enforcement officers, the DROP rules are changed to allow officers in the Special Risk Class to extend their DROP period an additional 36 months beyond the five-year limit, similar to what is available to teachers.

The estimated financial impact for all school districts combined is \$156.3 million. For each district, the cost should be roughly the midpoint between their mental health allocation (\$140 million) and their reading allocation (\$170 million).

| Membership Class | "Blended" Normal Costs 7/01/21 | "Blended" Normal Costs 7/01/22 | Unfunded Actuarial Liability 7/01/21 | Unfunded Actuarial Liability 7/01/22 | Combined Contribution Rates 7/01/21 | Combined Contribution Rates 7/01/22 |
|--------------------------|--------------------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Regular | 4.91% | 5.96% | 4.19% | 4.23% | 9.10% | 10.19% |
| Special Risk | 15.27% | 16.44% | 8.90% | 9.67% | 24.17% | 26.11% |
| Special Risk Admin Class | 9.73% | 10.77% | 26.31% | 26.16% | 36.04% | 36.93% |
| Elected Officers | | | | | | |
| Leg/Gov/SAO/PD | 8.49% | 9.31% | 53.52% | 56.76% | 62.01% | 66.07% |
| Judges | 13.38% | 14.41% | 25.81% | 27.64% | 39.19% | 42.05% |
| County Officers | 10.28% | 11.30% | 39.42% | 43.98% | 49.70% | 55.28% |
| Senior Management | 6.49% | 7.70% | 20.80% | 22.15% | 27.29% | 29.85% |
| DROP | 7.23% | 7.79% | 9.45% | 9.15% | 16.68% | 16.94% |

Who Is Responsible for or Affected by the Bill? With much talk about record funding increases, it will be incumbent on district finance officers and superintendents to explain this hidden cost well to both their boards and unions. The overall FEFP may have increased by roughly \$1.5 million from the Third Calculation of 2021-22, but more than 10% of that will have to go to covering this significant increase in retirement costs.

How Will the Bill Be Implemented? Districts will need to adjust their state contribution rates beginning July 1, 2022, and make sure that these increased rates are represented in their 2022-23 budgets.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? No, unless it participates in FRS.

What Problems or Concerns May Arise as a Result of this New Bill? For a system that is rated as fundamentally sound, it is concerning that districts must keep paying higher and higher rates each year from existing funding sources. In some years, the increased cost of employer retirement contributions has exceeded the increase in the Base Student Allocation, which can create confusion and unrealistic expectations at the bargaining table and elsewhere.

Creates: N/A

Amends: Sections 121.091, 121.71, and 121.72, Florida Statutes

Final Legislative Analysis

SB 2524 (Ch. 22-154) – Education
By: Senate Appropriations Committee
Effective Date: Varied (assessment and accountability provisions take effect July 1, 2022)
Approved by Governor: June 2, 2022

What Does the Bill Do? As previously discussed, SB 2524 covers a wide range of topics and has been broken down by subject area rather than summarized all at once. This section of the summary addresses provisions that are primarily budgetary in nature. As noted above, this bill makes funding for virtual courses uniform pursuant to the newly revised section 1002.45(6). School district virtual course offerings will be funded the same as all other virtual course offerings in the state.

There are also changes made to Department of Juvenile Justice (DJJ) program funding. Going forward, students enrolled in DJJ programs will be funded in the FEFP the same as students enrolled in traditional public schools. Further, districts will now be required to expend at least 95% of the funds received for students in DJJ programs on the program costs, instead of the current 90%.

With respect to transportation costs, section 1011.68 is amended to allow districts to spend transportation funds for additional purposes. “Student transportation funds may also be used to pay for transportation of students to and from school in private passenger cars and boats when transportation on a school bus is impractical or when transportation is for isolated students or students with disabilities, or to support parents or carpools,” as defined by rule. Also, this bill creates the Driving Choice Grant Program to come up with innovative solutions to increase the efficiency of public school transportation for students in public school choice programs. Grant proposals can include partnerships with other districts or local governments, developing or contracting with rideshare or carpooling programs, efforts to reduce costs and increase efficiencies while simultaneously improving access, and developing plans to address personnel shortages. The Legislature appropriated \$15,000,000 to this grant program for the 2022-23 school year.

Finally, there were several amendments made to section 1011.62, which is the primary statute addressing school funding. First, the determination of the basic amount to be allocated for district operations has received a new multiplier. It will now be the FTE student membership in each program x the cost factor for each program, adjusted for the maximum x the district cost differential x the base student allocation (BSA).

Next, where the law currently allows school boards to adopt a resolution declaring that certain funds are urgently needed to maintain classroom instruction or school safety, they will no longer be able to use their Reading allocation for this purpose. The other potential fund

sources, including Transportation and Instructional Materials, remain an option, with the exception of the Digital Classroom Allocation, which has been eliminated this year.

On the issue of Sparsity funding, the cap on FTE within the district has been increased from 24,000 to 30,000 students, which should benefit Bay and Hernando.

The most significant changes this year were made to the Evidence-based Reading Instruction Allocation, some of which has been discussed above. First, the funds can be used on grades PreK-12 now, not just grades K-12. Next, the requirement that districts spend these funds on an additional hour of intensive reading for every elementary school in the lowest 300 has been eliminated. However, districts are still required to deliver intensive reading instruction to students who have reading deficiencies. Also, the district's system of comprehensive reading instruction may still include additional time at school. It need not be an hour, and it can be delivered during or outside the regular school day.

Next, the law has been clarified to make it clear that "highly qualified reading coaches" who are paid for with these funds must be endorsed in reading. Also, as mentioned above, these funds can be used for summer reading camps, and the teachers at those camps can possess the new literacy micro-credential created in this bill, or they can still be either endorsed or certified in reading. Further, Reading funds can be used to provide incentives for instructional personnel and certified PreK teachers who have a reading certification, reading endorsement, or the new literacy micro-credential if they are providing educational support to improve student literacy. Lastly, Reading funds can be used to pay for tutoring in reading.

On the issue of the new literacy micro-credential, instructional personnel with the micro-credential will now be able to deliver intensive reading instruction in addition to those who are certified or endorsed in reading, but personnel with only the micro-credential must be supervised by someone certified or endorsed in reading. Supervision is defined as "the ability to communicate by way of telecommunication with or physical presence of the certified or endorsed personnel for consultation and direction of the actions of the personnel with the micro-credential."

Finally, with respect to the Reading allocation, where the law currently directs DOE to release the Reading funds to districts by July 1 *if they have an approved plan*, the requirement that districts have an approved plan before the funds can be released has been removed.

Who Is Responsible for or Affected by the Bill? The changes discussed in this section largely fall on the district finance officer to navigate. However, district curriculum departments will need to review the new options and restrictions for using the Reading allocation, which now includes the literacy micro-credential and no longer requires the extra hour of instruction for the bottom 300 schools. Also, there are opportunities for creative transportation departments to seek grant funds.

How Will the Bill Be Implemented? Most of the implementation needs arise out of the changes to the Reading allocation. Districts will need to revise their reading plans for the coming year and address how they will use those funds to support early literacy for struggling readers, particularly now that the required extra hour of instruction has been eliminated.

Required Rulemaking? None, but the DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? None, but there will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes, charter schools need to adopt annual reading plans too. The provisions for transportation and DJJ schools do not apply to charters.

What Problems or Concerns May Arise as a Result of this New Bill? There appears to have been a concerted effort to encourage district creativity and to find more ways to address literacy issues for students. While the conditions imposed for obtaining the micro-credential may be a bit more onerous than hoped, there are clear signs that the Legislature wants to reward districts for coming up with solutions to this long-standing problem. Hopefully, the Lastinger Center will embrace the idea and create a useful and obtainable tool for teachers who do not yet have a reading certificate or endorsement.

Creates: N/A.

Amends: Sections 1002.45, 1003.498, 1003.52, 1006.27, 1010.20, 1011.62, 1011.68

Final Legislative Analysis

HB 7071 (Ch. 22-97) – Taxation

By: Representative Payne

Effective Date: July 1, 2022 (unless otherwise noted)

Approved by Governor: May 6, 2022

What Does the Bill Do? Relevant to school districts, this bill amends the school capital outlay surtax to allow for the tax proceeds to be used for the “purchase, lease-purchase, lease, or maintenance of school buses . . . which have a life expectancy of 5 years or more.” The bill allows districts to apply this new provision retroactively if the original referendum included these types of expenditures.

The bill also amends the amount of money a district may expend from its 1.5 capital millage on certain vehicles (e.g., driver’s education cars, maintenance vehicles, security vehicles, and delivery trucks) and property and casualty insurance premiums. Currently, districts may expend up to \$150 per FTE student on these items. Beginning with the 2022-23 fiscal year, districts will be able to spend up to \$175 per FTE student.

Finally, this bill establishes the tax holidays for this year. The School Supplies tax holiday will run from July 25, 2022, through August 7, 2022. This two-week holiday is significantly longer than recent years. The tax holiday applies to many items, including clothing under \$100, school supplies under \$50, learning aids that cost \$30 or less, and personal computers priced at or below \$1,500. The hurricane preparation tax holiday is also for two weeks and will run from May 28, 2022, through June 10, 2022. Finally, there is a three-month tax holiday for the purchase of children's books from May 14, 2022, through August 14, 2022.

Who Is Responsible for or Affected by the Bill? One or two districts asked voters to approve a sales tax that would be used, among other things, to buy new school buses, but then were advised that the law did not allow it. The change to the capital outlay sales tax law will greatly benefit those districts and meet the expectations of their voters. In the future, it will also help other districts looking for approval of a local sales tax needed, in part, due to an aging bus fleet and a lack of sufficient funds to replace them.

Also, those districts experiencing rising property and casualty insurance premiums or aging fleet vehicles may be able to benefit from the additional \$25 per FTE student.

How Will the Bill Be Implemented? Those districts that already passed a referendum that included school buses and other transportation costs will be able to start spending their tax proceeds on those expenses July 1, 2022.

As for the use of the 1.5 capital millage, districts will need to determine their local needs before deciding whether to take advantage of the additional \$25 of flexibility provided by this bill.

Required Rulemaking? None.

Required Reports? None.

Required Training? None.

Does the Bill Apply to Charter Schools? Yes. Section 212.055 was amended recently to require sales tax referenda to include a statement that eligible charter schools will receive a proportionate share of the tax proceeds based on enrollment.

What Problems or Concerns May Arise as a Result of this New Bill? N/A

Creates: None

Amends: Sections 212.055, 1001.71

Final Legislative Analysis

New Rulemaking, Reporting, or Training Requirements

Chapter 120, Florida Statutes, governs the adoption of school board rules/policies when the school board is implementing a power or responsibility delegated to it by the Legislature. Please remember that it does not matter what something is called (e.g., rule, policy, procedure, guideline, regulation, etc.). If it meets the definition of a rule under section 120.52, Florida Statutes, then it is a rule and must be adopted pursuant to sections 120.54 and 120.81.

Please also note that this may not be a complete list of new or amended rulemaking, reporting, and training requirements. The list was compiled primarily by searching for every use of the words “adopt,” “report,” “certify,” and “train” in the new laws. The Legislature is not always consistent with its use of terminology, so there may be some other terms used such as “establish” or “notify.” Much of what is set forth below is also covered above in the broader discussion of each new law.

CS/HB 7 (Ch. 22-72) – Individual Freedom
By: Representative Avila
Effective Date: July 1, 2022
Approved by Governor: April 22, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? The bill does not impose any new training requirements, but districts will need to spend some time training all of their instructional staff about this bill’s provisions.

CS/HB 45 (Ch. 22-187) – Educational Opportunities for Disabled Veterans
By: Representatives Morales and Benjamin
Effective Date: July 1, 2022
Approved by Governor: June 9, 2022

Required Rulemaking? No rulemaking is required for school districts, but the State Board of Education (SBE) is required to adopt rules to implement this new law.

Required Reports? Each institution that grants tuition and fee waivers under this bill must report the number and value of all waivers granted to the Board of Governors or SBE, as appropriate. The bill does not specify how often this information shall be reported, but the SBE is granted rulemaking authority to administer it. Presumably, the SBE will include the frequency and format of the reporting in the rules it adopts to implement this new law.

Required Training? None.

CS/HB 173 (Ch. 22-19) -- Care of Students with Epilepsy or Seizure Disorders

By: Representative Duran

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? None.

Required Reports? None

Required Training? Employees who have regular contact with a student with an ISAP must receive training on recognizing the symptoms of and providing care for epilepsy or other seizure disorders.

Chapter 22-19, page 2 (sec. 1006.0626(3), Fla. Stat.):

(3) The school nurse or an appropriate school employee of a school that receives an ISAP pursuant to subsection (2) shall:

...

(b) Verify that each school employee whose duties include regular contact with the student has completed training in the care of students with epilepsy and seizure disorders. The training must include how to recognize the symptoms of and provide care for epilepsy and seizure disorders. To assist schools in meeting this requirement, the Department of Education shall identify on its website one or more online training courses that are provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders and are available free of charge to schools.

HB 235 (Ch. 22-20) – Restraint of Students with Disabilities in Public Schools

By: Representative Plascencia

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Districts will need to review their seclusion and restraint policy to make it clear that no school personnel, except those acting under section 1006.12, may use mechanical restraints to subdue a student.

Section 1003.573(4), Florida Statutes, sets forth each district's rulemaking requirements.

Required Reports? There are no new reporting requirements created by this bill, but the extensive documentation and reporting requirements for the use of restraints remain.

Section 1003.573(7), Florida Statutes, sets forth each district's documentation and reporting requirements.

Required Training? There are no new training requirements created by this bill, but required training will need to be modified to make it clear that the use of mechanical restraints is forbidden.

Section 1003.573(5), Florida Statutes, establishes district training requirements for the use of positive behavior interventions and supports and the use of restraints.

SB 236 (Ch. 22-24) – Children with Developmental Delays

By: Senator Jones

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None, but the State Board of Education will probably need to amend some of its rules. "Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 9 5 years of age or through the student's completion of grade 2, whichever occurs first, must be adopted by the State Board of Education."

Required Reports? None.

Required Training? None, but all elementary ESE teachers and IEP team participants will need to be informed of this expansion of eligibility for students with developmental delays.

CS/SB 544 (Ch. 22-28) – Drug-related Overdose Prevention

By: Senator Boyd

Effective Date: July 1, 2022

Approved by Governor: April 6, 2022

Required Rulemaking? None.

Required Reports? None.

Required Training? None, but whoever is responsible for maintaining the naloxone in a secure location and whoever might administer it in an emergency (e.g., school nurses) should be aware of the signs of an opioid overdose, how naloxone is administered, and the effects of the drug once administered.

CS/CS/SB 758 (Ch. 22-144) – Education

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: May 26, 2022

Required Rulemaking? None for school districts, but the SBE is required to adopt rules for the new application process through the new Commission. “The State Board of Education shall adopt rules to implement this section.”

Required Reports? None for school districts, but OPPAGA must provide its capital outlay and federal funds report by January 1, 2023, and Miami Dade College is required to analyze and report on charter school authorizing practices.

Required Training? Miami Dade College is required to develop and provide charter school sponsors with training, but it is not clear that the college received funding for this in this year’s GAA. The college’s responsibilities are contingent upon receipt of funding in the GAA.

CS/HB 899 (Ch. 22-126) – Mental Health of Students

By: Representative Hunschofsky
Effective Date: July 1, 2022
Approved by Governor: May 18, 2022

Required Rulemaking? The bill requires a district’s annual mental health assistance allocation plan to include policies and procedures for the provision of information to parents and household members about other mental health services and resources available to students and their families. These policies and procedures may be included in contracts with service providers, but they may also be adopted by the school board separately. If the latter, board policies may need to be amended or created.

Required Reports? The law currently calls for school boards to adopt a policy requiring superintendents to report to the DOE each year the number of involuntary examinations initiated at a school, school function, or on school transportation. The DOE now must share that data by July 1 each year with DCF, which is required to analyze the data for patterns or trends and make recommendations to encourage the use of alternative methods.

Required Training? No new training is required.

CS/SB 1048 (Ch. 22-16) – Student Assessments

By: Senator Diaz
Effective Date: July 1, 2022
Approved by Governor: March 15, 2022

Required Rulemaking? The State Board will need to amend some of its rules to reflect the changes made by this bill, but there are no rulemaking requirements for school boards.

Required Reports? Districts will need to make sure that they are prepared to provide parents with the required progress monitoring reports and other information required under section 1008.25, and the Commissioner is required to provide a report about potential modifications to the assessment system by the beginning of 2025.

Chapter 22-16, page 19: “The information included under this paragraph relating to results from the statewide, standardized ELA assessments for grades 3 through 10 and Mathematics assessments for grades 3 through 8 must be included in individual student reports under s. 1008.25(8)(c).” Sec. 1008.22(7)(h), Fla. Stat. (2022).

Page 30:

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student’s teacher within 1 week and to the student’s parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(h).

1. A student’s results from the coordinated screening and progress monitoring system must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent secure access to his or her child’s individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system.

4. An individual student report must be provided in a printed format upon a parent's request.

Required Training? None.

CS/CS/CS/HB 1421 (Ch. 22-174) – School Safety

By: Representative Hawkins

Effective Date: July 1, 2022

Approved by Governor: June 7, 2022

Required Rulemaking? “Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the [DOE].”

“Each district school board and charter school governing board shall adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster.”

The SBE is required to adopt rules addressing emergency drills, including their frequency.

Required Reports? As noted above, beginning July 1, 2023, districts must annually certify that at least 80% of its school personnel have completed the required youth mental health awareness and assistance training. The DOE will determine the format for this required, annual certification. “No later than July 1, 2023, and annually thereafter by July 1, each school district shall certify to the department, in a format determined by the department, that at least 80 percent of school personnel in elementary, middle, and high schools have received the training required under this section.”

Required Training? The bill requires every safe-school officer who is also a sworn law enforcement officer to undergo mental health crisis intervention training to improve the officer's knowledge and skills as a first responder to incidents involving students suffering an emotional disturbance or mental illness. This training must use curriculum developed by a national organization specializing in mental health crisis intervention. For guardians and school security guards who are not sworn law enforcement officers, they must receive training to improve their “knowledge and skills necessary to respond to and de-escalate incidents on school premises.”

(6) CRISIS INTERVENTION TRAINING.—

(a) Each safe-school officer who is also a sworn law enforcement officer shall complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must improve the officer's knowledge and skills as a first responder to

incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

(b) Each safe-school officer who is not a sworn law enforcement officer shall receive training to improve the officer's knowledge and skills necessary to respond to and de-escalate incidents on school premises.

Also, the bill requires that each district certify to the DOE annually, beginning July 1, 2023, that at least 80% of school-based personnel have received the required youth mental health awareness and assistance training, which is required by section 1012.584, Florida Statutes.

CS/HB 1467 (Ch. 22-21) – K-12 Education

By: Representative Garrison

Effective Date: July 1, 2022

Approved by Governor: March 25, 2022

Required Rulemaking? Although the bill refers to procedures, not rules or policies, it seems clear that many of the required procedures will meet the definition of a rule. “Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.” The procedures must include requiring the “consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.” Districts may need rules to define what makes a reviewing periodical “professionally recognized.” There should also be rules establishing who is a community stakeholder and how they are selected.

Required procedures must also include a process for the removal or discontinuance of books based on their physical condition, out-of-date content, circulation history, alignment with state standards, relevancy to the curriculum, or parental challenge.

Chapter 22-21, page 2 (sec. 1006.28(2)(a)2., Fla. Stat.): “Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.”

Pages 3-4 (sec. 1006.28(2)(d)2., Fla. Stat.):

Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

Page 6 (sec. 1006.40, Fla. Stat.):

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(b) Provide a process for public review of, public comment on, and the adoption of instructional materials, including ~~those instructional materials used to provide instruction required by s. 1003.42 teach reproductive health or any disease, including HIV/AIDS, under ss. 1003.42(3) and 1003.46,~~ which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

Required Reports? Beginning June 30, 2023, and then annually thereafter, district school boards are required to send a report to the Commissioner that identifies each material for which an objection was received, the specific objections to that material, each material that was removed or discontinued as a result of a challenge, and the grade level and course for which the removed material was used. The DOE will then publish a list of all removed or discontinued materials and share with school districts.

While the duty to submit this annual report is assigned to the school board in section 1006.28, Florida Statutes, the superintendent is required to include the same information in the annual certification required in section 1011.67 for the release of the instructional materials allocation.

Page 4 (sec. 1006.28(2)(e)3., Fla. Stat.):

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

Page 7 (sec. 1011.67(2), Fla. Stat.):

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Required Training? By January 1, 2023, the DOE is required to create training for school librarians, media specialists, and other personnel involved with selection of library materials or materials included on reading lists. Superintendents then have until July 1, 2023 (and annually thereafter), to certify to the DOE that all school librarians and media specialists have completed the online training.

Page 3 (sec. 1006.28(2)(d), Fla. Stat.):

(d) School library media services; establishment and maintenance. — Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, Each school district shall provide training to school librarians, and media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

Page 6 (sec. 1006.29(6), Fla. Stat.):

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

CS/HB 1557 (Ch. 22-22) – Parental Rights in Education

By: Representative Harding

Effective Date: July 1, 2022

Approved by Governor: March 28, 2022

Required Rulemaking? Even though the bill refers primarily to procedures, not rules or policies, when the law requires a school board to adopt something it is almost always going to require rulemaking.

1) School boards must “adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.” These procedures “must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.” Further, these procedures cannot prohibit parents from accessing education and health records at the school, nor may they prohibit school personnel from notifying a parent about changes in services related to a student’s mental, emotion, or physical well-being or encourage a student to withhold such information.

2) “Each school district shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns under this paragraph at his or her student’s school and the process for resolving those concerns within 7 calendar days after notification by the parent.” These adopted procedures must include provisions requiring “that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.”

3) “Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.” Subparagraph refers to 1001.42(8)(c)7., Florida Statutes, which is the language already quoted above. So, the bill requires districts to adopt procedures for parent complaints and then adopt policies to notify parents about those procedures. Despite the

different terminology used, both statements appear to require the adoption of rules as that term is defined in section 120.52(16), Florida Statutes.

Required Reports? None.

Required Training? The bill requires district training to adhere to DOE standards, and the DOE has until June 30, 2023, to update its “school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act.”

“Student support services training developed or provided by a school district to school district personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.”

| | |
|--------------------------------------|---|
| <u>SB 2524 (Ch. 22-154) –</u> | Education |
| By: | Senate Appropriations Committee |
| Effective Date: | Varied (assessment and accountability provisions take effect July 1, 2022) |
| Approved by Governor: | June 2, 2022 |

Required Rulemaking? The State Board of Education (SBE) must adopt rules for the LINE Funds program to administer the funds, establish dates for submitting and reviewing applications for the funds, how the funds will be awarded, and other necessary rules to implement the program. The SBE must also adopt rules for the PIPELINE Fund.

Districts may need to review and amend existing policies addressing fingerprints and background checks, the duty to report employee misconduct, and the transportation of students other than to and from home.

Districts will be required to update their controlled open enrollment policies to comply with the new law and make sure that the information is posted on the district website. The DOE will be required to adopt, by rule, a standard virtual charter school contract and renewal contract. Section 1002.31, Florida Statutes has been amended as follows:

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

...

(f) Require school districts to provide information on ~~Address the availability of~~ transportation options, such as:

1. The responsibility of school districts to provide transportation to another public school pursuant to ss. 1002.38, 1002.39, and 1002.394.

2. The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68.

3. Any other transportation the school district may provide.

4. Any transportation options available in the community.

...

(j) Require school districts to maintain a wait list of students who are denied access due to capacity and notify parents when space becomes available.

(k) Require schools to accept students throughout the school year as capacity becomes available.

The DOE may need to adopt rules to address the new options for the expenditure of transportation funds when a school bus is impractical “or to support parents or carpools,” which is very broad language.

Required Reports? The DOE has to submit an annual report for three years about the amount of time students in grades 5 and under spend on state and district testing.

Programs receiving LINE Funds must report to the DOE annually, by February 1, about how the program is proceeding. How many new nursing students were enrolled, were scholarships awarded, how many students received scholarships, what was the average scholarship amount, and what were the outcomes of students in the program?

The bill requires the principal or designee to document any decision to withhold information from a parent about the provision of mental, physical, or emotional health services at the school and then reassess and document that decision annually.

Section 1001.51(12)(a), Florida Statutes, is amended to read:

(12) RECORDS AND REPORTS.—Recommend such records as should be kept in addition to those prescribed by rules of the State Board of Education; prepare forms for keeping such records as are approved by the district school board; ensure that such records are properly kept; and make all reports that are needed or required, as follows:

(a) Forms, blanks, and reports.—Require that all employees accurately keep all records and promptly make in proper form all reports required by the education code or by rules of the State Board of Education; recommend the keeping of such additional records and the making of such additional reports as may be deemed necessary to provide data essential for the operation of the school system; and prepare such forms and blanks as may be required and ensure that these records and reports are properly prepared. Such records and reports shall include any determination to withhold from a parent information regarding the provision of any services to support the mental, physical, or emotional well-being of the parent’s minor child. Any such determination must be based solely

on child-specific information personally known to the school personnel and documented and approved by the school principal or his or her designee. Such determination must be annually reviewed and redetermined.

There will be some changes required for the annual reading allocation plan which will now be due on a date to be determined by the DOE instead of May 1 each year. Also, these plans will now need to be approved by the school board or charter governing board before they are submitted. Also, the DOE will release an annual report on the Driving Choice Grant Program.

Required Training? There will be new professional development for instructional personnel to obtain the micro-credential, but there is no training required.

HB 5001 (Ch. 22-156) – General Appropriations Act

By: Appropriations

Effective Date: July 1, 2022 (with back of the bill provisions taking effect upon becoming law)

Approved by Governor: June 2, 2022

Required Rulemaking? None.

Required Reports? None, but Superintendents must submit an attestation under penalties of perjury that all district employees are being paid at least \$15/hour by October 1, 2022.

Required Training? None.

HB 5003 (Ch. 22-157) – Implementing the 2022-23 GAA

By: Appropriations

Effective Date: July 1, 2022

Approved by Governor: June 2, 2022

Required Rulemaking? None.

Required Reports? The implementing bill directs districts to follow the proviso language in the GAA, which requires districts, before they can use their Instructional Materials Allocation to purchase electronic devices and other technology, to certify to the DOE that they have the necessary instructional materials to provide instruction according to state standards and to include a spending plan for the purchase of electronic devices. The DOE then must submit a report detailing district expenditures by March 1, 2023.

Required Training? None.

CS/CS/HB 7057 (Ch. 22-221) – Public Records and Meetings/Cybersecurity

By: Representatives Gaillombardo and Fischer

Effective Date: July 1, 2022 (same day that HB 7055 takes effect)

Approved by Governor: June 24, 2022

Required Rulemaking? None.

Required Reports? None. There are numerous reporting requirements for certain state agencies, counties, and municipalities created by HB 7055, but, as mentioned above, this does not appear to apply to school districts.

Required Training? None. Similar to the required reporting, there is required training for agencies covered by HB 7055, and it remains a best practice to train all district employees on cybersecurity issues both to prevent an attack from outside or the inadvertent violation of FERPA or other laws.



APPENDIX I

2022-23 FEFP Conference Report



*Public School Funding
The Florida Education Finance Program
(FEFP)
Fiscal Year 2022-2023*

*Final Conference Report
for House Bill 5001
March 10, 2022*



The Florida House of Representatives

Appropriations Committee

Jay Trumbull, Chair

MEMORANDUM

To: Jeff Takacs, Clerk
From: Representative Jay Trumbull
Appropriations Committee 
Date: March 10, 2022
Re: Public School Funding: The Florida Education Finance Program

For the 2022-2023 fiscal year, we intend to incorporate by reference in House Bill 5003, the document titled "Public School Funding: The Florida Education Finance Program," dated March 10, 2022.

The purpose of the document is to display the calculations used by the Legislature, consistent with the requirements of Florida Statutes, in making appropriations for the Florida Education Finance Program.

The document will be made available as a PDF file that can be searched by anyone interested in the calculations used by the Legislature to make appropriations for the Florida Education Finance Program.

A hard copy of the document is attached to this memorandum to formalize the exact document that is incorporated by reference in House Bill 5003.

*Fiscal Year 2022-2023
Florida Education Finance Program*

Table of Contents

| | |
|--|----|
| SUMMARY OF INFORMATION | |
| Statewide Funding Summary | 1 |
| Total Funds and Funds per Unweighted FTE Summary | 2 |
| District Funding Summary | 4 |
| FULL-TIME EQUIVALENT (FTE) STUDENT ENROLLMENT | |
| Unweighted FTE | 8 |
| Program Cost Factors | 12 |
| Weighted FTE | 13 |
| District Cost Differential | 17 |
| FEFP DETAIL | |
| .748 Mills Discretionary Local Effort and Compression Adjustment | 18 |
| DJJ Supplemental Allocation | 19 |
| Exceptional Student Education (ESE) Guaranteed Allocation | 20 |
| Federally Connected Student Supplement | 22 |
| Funding Compression and Hold Harmless Allocation | 23 |
| Instructional Materials Allocation | 25 |
| Mental Health Assistance Allocation | 27 |
| Reading Instruction Allocation | 28 |
| Safe Schools Allocation | 29 |
| Sparsity Supplement | 30 |
| State-Funded Discretionary Contribution | 33 |
| Student Transportation Allocation | 34 |
| Supplemental Academic Instruction Allocation | 35 |
| Teacher Salary Increase Allocation | 36 |
| Teachers Classroom Supply Assistance Program | 37 |
| Turnaround Supplemental Services Allocation | 38 |
| LOCAL EFFORT | |
| Required Local Effort | 39 |
| STATE CATEGORICAL PROGRAMS | |
| Class Size Reduction Allocation | 44 |

FLORIDA EDUCATION FINANCE PROGRAM
2022-23 FEFP CONFERENCE CALCULATION
STATEWIDE SUMMARY
COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2022-23 FEFP Conference Calculation | Difference | Percentage Difference |
|---|---|--|-----------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% |
| Weighted FTE | 3,208,129.06 | 3,277,687.35 | 69,558.29 | 2.17% |
| School Taxable Value | 2,443,188,085,001 | 2,629,264,001,685 | 186,075,916,684 | 7.62% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,587.40 | 214.49 | 4.90% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 15,038,797,002 | 1,003,600,898 | 7.15% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 311,462,994 | 25,240,319 | 8.82% |
| Digital Classroom Allocation | 8,000,000 | 0 | (8,000,000) | -100.00% |
| DJJ Supplemental Allocation | 4,814,376 | 3,461,325 | (1,353,051) | -28.10% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,094,851,200 | 30,267,137 | 2.84% |
| Federally Connected Student Supplement | 14,081,975 | 14,390,179 | 308,204 | 2.19% |
| Funding Compression and Hold Harmless Allocation | 47,949,110 | 68,163,995 | 20,214,885 | 42.16% |
| Instructional Materials Allocation | 241,135,805 | 246,978,361 | 5,842,556 | 2.42% |
| Mental Health Assistance Allocation | 120,000,000 | 140,000,000 | 20,000,000 | 16.67% |
| Reading Allocation | 130,000,000 | 170,000,000 | 40,000,000 | 30.77% |
| Safe Schools Allocation | 180,000,000 | 210,000,000 | 30,000,000 | 16.67% |
| Sparsity Supplement | 53,468,748 | 62,469,312 | 9,000,564 | 16.83% |
| State-Funded Discretionary Contribution | 34,236,438 | 36,373,591 | 2,137,153 | 6.24% |
| Student Transportation | 458,641,984 | 515,009,084 | 56,367,100 | 12.29% |
| Supplemental Academic Instruction | 714,704,630 | 719,314,907 | 4,610,277 | 0.65% |
| Teacher Salary Increase Allocation | 550,000,000 | 800,000,000 | 250,000,000 | 45.45% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 24,383,050 | 14,666,395 | 150.94% |
| TOTAL FEFP | 18,006,895,938 | 19,509,798,375 | 1,502,902,437 | 8.35% |
| Less: Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| GROSS STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| Allocated Student Reserve | 186,190,845 | 0 | (186,190,845) | -100.00% |
| Proration to Appropriation | (186,190,845) | 0 | 186,190,845 | -100.00% |
| NET STATE FEFP | 9,787,927,023 | 10,657,600,560 | 869,673,537 | 8.89% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,896,071,526 | 58,319,021 | 2.06% |
| TOTAL STATE FUNDING | 12,625,679,528 | 13,553,672,086 | 927,992,558 | 7.35% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,852,197,815 | 633,228,900 | 7.70% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,888,021,898 | 133,617,399 | 7.62% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 10,740,219,713 | 766,846,299 | 7.69% |
| TOTAL FUNDING | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |
| State Funds per UFTE | 4,334.42 | 4,542.93 | 208.51 | 4.81% |
| Local Funds per UFTE | 3,423.88 | 3,599.92 | 176.04 | 5.14% |
| Total Funds per UFTE | 7,758.30 | 8,142.85 | 384.55 | 4.96% |
| State Funds as a Percent of Total | 55.87% | 55.79% | -0.08% | -0.14% |
| Local Funds as a Percent of Total | 44.13% | 44.21% | 0.08% | 0.18% |
| Student Reserve Allocation | 464,287,903 | 0 | (464,287,903) | -100.00% |
| Student Reserve Allocation Balance | 278,097,058 | 0 | (278,097,058) | -100.00% |
| TOTAL STATE FUNDING WITH STUDENT RESERVE INCLUDED | 12,903,776,586 | 13,553,672,086 | 649,895,500 | 5.04% |
| TOTAL FUNDING WITH STUDENT RESERVE INCLUDED | 22,877,150,000 | 24,293,891,799 | 1,416,741,799 | 6.19% |

2022-23 FEFP Conference Calculation
Change in FTE and Funds Compared to the 2021-22 Third Calculation

| District | K-12 Unweighted FTE Students | | | | K-12 Total Funding | | | |
|----------------------|------------------------------|--------------|------------|-----------------------|--------------------|----------------|---------------|-----------------------|
| | 2021-22 | 2022-23 | Difference | Percentage Difference | 2021-22 | 2022-23 | Difference | Percentage Difference |
| | Third | Conference | | | -5- | -6- | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 2.74% | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% |
| 2 Baker | 4,854.76 | 4,837.86 | (16.90) | -0.35% | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 1.72% | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 2.91% | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 2.16% | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 0.51% | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 0.64% | 17,355,699 | 18,100,298 | 744,599 | 4.29% |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 2.47% | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 1.62% | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 1.79% | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 2.23% | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 2.27% | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 2.98% | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% |
| 14 DeSoto | 4,619.49 | 4,590.74 | (28.75) | -0.62% | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 2.00% | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 1.92% | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 0.95% | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 2.29% | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% |
| 19 Franklin | 1,179.70 | 1,177.38 | (2.32) | -0.20% | 10,176,002 | 10,592,680 | 416,678 | 4.09% |
| 20 Gadsden | 4,714.60 | 4,682.44 | (32.16) | -0.68% | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 3.56% | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% |
| 22 Glades | 1,713.49 | 1,706.83 | (6.66) | -0.39% | 14,470,261 | 14,918,957 | 448,696 | 3.10% |
| 23 Gulf | 1,903.11 | 1,882.38 | (20.73) | -1.09% | 15,982,030 | 16,350,738 | 368,708 | 2.31% |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 0.73% | 13,271,760 | 13,900,467 | 628,707 | 4.74% |
| 25 Hardee | 4,939.10 | 4,926.93 | (12.17) | -0.25% | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 3.34% | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 5.45% | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 1.63% | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 2.59% | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 2.58% | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 0.56% | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% |
| 32 Jackson | 5,823.47 | 5,740.81 | (82.66) | -1.42% | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 5.19% | 7,184,110 | 7,710,581 | 526,471 | 7.33% |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 0.53% | 9,752,008 | 10,153,362 | 401,354 | 4.12% |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 4.34% | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 2.78% | 779,633,100 | 842,832,486 | 63,199,386 | 8.11% |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 2.12% | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 1.46% | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 1.69% | 11,043,110 | 11,619,820 | 576,710 | 5.22% |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 1.43% | 18,822,866 | 19,820,060 | 997,194 | 5.30% |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 2.16% | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 2.46% | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 2.50% | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 2.33% | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 3.53% | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 2.42% | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 3.71% | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 2.58% | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 4.93% | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% |
| 50 Palm Beach | 190,767.03 | 194,563.49 | 3,796.46 | 1.99% | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 4.75% | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% |
| 52 Pinellas | 96,332.15 | 95,991.09 | (341.06) | -0.35% | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 3.49% | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 1.27% | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 5.24% | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 4.48% | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 2.65% | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 2.08% | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 3.40% | 507,203,398 | 552,754,256 | 45,550,858 | 8.98% |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 2.53% | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 3.33% | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 0.35% | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 0.79% | 18,345,477 | 19,185,354 | 839,877 | 4.58% |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 2.86% | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 2.23% | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 3.56% | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 1.61% | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0.00% | 5,372,437 | 5,486,880 | 114,443 | 2.13% |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 0.89% | 10,882,016 | 11,338,062 | 456,046 | 4.19% |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 2.16% | 10,820,309 | 11,286,411 | 466,102 | 4.31% |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0.00% | 6,269,714 | 6,501,652 | 231,938 | 3.70% |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0.00% | 14,114,477 | 14,475,686 | 361,209 | 2.56% |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0.00% | 10,196,084 | 10,566,491 | 370,407 | 3.63% |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 1.25% | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% |
| TOTAL | 2,912,887.37 | 2,983,464.64 | 70,577.27 | 2.42% | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% |

2022-23 FEFP Conference Calculation
Change in Funds and Funds per Student Compared to the 2021-22 Third Calculation

| District | K-12 Total Funding | | | | K-12 Total Funds per Unweighted FTE Student | | | |
|----------------------|--------------------|----------------|---------------|-----------------------|---|------------|------------|-----------------------|
| | 2021-22 | 2022-23 | Difference | Percentage Difference | 2021-22 | 2022-23 | Difference | Percentage Difference |
| | Third | Conference | | | Third | Conference | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 220,139,800 | 238,764,508 | 18,624,708 | 8.46% | 7,495.79 | 7,913.35 | 417.56 | 5.57% |
| 2 Baker | 38,058,088 | 39,540,900 | 1,482,812 | 3.90% | 7,839.33 | 8,173.22 | 333.89 | 4.26% |
| 3 Bay | 201,588,093 | 216,750,394 | 15,162,301 | 7.52% | 7,803.17 | 8,248.00 | 444.83 | 5.70% |
| 4 Bradford | 23,412,846 | 24,900,516 | 1,487,670 | 6.35% | 8,129.63 | 8,401.49 | 271.86 | 3.34% |
| 5 Brevard | 564,926,346 | 607,018,789 | 42,092,443 | 7.45% | 7,659.08 | 8,056.04 | 396.96 | 5.18% |
| 6 Broward | 2,032,921,147 | 2,146,712,928 | 113,791,781 | 5.60% | 7,750.69 | 8,143.16 | 392.47 | 5.06% |
| 7 Calhoun | 17,355,699 | 18,100,298 | 744,599 | 4.29% | 8,375.09 | 8,678.99 | 303.90 | 3.63% |
| 8 Charlotte | 131,927,543 | 141,929,042 | 10,001,499 | 7.58% | 8,057.87 | 8,459.82 | 401.95 | 4.99% |
| 9 Citrus | 119,846,393 | 126,185,117 | 6,338,724 | 5.29% | 7,633.07 | 7,908.60 | 275.53 | 3.61% |
| 10 Clay | 292,839,225 | 311,302,089 | 18,462,864 | 6.30% | 7,543.40 | 7,877.61 | 334.21 | 4.43% |
| 11 Collier | 438,772,301 | 473,156,079 | 34,383,778 | 7.84% | 9,241.50 | 9,748.78 | 507.28 | 5.48% |
| 12 Columbia | 77,009,833 | 82,033,160 | 5,023,327 | 6.52% | 7,591.78 | 7,907.64 | 315.86 | 4.16% |
| 13 Dade | 2,681,959,658 | 2,889,215,023 | 207,255,365 | 7.73% | 7,873.10 | 8,236.18 | 363.08 | 4.61% |
| 14 DeSoto | 36,050,993 | 37,610,082 | 1,559,089 | 4.32% | 7,804.11 | 8,192.60 | 388.49 | 4.98% |
| 15 Dixie | 17,035,857 | 18,100,076 | 1,064,219 | 6.25% | 7,992.28 | 8,325.43 | 333.15 | 4.17% |
| 16 Duval | 1,009,787,980 | 1,081,721,844 | 71,933,864 | 7.12% | 7,630.62 | 8,020.59 | 389.97 | 5.11% |
| 17 Escambia | 293,963,013 | 312,693,369 | 18,730,356 | 6.37% | 7,577.78 | 7,984.40 | 406.62 | 5.37% |
| 18 Flagler | 102,119,158 | 108,473,417 | 6,354,259 | 6.22% | 7,641.14 | 7,935.16 | 294.02 | 3.85% |
| 19 Franklin | 10,176,002 | 10,592,680 | 416,678 | 4.09% | 8,625.92 | 8,996.82 | 370.90 | 4.30% |
| 20 Gadsden | 36,513,927 | 38,229,472 | 1,715,545 | 4.70% | 7,744.86 | 8,164.43 | 419.57 | 5.42% |
| 21 Gilchrist | 23,425,798 | 25,133,992 | 1,708,194 | 7.29% | 8,491.24 | 8,797.09 | 305.85 | 3.60% |
| 22 Glades | 14,470,261 | 14,918,957 | 448,696 | 3.10% | 8,444.91 | 8,740.74 | 295.83 | 3.50% |
| 23 Gulf | 15,982,030 | 16,350,738 | 368,708 | 2.31% | 8,397.85 | 8,686.20 | 288.35 | 3.43% |
| 24 Hamilton | 13,271,760 | 13,900,467 | 628,707 | 4.74% | 8,105.63 | 8,427.74 | 322.11 | 3.97% |
| 25 Hardee | 37,989,875 | 39,214,815 | 1,224,940 | 3.22% | 7,691.66 | 7,959.28 | 267.62 | 3.48% |
| 26 Hendry | 94,777,153 | 100,372,482 | 5,595,329 | 5.90% | 7,112.08 | 7,288.47 | 176.39 | 2.48% |
| 27 Hernando | 183,855,009 | 205,144,628 | 21,289,619 | 11.58% | 7,554.76 | 7,994.17 | 439.41 | 5.82% |
| 28 Highlands | 95,060,445 | 100,167,122 | 5,106,677 | 5.37% | 7,586.11 | 7,865.39 | 279.28 | 3.68% |
| 29 Hillsborough | 1,712,781,447 | 1,847,994,471 | 135,213,024 | 7.89% | 7,659.62 | 8,056.04 | 396.42 | 5.18% |
| 30 Holmes | 24,888,076 | 26,432,548 | 1,544,472 | 6.21% | 8,080.60 | 8,366.61 | 286.01 | 3.54% |
| 31 Indian River | 134,912,447 | 143,039,691 | 8,127,244 | 6.02% | 7,834.91 | 8,260.74 | 425.83 | 5.44% |
| 32 Jackson | 46,813,787 | 48,244,507 | 1,430,720 | 3.06% | 8,038.81 | 8,403.78 | 364.97 | 4.54% |
| 33 Jefferson | 7,184,110 | 7,710,581 | 526,471 | 7.33% | 9,505.93 | 9,699.09 | 193.16 | 2.03% |
| 34 Lafayette | 9,752,008 | 10,153,362 | 401,354 | 4.12% | 8,466.83 | 8,768.70 | 301.87 | 3.57% |
| 35 Lake | 348,953,277 | 382,626,345 | 33,673,068 | 9.65% | 7,471.03 | 7,850.88 | 379.85 | 5.08% |
| 36 Lee | 779,633,100 | 842,832,486 | 63,199,386 | 8.11% | 8,020.16 | 8,436.08 | 415.92 | 5.19% |
| 37 Leon | 251,672,705 | 270,072,443 | 18,399,738 | 7.31% | 7,586.86 | 7,972.52 | 385.66 | 5.08% |
| 38 Levy | 45,323,069 | 48,132,542 | 2,809,473 | 6.20% | 8,085.58 | 8,463.43 | 377.85 | 4.67% |
| 39 Liberty | 11,043,110 | 11,619,820 | 576,710 | 5.22% | 8,694.75 | 8,996.80 | 302.05 | 3.47% |
| 40 Madison | 18,822,866 | 19,820,060 | 997,194 | 5.30% | 7,880.06 | 8,180.78 | 300.72 | 3.82% |
| 41 Manatee | 387,330,534 | 416,617,292 | 29,286,758 | 7.56% | 7,647.95 | 8,052.59 | 404.64 | 5.29% |
| 42 Marion | 332,992,207 | 361,023,528 | 28,031,321 | 8.42% | 7,521.15 | 7,958.74 | 437.59 | 5.82% |
| 43 Martin | 153,876,519 | 164,723,644 | 10,847,125 | 7.05% | 8,297.99 | 8,666.39 | 368.40 | 4.44% |
| 44 Monroe | 88,589,828 | 93,510,734 | 4,920,906 | 5.55% | 10,281.61 | 10,605.47 | 323.86 | 3.15% |
| 45 Nassau | 98,199,629 | 106,703,550 | 8,503,921 | 8.66% | 7,758.04 | 8,142.43 | 384.39 | 4.95% |
| 46 Okaloosa | 253,130,969 | 271,065,682 | 17,934,713 | 7.09% | 7,766.69 | 8,120.35 | 353.66 | 4.55% |
| 47 Okeechobee | 49,181,836 | 53,002,822 | 3,820,986 | 7.77% | 7,783.07 | 8,087.80 | 304.73 | 3.92% |
| 48 Orange | 1,610,112,114 | 1,741,413,345 | 131,301,231 | 8.15% | 7,698.10 | 8,116.45 | 418.35 | 5.43% |
| 49 Osceola | 565,100,243 | 618,590,161 | 53,489,918 | 9.47% | 7,529.11 | 7,854.89 | 325.78 | 4.33% |
| 50 Palm Beach | 1,567,565,970 | 1,680,235,959 | 112,669,989 | 7.19% | 8,217.17 | 8,635.93 | 418.76 | 5.10% |
| 51 Pasco | 627,196,486 | 684,423,989 | 57,227,503 | 9.12% | 7,679.17 | 8,000.21 | 321.04 | 4.18% |
| 52 Pinellas | 758,663,501 | 798,216,260 | 39,552,759 | 5.21% | 7,875.50 | 8,315.52 | 440.02 | 5.59% |
| 53 Polk | 844,291,563 | 918,773,119 | 74,481,556 | 8.82% | 7,520.34 | 7,907.88 | 387.54 | 5.15% |
| 54 Putnam | 78,979,263 | 84,044,815 | 5,065,552 | 6.41% | 7,718.52 | 8,110.67 | 392.15 | 5.08% |
| 55 St. Johns | 370,690,842 | 405,649,680 | 34,958,838 | 9.43% | 7,771.24 | 8,080.98 | 309.74 | 3.99% |
| 56 St. Lucie | 343,567,905 | 372,756,233 | 29,188,328 | 8.50% | 7,739.06 | 8,036.78 | 297.72 | 3.85% |
| 57 Santa Rosa | 231,045,101 | 246,922,119 | 15,877,018 | 6.87% | 7,607.62 | 7,920.48 | 312.86 | 4.11% |
| 58 Sarasota | 381,613,515 | 410,484,023 | 28,870,508 | 7.57% | 8,535.88 | 8,994.39 | 458.51 | 5.37% |
| 59 Seminole | 507,203,398 | 552,754,256 | 45,550,858 | 8.98% | 7,502.41 | 7,907.58 | 405.17 | 5.40% |
| 60 Sumter | 73,044,422 | 78,644,189 | 5,599,767 | 7.67% | 8,206.52 | 8,617.55 | 411.03 | 5.01% |
| 61 Suwannee | 45,354,512 | 48,599,386 | 3,244,874 | 7.15% | 7,444.51 | 7,719.81 | 275.30 | 3.70% |
| 62 Taylor | 21,344,464 | 22,358,837 | 1,014,373 | 4.75% | 8,056.86 | 8,410.35 | 353.49 | 4.39% |
| 63 Union | 18,345,477 | 19,185,354 | 839,877 | 4.58% | 8,073.17 | 8,376.90 | 303.73 | 3.76% |
| 64 Volusia | 476,420,907 | 515,976,971 | 39,556,064 | 8.30% | 7,463.06 | 7,857.86 | 394.80 | 5.29% |
| 65 Wakulla | 38,720,709 | 41,366,194 | 2,645,485 | 6.83% | 7,634.59 | 7,978.42 | 343.83 | 4.50% |
| 66 Walton | 95,440,333 | 103,406,184 | 7,965,851 | 8.35% | 8,669.65 | 9,070.22 | 400.57 | 4.62% |
| 67 Washington | 27,192,422 | 28,796,514 | 1,604,092 | 5.90% | 8,257.77 | 8,606.48 | 348.71 | 4.22% |
| 69 FAMU Lab School | 5,372,437 | 5,486,880 | 114,443 | 2.13% | 8,767.03 | 8,953.79 | 186.76 | 2.13% |
| 70 FAU - Palm Beach | 10,882,016 | 11,338,062 | 456,046 | 4.19% | 8,438.16 | 8,713.88 | 275.72 | 3.27% |
| 71 FAU - St. Lucie | 10,820,309 | 11,286,411 | 466,102 | 4.31% | 7,584.95 | 7,744.63 | 159.68 | 2.11% |
| 72 FSU Lab - Broward | 6,269,714 | 6,501,652 | 231,938 | 3.70% | 8,870.06 | 9,198.19 | 328.13 | 3.70% |
| 73 FSU Lab - Leon | 14,114,477 | 14,475,686 | 361,209 | 2.56% | 7,886.11 | 8,087.92 | 201.81 | 2.56% |
| 74 UF Lab School | 10,196,084 | 10,566,491 | 370,407 | 3.63% | 8,276.31 | 8,576.98 | 300.67 | 3.63% |
| 75 Virtual School | 279,187,001 | 298,079,937 | 18,892,936 | 6.77% | 5,551.17 | 5,853.65 | 302.48 | 5.45% |
| TOTAL | 22,599,052,942 | 24,293,891,799 | 1,694,838,857 | 7.50% | 7,758.30 | 8,142.85 | 384.55 | 4.96% |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 1

| District | 2022-23 | 2022-23 | \$4,587.40 | District | Base | 0.748 | DJJ | | | |
|----------------------|------------|------------|---------------|----------|---------------|------------|---------|--------------|----------------------|--------------|
| | Unweighted | Funded | Times | | | | | Cost | Mills | Supplemental |
| | FTE | Weighted | Funded | | | | | Differential | Funding ² | Compression |
| -1- | -2- | -3- | -4- | -5- | -6- | -7- | | | | |
| 1 Alachua | 30,172.37 | 32,704.37 | 150,028,027 | 0.9796 | 146,967,455 | 4,726,502 | 117,520 | | | |
| 2 Baker | 4,837.86 | 5,214.04 | 23,918,887 | 0.9606 | 22,976,483 | 2,155,750 | 0 | | | |
| 3 Bay | 26,279.15 | 30,222.70 | 138,643,614 | 0.9687 | 134,304,069 | 632,014 | 26,283 | | | |
| 4 Bradford | 2,963.82 | 3,172.97 | 14,555,683 | 0.9513 | 13,846,821 | 1,002,838 | 0 | | | |
| 5 Brevard | 75,349.51 | 82,969.19 | 380,612,862 | 0.9904 | 376,958,979 | 8,087,263 | 92,173 | | | |
| 6 Broward | 263,621.47 | 291,210.74 | 1,335,900,149 | 1.0196 | 1,362,083,792 | 0 | 207,454 | | | |
| 7 Calhoun | 2,085.53 | 2,291.26 | 10,510,926 | 0.9222 | 9,693,176 | 972,170 | 0 | | | |
| 8 Charlotte | 16,776.84 | 18,536.12 | 85,032,597 | 0.9845 | 83,714,592 | 0 | 0 | | | |
| 9 Citrus | 15,955.44 | 17,151.19 | 78,679,369 | 0.9430 | 74,194,645 | 894,302 | 136,287 | | | |
| 10 Clay | 39,517.35 | 42,750.95 | 196,115,708 | 0.9798 | 192,154,171 | 14,549,498 | 96,393 | | | |
| 11 Collier | 48,534.91 | 54,548.77 | 250,237,027 | 1.0523 | 263,324,424 | 0 | 65,665 | | | |
| 12 Columbia | 10,373.91 | 11,071.69 | 50,790,271 | 0.9407 | 47,778,408 | 3,999,350 | 0 | | | |
| 13 Dade | 350,795.41 | 384,564.25 | 1,764,150,040 | 1.0166 | 1,793,434,931 | 0 | 164,209 | | | |
| 14 DeSoto | 4,590.74 | 4,867.62 | 22,329,720 | 0.9645 | 21,537,015 | 1,310,978 | 0 | | | |
| 15 Dixie | 2,174.07 | 2,352.75 | 10,793,005 | 0.9258 | 9,992,164 | 919,740 | 0 | | | |
| 16 Duval | 134,868.07 | 146,868.26 | 673,743,456 | 1.0058 | 677,651,168 | 20,501,295 | 157,454 | | | |
| 17 Escambia | 39,163.04 | 42,566.13 | 195,267,865 | 0.9746 | 190,308,061 | 7,299,207 | 108,198 | | | |
| 18 Flagler | 13,669.98 | 14,762.30 | 67,720,575 | 0.9560 | 64,740,870 | 0 | 0 | | | |
| 19 Franklin | 1,177.38 | 1,278.98 | 5,867,193 | 0.9275 | 5,441,822 | 0 | 0 | | | |
| 20 Gadsden | 4,682.44 | 5,062.25 | 23,222,566 | 0.9435 | 21,910,491 | 1,662,079 | 0 | | | |
| 21 Gilchrist | 2,857.08 | 3,216.05 | 14,753,308 | 0.9424 | 13,903,517 | 1,035,606 | 0 | | | |
| 22 Glades | 1,706.83 | 1,812.33 | 8,313,883 | 0.9734 | 8,092,734 | 463,695 | 0 | | | |
| 23 Gulf | 1,882.38 | 2,074.20 | 9,515,185 | 0.9389 | 8,933,807 | 0 | 0 | | | |
| 24 Hamilton | 1,649.37 | 1,764.73 | 8,095,522 | 0.9168 | 7,421,975 | 269,952 | 30,229 | | | |
| 25 Hardee | 4,926.93 | 5,277.07 | 24,208,031 | 0.9557 | 23,135,615 | 1,720,287 | 0 | | | |
| 26 Hendry | 13,771.40 | 14,629.15 | 67,109,763 | 0.9823 | 65,921,920 | 6,623,493 | 0 | | | |
| 27 Hernando | 25,661.77 | 28,075.40 | 128,793,090 | 0.9587 | 123,473,935 | 7,075,976 | 63,803 | | | |
| 28 Highlands | 12,735.17 | 13,641.08 | 62,577,090 | 0.9489 | 59,379,401 | 3,340,944 | 0 | | | |
| 29 Hillsborough | 229,392.45 | 252,435.78 | 1,158,023,897 | 1.0072 | 1,166,361,669 | 44,933,393 | 353,898 | | | |
| 30 Holmes | 3,159.29 | 3,331.72 | 15,283,932 | 0.9259 | 14,151,393 | 1,616,419 | 0 | | | |
| 31 Indian River | 17,315.61 | 18,840.66 | 86,429,644 | 0.9990 | 86,343,214 | 0 | 0 | | | |
| 32 Jackson | 5,740.81 | 6,327.49 | 29,026,728 | 0.9219 | 26,759,741 | 2,263,831 | 22,964 | | | |
| 33 Jefferson | 794.98 | 862.00 | 3,954,339 | 0.9396 | 3,715,497 | 0 | 0 | | | |
| 34 Lafayette | 1,157.91 | 1,288.29 | 5,909,902 | 0.9187 | 5,429,427 | 508,276 | 0 | | | |
| 35 Lake | 48,736.76 | 52,667.89 | 241,608,679 | 0.9746 | 235,471,819 | 8,942,708 | 8,191 | | | |
| 36 Lee | 99,908.05 | 110,089.41 | 505,024,159 | 1.0173 | 513,761,077 | 0 | 115,135 | | | |
| 37 Leon | 33,875.42 | 36,693.63 | 168,328,358 | 0.9718 | 163,581,498 | 5,918,036 | 98,331 | | | |
| 38 Levy | 5,687.12 | 6,244.45 | 28,645,790 | 0.9431 | 27,015,845 | 1,710,856 | 0 | | | |
| 39 Liberty | 1,291.55 | 1,465.09 | 6,720,954 | 0.9245 | 6,213,522 | 572,157 | 55,720 | | | |
| 40 Madison | 2,422.76 | 2,578.80 | 11,829,987 | 0.9189 | 10,870,575 | 901,897 | 17,785 | | | |
| 41 Manatee | 51,737.07 | 56,120.69 | 257,448,053 | 0.9937 | 255,826,130 | 0 | 152,947 | | | |
| 42 Marion | 45,361.88 | 50,526.87 | 231,786,963 | 0.9472 | 219,548,611 | 10,165,144 | 145,702 | | | |
| 43 Martin | 19,007.19 | 21,266.57 | 97,558,263 | 1.0164 | 99,158,219 | 0 | 0 | | | |
| 44 Monroe | 8,817.22 | 9,621.37 | 44,137,073 | 1.0516 | 46,414,546 | 0 | 0 | | | |
| 45 Nassau | 13,104.64 | 14,127.70 | 64,809,411 | 0.9870 | 63,966,889 | 0 | 0 | | | |
| 46 Okaloosa | 33,381.04 | 36,443.52 | 167,181,004 | 0.9900 | 165,509,194 | 3,999,049 | 103,287 | | | |
| 47 Okeechobee | 6,553.43 | 6,990.86 | 32,069,871 | 0.9638 | 30,908,942 | 1,304,722 | 91,342 | | | |
| 48 Orange | 214,553.60 | 241,797.39 | 1,109,221,347 | 1.0091 | 1,119,315,261 | 5,554,793 | 175,640 | | | |
| 49 Osceola | 78,752.26 | 85,478.08 | 392,122,144 | 0.9870 | 387,024,556 | 22,331,778 | 53,996 | | | |
| 50 Palm Beach | 194,563.49 | 218,086.59 | 1,000,450,423 | 1.0438 | 1,044,270,152 | 0 | 123,652 | | | |
| 51 Pasco | 85,550.75 | 94,312.45 | 432,648,933 | 0.9813 | 424,558,398 | 25,024,450 | 87,098 | | | |
| 52 Pinellas | 95,991.09 | 106,000.96 | 486,268,804 | 1.0011 | 486,803,700 | 0 | 157,272 | | | |
| 53 Polk | 116,184.44 | 125,663.56 | 576,469,015 | 0.9704 | 559,405,532 | 36,945,490 | 146,298 | | | |
| 54 Putnam | 10,362.25 | 11,153.76 | 51,166,759 | 0.9455 | 48,378,171 | 2,677,916 | 0 | | | |
| 55 St. Johns | 50,198.06 | 55,702.46 | 255,529,465 | 1.0023 | 256,117,183 | 3,577,114 | 81,407 | | | |
| 56 St. Lucie | 46,381.29 | 50,091.89 | 229,791,536 | 0.9935 | 228,297,891 | 7,100,512 | 80,637 | | | |
| 57 Santa Rosa | 31,175.15 | 34,254.27 | 157,138,038 | 0.9627 | 151,276,789 | 9,561,730 | 0 | | | |
| 58 Sarasota | 45,637.78 | 51,186.83 | 234,814,464 | 1.0153 | 238,407,125 | 0 | 0 | | | |
| 59 Seminole | 69,901.86 | 75,921.97 | 348,284,445 | 0.9951 | 346,577,851 | 12,479,579 | 0 | | | |
| 60 Sumter | 9,126.05 | 9,983.53 | 45,798,446 | 0.9708 | 44,461,131 | 0 | 0 | | | |
| 61 Suwannee | 6,295.41 | 6,666.03 | 30,579,746 | 0.9251 | 28,289,323 | 2,331,253 | 0 | | | |
| 62 Taylor | 2,658.49 | 2,963.39 | 13,594,255 | 0.9215 | 12,527,106 | 384,949 | 0 | | | |
| 63 Union | 2,290.27 | 2,475.78 | 11,357,393 | 0.9415 | 10,692,986 | 1,231,180 | 0 | | | |
| 64 Volusia | 65,663.77 | 71,669.35 | 328,775,976 | 0.9639 | 316,907,163 | 5,352,911 | 98,581 | | | |
| 65 Wakulla | 5,184.76 | 5,604.48 | 25,709,992 | 0.9470 | 24,347,362 | 2,054,461 | 0 | | | |
| 66 Walton | 11,400.62 | 12,267.95 | 56,277,994 | 0.9844 | 55,400,057 | 0 | 25,774 | | | |
| 67 Washington | 3,345.91 | 3,747.72 | 17,192,291 | 0.9303 | 15,993,988 | 1,318,891 | 0 | | | |
| 69 FAMU Lab School | 612.80 | 635.44 | 2,915,017 | 0.9718 | 2,832,814 | 107,056 | 0 | | | |
| 70 FAU - Palm Beach | 1,301.15 | 1,332.61 | 6,113,215 | 1.0438 | 6,380,974 | 0 | 0 | | | |
| 71 FAU - St. Lucie | 1,457.32 | 1,539.44 | 7,062,027 | 0.9935 | 7,016,124 | 223,101 | 0 | | | |
| 72 FSU Lab - Broward | 706.84 | 877.38 | 4,024,893 | 1.0196 | 4,103,781 | 0 | 0 | | | |
| 73 FSU Lab - Leon | 1,789.79 | 1,898.62 | 8,709,729 | 0.9718 | 8,464,115 | 312,676 | 0 | | | |
| 74 UF Lab School | 1,231.96 | 1,292.58 | 5,929,581 | 0.9796 | 5,808,618 | 192,987 | 0 | | | |
| 75 Virtual School | 50,922.08 | 52,503.51 | 240,854,602 | 1.0000 | 240,854,602 | 620,740 | 0 | | | |

State 2,983,464.64 3,277,687.35 15,036,062,949 15,038,797,002 311,462,994 3,461,325

1. Additional Weighted FTE for the Small District ESE Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early Graduation, and Industry Certified Career Education Supplement Additional FTE are included in the Weighted FTE.
2. Weighted FTE x BSA x DCD (column 2 x column 3 x column 4)

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 2

| District | ESE | Federally | Funding | Mental | | Reading | Safe | Sparsity |
|----------------------|---------------|------------|-------------|---------------|-------------|-------------|-------------|------------|
| | Guaranteed | Connected | Compression | Instructional | Health | | | |
| | Allocation | Student | and Hold | Materials | Assistance | Allocation | Schools | Supplement |
| | -1- | 2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 11,581,337 | 0 | 1,927,453 | 2,551,923 | 1,441,010 | 1,693,170 | 2,752,243 | 0 |
| 2 Baker | 1,282,511 | 0 | 277,459 | 369,104 | 315,019 | 361,727 | 520,933 | 863,669 |
| 3 Bay | 8,943,731 | 899,633 | 13,864 | 2,141,267 | 1,267,976 | 1,557,187 | 2,149,602 | 2,597,409 |
| 4 Bradford | 1,306,936 | 0 | 231,435 | 245,100 | 231,727 | 263,690 | 431,045 | 1,232,747 |
| 5 Brevard | 29,195,746 | 2,911,469 | 1,829,962 | 6,377,692 | 3,448,907 | 4,162,871 | 5,328,511 | 0 |
| 6 Broward | 99,787,761 | 0 | 498,349 | 20,544,689 | 11,816,649 | 14,741,364 | 18,363,762 | 0 |
| 7 Calhoun | 788,171 | 0 | 118,773 | 166,573 | 192,691 | 219,088 | 360,965 | 1,895,362 |
| 8 Charlotte | 6,599,078 | 0 | 391,150 | 1,475,902 | 845,646 | 1,013,946 | 1,253,257 | 0 |
| 9 Citrus | 7,638,242 | 0 | 491,596 | 1,284,365 | 809,139 | 911,719 | 1,261,595 | 2,273,145 |
| 10 Clay | 13,664,460 | 758,633 | 2,085,830 | 3,262,300 | 1,856,347 | 2,178,395 | 2,428,553 | 0 |
| 11 Collier | 23,598,766 | 0 | 0 | 4,110,452 | 2,257,133 | 2,942,637 | 3,029,480 | 0 |
| 12 Columbia | 4,209,751 | 0 | 422,288 | 855,752 | 561,068 | 628,055 | 957,059 | 1,553,856 |
| 13 Dade | 134,605,314 | 132,988 | 0 | 29,084,939 | 15,691,092 | 19,373,310 | 26,582,683 | 0 |
| 14 DeSoto | 1,973,121 | 0 | 310,383 | 366,271 | 304,035 | 346,269 | 552,000 | 933,351 |
| 15 Dixie | 732,296 | 0 | 148,943 | 178,396 | 196,626 | 222,298 | 382,002 | 1,251,196 |
| 16 Duval | 50,863,254 | 1,008,941 | 4,224,091 | 10,862,029 | 6,094,208 | 7,391,771 | 10,791,582 | 0 |
| 17 Escambia | 14,070,975 | 1,518,980 | 1,750,717 | 3,033,026 | 1,840,600 | 2,158,571 | 3,382,368 | 0 |
| 18 Flagler | 6,791,876 | 0 | 391,443 | 1,176,149 | 707,562 | 810,202 | 1,004,159 | 1,343,519 |
| 19 Franklin | 484,393 | 0 | 5,867 | 89,330 | 152,329 | 173,436 | 333,360 | 0 |
| 20 Gadsden | 1,613,971 | 0 | 185,781 | 354,770 | 308,111 | 350,280 | 524,986 | 919,821 |
| 21 Gilchrist | 1,100,569 | 0 | 172,614 | 246,437 | 226,983 | 264,299 | 391,516 | 2,299,964 |
| 22 Glades | 510,001 | 285,601 | 136,348 | 141,232 | 175,860 | 201,902 | 342,981 | 1,161,338 |
| 23 Gulf | 402,201 | 0 | 24,739 | 148,108 | 183,662 | 210,933 | 366,953 | 1,237,107 |
| 24 Hamilton | 528,883 | 0 | 44,525 | 130,371 | 173,306 | 194,699 | 365,565 | 1,149,987 |
| 25 Hardee | 1,872,346 | 0 | 254,184 | 389,512 | 318,977 | 363,435 | 545,850 | 845,531 |
| 26 Hendry | 3,811,354 | 0 | 1,332,622 | 1,184,675 | 712,069 | 822,884 | 697,623 | 2,287,300 |
| 27 Hernando | 11,870,103 | 0 | 1,238,475 | 2,279,236 | 1,240,537 | 1,440,891 | 1,751,155 | 2,516,257 |
| 28 Highlands | 4,536,305 | 0 | 539,454 | 1,062,212 | 666,014 | 752,629 | 1,099,396 | 3,126,465 |
| 29 Hillsborough | 84,745,103 | 1,439,790 | 5,516,502 | 18,755,832 | 10,295,341 | 12,639,655 | 12,991,019 | 0 |
| 30 Holmes | 1,040,636 | 0 | 206,333 | 260,903 | 240,415 | 266,961 | 421,311 | 2,770,661 |
| 31 Indian River | 6,206,106 | 0 | 77,787 | 1,396,384 | 869,592 | 1,042,173 | 1,301,641 | 0 |
| 32 Jackson | 2,294,708 | 0 | 148,036 | 452,028 | 355,150 | 402,352 | 553,778 | 3,729,287 |
| 33 Jefferson | 386,602 | 0 | 37,962 | 70,633 | 135,333 | 154,898 | 332,270 | 652,827 |
| 34 Lafayette | 376,845 | 0 | 39,005 | 103,953 | 151,463 | 173,302 | 307,906 | 1,036,274 |
| 35 Lake | 18,765,607 | 0 | 3,354,536 | 4,298,137 | 2,266,104 | 2,643,550 | 3,249,510 | 0 |
| 36 Lee | 36,098,223 | 75,306 | 2,222,106 | 8,317,534 | 4,540,410 | 5,631,883 | 6,049,135 | 0 |
| 37 Leon | 17,711,318 | 0 | 1,421,759 | 2,739,031 | 1,605,592 | 1,871,575 | 2,981,299 | 0 |
| 38 Levy | 1,988,221 | 0 | 300,781 | 462,666 | 352,764 | 405,102 | 650,029 | 3,707,521 |
| 39 Liberty | 497,802 | 0 | 67,882 | 106,092 | 157,403 | 181,722 | 315,224 | 1,111,522 |
| 40 Madison | 1,014,750 | 0 | 73,346 | 198,874 | 207,680 | 231,731 | 397,560 | 1,241,672 |
| 41 Manatee | 20,539,480 | 0 | 1,397,297 | 4,227,776 | 2,399,453 | 2,862,119 | 3,646,974 | 0 |
| 42 Marion | 15,358,417 | 0 | 2,625,013 | 3,689,707 | 2,116,107 | 2,472,563 | 3,266,929 | 0 |
| 43 Martin | 7,107,106 | 0 | 87,802 | 1,687,682 | 944,774 | 1,179,783 | 1,387,822 | 0 |
| 44 Monroe | 3,528,810 | 1,010,300 | 0 | 715,971 | 491,881 | 613,410 | 814,554 | 0 |
| 45 Nassau | 3,858,879 | 0 | 181,466 | 1,128,333 | 682,435 | 801,891 | 988,028 | 2,997,001 |
| 46 Okaloosa | 13,993,948 | 2,890,279 | 217,335 | 2,758,355 | 1,583,619 | 1,892,275 | 2,214,997 | 0 |
| 47 Okeechobee | 2,892,112 | 0 | 516,325 | 567,992 | 391,267 | 446,907 | 705,777 | 642,009 |
| 48 Orange | 58,480,792 | 0 | 3,147,816 | 17,960,189 | 9,635,829 | 12,134,460 | 15,009,562 | 0 |
| 49 Osceola | 24,017,364 | 0 | 4,300,674 | 6,993,070 | 3,600,142 | 4,270,957 | 4,695,964 | 0 |
| 50 Palm Beach | 69,755,340 | 25,789 | 0 | 15,439,413 | 8,747,369 | 11,328,609 | 13,484,104 | 0 |
| 51 Pasco | 33,270,642 | 0 | 1,615,532 | 7,559,254 | 3,902,301 | 4,674,004 | 5,134,017 | 0 |
| 52 Pinellas | 42,548,408 | 32,136 | 0 | 7,581,483 | 4,366,321 | 5,342,408 | 7,523,362 | 0 |
| 53 Polk | 44,942,731 | 0 | 6,678,812 | 10,032,139 | 5,263,814 | 6,122,023 | 7,031,298 | 0 |
| 54 Putnam | 3,355,441 | 0 | 614,001 | 818,742 | 560,550 | 634,496 | 910,920 | 3,547,521 |
| 55 St. Johns | 16,507,385 | 0 | 894,353 | 4,447,187 | 2,331,051 | 2,865,244 | 2,799,645 | 0 |
| 56 St. Lucie | 19,886,617 | 0 | 1,953,228 | 4,133,924 | 2,161,415 | 2,566,514 | 2,910,219 | 0 |
| 57 Santa Rosa | 11,166,300 | 1,400,334 | 1,304,246 | 2,649,278 | 1,485,579 | 1,739,444 | 1,800,568 | 0 |
| 58 Sarasota | 23,597,219 | 0 | 0 | 3,797,113 | 2,128,370 | 2,675,070 | 3,313,393 | 0 |
| 59 Seminole | 21,276,911 | 0 | 4,324,716 | 5,860,108 | 3,206,786 | 3,836,631 | 4,286,458 | 0 |
| 60 Sumter | 3,945,778 | 0 | 763,272 | 505,607 | 592,434 | 592,434 | 823,378 | 0 |
| 61 Suwannee | 1,452,830 | 0 | 477,944 | 545,326 | 379,799 | 418,777 | 645,655 | 2,420,251 |
| 62 Taylor | 1,105,541 | 0 | 48,939 | 210,456 | 218,157 | 249,519 | 461,305 | 1,300,638 |
| 63 Union | 682,798 | 0 | 180,583 | 177,950 | 201,791 | 229,824 | 370,371 | 1,257,491 |
| 64 Volusia | 25,050,726 | 0 | 4,711,826 | 5,497,037 | 3,018,424 | 3,518,021 | 4,581,979 | 0 |
| 65 Wakulla | 1,927,876 | 0 | 156,869 | 471,704 | 330,437 | 376,448 | 549,620 | 762,896 |
| 66 Walton | 4,351,491 | 0 | 0 | 1,041,171 | 606,700 | 709,898 | 887,736 | 0 |
| 67 Washington | 770,377 | 0 | 153,011 | 287,989 | 248,709 | 286,747 | 437,196 | 2,432,988 |
| 69 FAMU Lab School | 54,012 | 0 | 0 | 45,611 | 127,236 | 145,419 | 277,326 | 547,178 |
| 70 FAU - Palm Beach | 130,364 | 0 | 0 | 337,482 | 157,830 | 183,520 | 308,021 | 638,203 |
| 71 FAU - St. Lucie | 222,724 | 0 | 61,827 | 113,663 | 164,771 | 190,341 | 314,985 | 0 |
| 72 FSU Lab - Broward | 168,429 | 0 | 0 | 51,533 | 131,415 | 159,067 | 281,520 | 0 |
| 73 FSU Lab - Leon | 353,520 | 0 | 0 | 148,965 | 179,547 | 205,890 | 329,760 | 1,178,235 |
| 74 UF Lab School | 421,347 | 0 | 0 | 102,164 | 154,754 | 177,374 | 304,691 | 1,007,113 |
| 75 Virtual School | 2,640,112 | 0 | 0 | 3,862,443 | 2,363,230 | 2,701,351 | 0 | 0 |
| State | 1,094,851,200 | 14,390,179 | 68,163,995 | 246,978,361 | 140,000,000 | 170,000,000 | 210,000,000 | 62,469,312 |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 3

| District | State-Funded Discretionary Contribution | Student Transportation | Supplemental Academic Instruction | Teacher Salary Increase Allocation | Teachers Classroom Supply Assistance | Turnaround Supplemental Services Allocation | Gross State & Local FEFP | Required Local Effort Taxes | Net State FEFP |
|----------------------|---|------------------------|-----------------------------------|------------------------------------|--------------------------------------|---|--------------------------|-----------------------------|----------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 4,599,054 | 8,206,624 | 7,818,043 | 554,588 | 799,460 | 195,736,382 | 70,071,331 | 125,665,051 |
| 2 Baker | 0 | 1,804,221 | 1,734,971 | 1,222,251 | 90,888 | 0 | 33,974,986 | 4,607,206 | 29,367,780 |
| 3 Bay | 0 | 4,307,285 | 7,224,948 | 7,144,405 | 488,109 | 231,485 | 173,929,267 | 78,516,847 | 95,412,420 |
| 4 Bradford | 0 | 749,601 | 890,119 | 736,592 | 55,014 | 0 | 21,223,665 | 4,398,570 | 16,825,095 |
| 5 Brevard | 0 | 12,672,725 | 20,004,669 | 20,052,614 | 1,397,294 | 510,570 | 493,031,445 | 194,393,089 | 298,638,356 |
| 6 Broward | 0 | 32,761,618 | 57,248,035 | 72,457,062 | 4,934,703 | 315,300 | 1,695,760,538 | 855,827,721 | 839,932,817 |
| 7 Calhoun | 0 | 457,244 | 446,045 | 515,636 | 37,642 | 0 | 15,863,536 | 1,836,742 | 14,026,794 |
| 8 Charlotte | 0 | 4,097,467 | 3,676,224 | 4,453,260 | 311,334 | 0 | 107,831,856 | 86,675,211 | 21,156,645 |
| 9 Citrus | 0 | 4,876,841 | 3,373,536 | 3,946,839 | 292,473 | 0 | 102,384,724 | 45,252,682 | 57,132,042 |
| 10 Clay | 0 | 8,482,827 | 9,940,859 | 10,221,785 | 727,532 | 293,550 | 262,701,133 | 51,174,379 | 211,526,754 |
| 11 Collier | 0 | 9,709,300 | 10,883,350 | 14,007,738 | 902,758 | 0 | 334,831,703 | 301,392,468 | 33,439,235 |
| 12 Columbia | 0 | 2,338,705 | 3,784,486 | 2,541,608 | 191,898 | 0 | 69,822,284 | 13,118,164 | 56,704,120 |
| 13 Dade | 0 | 21,847,999 | 113,568,475 | 95,403,106 | 6,521,266 | 178,825 | 2,256,589,137 | 1,381,967,906 | 874,621,231 |
| 14 DeSoto | 0 | 827,067 | 1,741,203 | 1,145,677 | 85,048 | 244,590 | 31,677,008 | 7,840,337 | 23,836,671 |
| 15 Dixie | 0 | 559,037 | 473,476 | 531,540 | 40,599 | 0 | 15,628,313 | 2,308,394 | 13,319,919 |
| 16 Duval | 0 | 20,125,324 | 32,462,051 | 36,048,158 | 2,465,996 | 1,866,920 | 882,514,242 | 318,142,576 | 564,371,666 |
| 17 Escambia | 0 | 9,195,393 | 10,202,848 | 10,123,579 | 729,268 | 1,352,060 | 257,073,851 | 87,863,628 | 169,210,223 |
| 18 Flagler | 0 | 2,923,924 | 2,884,982 | 3,443,939 | 252,484 | 0 | 86,471,109 | 45,305,037 | 41,166,072 |
| 19 Franklin | 0 | 323,362 | 245,093 | 289,482 | 21,190 | 0 | 7,559,664 | 6,803,652 | 756,012 |
| 20 Gadsden | 0 | 1,576,441 | 1,316,172 | 1,165,545 | 87,318 | 496,330 | 32,472,096 | 6,507,660 | 25,964,436 |
| 21 Gilchrist | 0 | 554,063 | 618,764 | 739,607 | 52,698 | 0 | 21,606,637 | 3,873,424 | 17,733,213 |
| 22 Glades | 0 | 258,037 | 410,924 | 430,499 | 31,842 | 0 | 12,642,994 | 3,054,213 | 9,588,781 |
| 23 Gulf | 0 | 408,449 | 375,602 | 475,241 | 35,060 | 0 | 12,801,862 | 8,652,423 | 4,149,439 |
| 24 Hamilton | 0 | 597,577 | 343,793 | 394,817 | 30,114 | 0 | 11,675,793 | 3,715,972 | 7,959,821 |
| 25 Hardee | 0 | 1,312,604 | 1,059,810 | 1,230,716 | 91,750 | 0 | 33,140,617 | 6,963,048 | 26,177,569 |
| 26 Hendry | 0 | 1,755,865 | 1,864,314 | 3,506,765 | 138,845 | 202,495 | 90,862,224 | 10,544,777 | 80,317,447 |
| 27 Hernando | 0 | 5,531,620 | 5,947,027 | 6,568,288 | 472,860 | 0 | 171,470,163 | 45,912,263 | 125,557,900 |
| 28 Highlands | 0 | 3,254,779 | 2,482,128 | 3,158,732 | 232,607 | 0 | 83,631,066 | 23,787,528 | 59,843,538 |
| 29 Hillsborough | 0 | 37,105,892 | 51,314,834 | 62,045,478 | 4,181,643 | 6,400,975 | 1,519,081,024 | 492,011,601 | 1,027,069,423 |
| 30 Holmes | 0 | 758,384 | 667,328 | 752,794 | 57,969 | 0 | 23,211,507 | 2,015,047 | 21,196,460 |
| 31 Indian River | 0 | 2,828,493 | 3,736,144 | 4,593,091 | 322,775 | 0 | 108,717,400 | 82,033,298 | 26,684,102 |
| 32 Jackson | 0 | 1,882,969 | 1,121,661 | 1,423,504 | 106,566 | 0 | 41,516,575 | 6,910,684 | 34,605,891 |
| 33 Jefferson | 0 | 354,766 | 310,027 | 197,648 | 14,821 | 0 | 6,363,284 | 2,808,234 | 3,555,050 |
| 34 Lafayette | 0 | 232,345 | 198,393 | 288,822 | 21,708 | 0 | 8,867,719 | 1,123,132 | 7,744,587 |
| 35 Lake | 0 | 9,959,851 | 11,041,676 | 12,526,099 | 900,304 | 267,635 | 313,695,727 | 107,896,930 | 205,798,797 |
| 36 Lee | 0 | 28,665,635 | 23,322,749 | 27,329,093 | 1,857,739 | 843,960 | 658,830,795 | 405,516,281 | 253,314,514 |
| 37 Leon | 0 | 4,819,106 | 9,424,770 | 8,701,840 | 625,361 | 620,195 | 222,119,711 | 75,677,672 | 146,442,039 |
| 38 Levy | 0 | 1,482,333 | 1,286,378 | 1,437,128 | 105,763 | 0 | 40,905,387 | 9,337,136 | 31,568,251 |
| 39 Liberty | 0 | 282,890 | 264,783 | 330,533 | 24,046 | 0 | 10,181,298 | 1,191,910 | 8,989,388 |
| 40 Madison | 0 | 571,994 | 640,884 | 578,268 | 45,320 | 0 | 16,992,336 | 3,130,104 | 13,862,232 |
| 41 Manatee | 0 | 8,509,623 | 12,783,575 | 13,608,861 | 968,956 | 1,209,930 | 328,133,121 | 181,493,461 | 146,639,660 |
| 42 Marion | 0 | 12,255,774 | 13,164,864 | 11,679,052 | 837,190 | 1,278,085 | 298,603,158 | 91,692,728 | 206,910,430 |
| 43 Martin | 0 | 3,799,475 | 4,126,758 | 5,274,796 | 357,202 | 0 | 125,111,419 | 95,538,633 | 29,572,786 |
| 44 Monroe | 0 | 1,245,138 | 1,910,886 | 2,469,056 | 164,659 | 0 | 59,379,211 | 53,431,223 | 5,947,988 |
| 45 Nassau | 0 | 3,752,194 | 2,836,450 | 3,402,766 | 242,645 | 0 | 84,838,977 | 44,398,042 | 40,440,935 |
| 46 Okaloosa | 0 | 7,584,563 | 8,920,038 | 8,804,385 | 614,524 | 0 | 221,085,848 | 86,279,283 | 134,806,565 |
| 47 Okeechobee | 0 | 1,846,458 | 1,991,897 | 1,644,224 | 120,652 | 0 | 44,070,626 | 13,936,080 | 30,134,546 |
| 48 Orange | 0 | 34,595,511 | 48,721,100 | 59,542,809 | 3,943,094 | 1,722,840 | 1,389,939,696 | 628,841,356 | 761,098,340 |
| 49 Osceola | 0 | 17,707,532 | 16,880,550 | 20,588,060 | 1,447,245 | 0 | 513,911,888 | 137,226,418 | 376,685,470 |
| 50 Palm Beach | 0 | 30,038,099 | 42,833,763 | 55,550,728 | 3,642,786 | 492,805 | 1,295,732,609 | 874,362,910 | 421,369,699 |
| 51 Pasco | 0 | 19,641,241 | 21,942,177 | 22,584,700 | 1,563,755 | 0 | 571,557,569 | 145,665,892 | 425,891,677 |
| 52 Pinellas | 0 | 14,119,443 | 22,535,164 | 25,895,885 | 1,793,706 | 1,331,990 | 620,031,278 | 390,321,066 | 229,710,212 |
| 53 Polk | 0 | 29,871,356 | 29,074,461 | 29,757,994 | 2,162,708 | 1,453,190 | 768,887,846 | 183,679,745 | 585,208,101 |
| 54 Putnam | 0 | 2,626,340 | 2,963,101 | 2,573,513 | 192,592 | 603,610 | 70,456,914 | 19,033,651 | 51,423,263 |
| 55 St. Johns | 0 | 13,362,729 | 9,958,997 | 13,624,345 | 927,300 | 0 | 327,493,940 | 137,653,914 | 189,840,026 |
| 56 St. Lucie | 0 | 11,166,171 | 11,259,143 | 12,144,476 | 863,111 | 566,320 | 305,090,178 | 108,743,455 | 196,346,723 |
| 57 Santa Rosa | 0 | 8,422,461 | 8,219,727 | 8,047,281 | 554,157 | 0 | 207,627,894 | 51,451,157 | 156,176,737 |
| 58 Sarasota | 0 | 8,817,211 | 9,242,612 | 12,682,244 | 853,789 | 0 | 305,514,146 | 274,970,313 | 30,543,833 |
| 59 Seminole | 0 | 15,339,549 | 16,080,341 | 18,436,467 | 1,276,728 | 300,455 | 453,282,580 | 154,586,330 | 298,696,250 |
| 60 Sumter | 0 | 1,384,049 | 1,839,188 | 2,365,143 | 170,156 | 0 | 56,850,136 | 51,170,557 | 5,679,579 |
| 61 Suwannee | 0 | 1,495,129 | 1,272,356 | 1,504,871 | 114,362 | 0 | 41,347,876 | 8,522,231 | 32,825,645 |
| 62 Taylor | 0 | 788,551 | 570,430 | 666,388 | 49,522 | 38,330 | 18,619,831 | 6,266,934 | 12,352,897 |
| 63 Union | 0 | 672,242 | 503,642 | 568,822 | 43,041 | 0 | 16,812,721 | 1,204,405 | 15,608,316 |
| 64 Volusia | 0 | 13,156,376 | 16,889,816 | 16,858,112 | 1,197,079 | 761,145 | 417,599,196 | 176,698,110 | 240,901,086 |
| 65 Wakulla | 0 | 1,814,095 | 966,272 | 1,295,177 | 97,413 | 0 | 35,150,630 | 6,300,793 | 28,849,837 |
| 66 Walton | 0 | 3,117,833 | 2,312,046 | 2,947,047 | 212,311 | 0 | 71,612,064 | 64,441,797 | 7,170,267 |
| 67 Washington | 0 | 1,026,854 | 934,735 | 850,812 | 62,196 | 0 | 24,804,493 | 4,128,054 | 20,676,439 |
| 69 FAMU Lab School | 288,212 | 0 | 322,956 | 150,694 | 11,516 | 0 | 4,910,030 | 0 | 4,910,030 |
| 70 FAU - Palm Beach | 1,211,579 | 0 | 332,309 | 339,440 | 24,453 | 0 | 10,044,175 | 0 | 10,044,175 |
| 71 FAU - St. Lucie | 716,899 | 0 | 423,441 | 373,228 | 27,387 | 0 | 9,848,491 | 0 | 9,848,491 |
| 72 FSU Lab - Broward | 488,455 | 0 | 144,945 | 218,304 | 13,284 | 0 | 5,760,733 | 0 | 5,760,733 |
| 73 FSU Lab - Leon | 841,774 | 0 | 303,553 | 450,255 | 33,614 | 0 | 12,801,904 | 0 | 12,801,904 |
| 74 UF Lab School | 601,652 | 0 | 313,459 | 308,994 | 23,049 | 0 | 9,416,202 | 0 | 9,416,202 |
| 75 Virtual School | 32,225,020 | 0 | 0 | 12,812,439 | 0 | 0 | 298,079,937 | 0 | 298,079,937 |
| State | 36,373,591 | 515,009,084 | 719,314,907 | 800,000,000 | 54,143,375 | 24,383,050 | 19,509,798,375 | 8,852,197,815 | 10,657,600,560 |

2022-23 FEFP Conference Calculation
Prekindergarten through Grade 12 Funding Summary - Page 4

| District | Net State FEFP | Class Size Reduction Allocation | Total State Funding | Required Local Effort Taxes | 0.748 Discretionary Local Effort | Total Local Funding | Total State and Local Funding |
|----------------------|----------------|---------------------------------|---------------------|-----------------------------|----------------------------------|---------------------|-------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 125,665,051 | 28,292,856 | 153,957,907 | 70,071,331 | 14,735,270 | 84,806,601 | 238,764,508 |
| 2 Baker | 29,367,780 | 4,601,135 | 33,968,915 | 4,607,206 | 964,779 | 5,571,985 | 39,540,900 |
| 3 Bay | 95,412,420 | 26,502,538 | 121,914,958 | 78,516,847 | 16,318,589 | 94,835,436 | 216,750,394 |
| 4 Bradford | 16,825,095 | 2,767,975 | 19,593,070 | 4,398,570 | 908,876 | 5,307,446 | 24,900,516 |
| 5 Brevard | 298,638,356 | 73,472,986 | 372,111,342 | 194,393,089 | 40,514,358 | 234,907,447 | 607,018,789 |
| 6 Broward | 839,932,817 | 268,778,476 | 1,108,711,293 | 855,827,721 | 182,173,914 | 1,038,001,635 | 2,146,712,928 |
| 7 Calhoun | 14,026,794 | 1,863,728 | 15,890,522 | 1,836,742 | 373,034 | 2,209,776 | 18,100,298 |
| 8 Charlotte | 21,156,645 | 16,354,149 | 37,510,794 | 86,675,211 | 17,743,037 | 104,418,248 | 141,929,042 |
| 9 Citrus | 57,132,042 | 14,403,112 | 71,535,154 | 45,252,682 | 9,397,281 | 54,649,963 | 126,185,117 |
| 10 Clay | 211,526,754 | 37,661,135 | 249,187,889 | 51,174,379 | 10,939,821 | 62,114,200 | 311,302,089 |
| 11 Collier | 33,439,235 | 51,716,014 | 85,155,249 | 301,392,468 | 86,608,362 | 388,000,830 | 473,156,079 |
| 12 Columbia | 56,704,120 | 9,518,863 | 66,222,983 | 13,118,164 | 2,692,013 | 15,810,177 | 82,033,160 |
| 13 Dade | 874,621,231 | 353,847,031 | 1,228,468,262 | 1,381,967,906 | 278,778,855 | 1,660,746,761 | 2,889,215,023 |
| 14 DeSoto | 23,836,671 | 4,282,941 | 28,119,612 | 7,840,337 | 1,650,133 | 9,490,470 | 37,610,082 |
| 15 Dixie | 13,319,919 | 1,989,181 | 15,309,100 | 2,308,394 | 482,582 | 2,790,976 | 18,100,076 |
| 16 Duval | 564,371,666 | 132,716,781 | 697,088,447 | 318,142,576 | 66,490,821 | 384,633,397 | 1,081,721,844 |
| 17 Escambia | 169,210,223 | 37,657,781 | 206,868,004 | 87,863,628 | 17,961,737 | 105,825,365 | 312,693,369 |
| 18 Flagler | 41,166,072 | 12,712,788 | 53,878,860 | 45,305,037 | 9,289,520 | 54,594,557 | 108,473,417 |
| 19 Franklin | 756,012 | 1,063,538 | 1,819,550 | 6,803,652 | 1,969,478 | 8,773,130 | 10,592,680 |
| 20 Gadsden | 25,964,436 | 4,399,193 | 30,363,629 | 6,507,660 | 1,358,183 | 7,865,843 | 38,229,472 |
| 21 Gilchrist | 17,733,213 | 2,720,077 | 20,453,290 | 3,873,424 | 807,278 | 4,680,702 | 25,133,992 |
| 22 Glades | 9,588,781 | 1,638,710 | 11,227,491 | 3,054,213 | 637,253 | 3,691,466 | 14,918,957 |
| 23 Gulf | 4,149,439 | 1,800,156 | 5,949,595 | 8,652,423 | 1,748,720 | 10,401,143 | 16,350,738 |
| 24 Hamilton | 7,959,821 | 1,430,744 | 9,390,565 | 3,715,972 | 793,930 | 4,509,902 | 13,900,467 |
| 25 Hardee | 26,177,569 | 4,616,499 | 30,794,068 | 6,963,048 | 1,457,699 | 8,420,747 | 39,214,815 |
| 26 Hendry | 80,317,447 | 7,250,879 | 87,568,326 | 10,544,777 | 2,259,379 | 12,804,156 | 100,372,482 |
| 27 Hernando | 125,557,900 | 24,198,093 | 149,755,993 | 45,912,263 | 9,476,372 | 55,388,635 | 205,144,628 |
| 28 Highlands | 59,843,538 | 11,662,577 | 71,506,115 | 23,787,528 | 4,873,479 | 28,661,007 | 100,167,122 |
| 29 Hillsborough | 1,027,069,423 | 225,883,022 | 1,252,952,445 | 492,011,601 | 103,030,425 | 595,042,026 | 1,847,994,471 |
| 30 Holmes | 21,196,460 | 2,799,667 | 23,996,127 | 2,015,047 | 421,374 | 2,436,421 | 26,432,548 |
| 31 Indian River | 26,684,102 | 17,177,584 | 43,861,686 | 82,033,298 | 17,144,707 | 99,178,005 | 143,039,691 |
| 32 Jackson | 34,605,891 | 5,288,848 | 39,894,739 | 6,910,684 | 1,439,084 | 8,349,768 | 48,244,507 |
| 33 Jefferson | 3,555,050 | 750,547 | 4,305,597 | 2,808,234 | 596,750 | 3,404,984 | 7,710,581 |
| 34 Lafayette | 7,744,587 | 1,047,045 | 8,791,632 | 1,123,132 | 238,598 | 1,361,730 | 10,153,362 |
| 35 Lake | 205,798,797 | 46,437,055 | 252,235,852 | 107,896,930 | 22,493,563 | 130,390,493 | 382,626,345 |
| 36 Lee | 253,314,514 | 100,989,601 | 354,304,115 | 405,516,281 | 83,012,090 | 488,528,371 | 842,832,486 |
| 37 Leon | 146,442,039 | 32,020,590 | 178,462,629 | 75,677,672 | 15,932,142 | 91,609,814 | 270,072,443 |
| 38 Levy | 31,568,251 | 5,269,706 | 36,837,957 | 9,337,136 | 1,957,449 | 11,294,585 | 48,132,542 |
| 39 Liberty | 8,989,388 | 1,177,606 | 10,166,994 | 1,191,910 | 260,916 | 1,452,826 | 11,619,820 |
| 40 Madison | 13,862,232 | 2,166,895 | 16,029,127 | 3,130,104 | 660,829 | 3,790,933 | 19,820,060 |
| 41 Manatee | 146,639,660 | 50,982,207 | 197,621,867 | 181,493,461 | 37,501,964 | 218,995,425 | 416,617,292 |
| 42 Marion | 206,910,430 | 43,326,227 | 250,236,657 | 91,692,728 | 19,094,143 | 110,786,871 | 361,023,528 |
| 43 Martin | 29,572,786 | 19,633,780 | 49,206,566 | 95,538,633 | 19,978,445 | 115,517,078 | 164,723,644 |
| 44 Monroe | 5,947,988 | 9,276,700 | 15,224,688 | 53,431,223 | 24,854,823 | 78,286,046 | 93,510,734 |
| 45 Nassau | 40,440,935 | 12,626,816 | 53,067,751 | 44,398,042 | 9,237,757 | 53,635,799 | 106,703,550 |
| 46 Okaloosa | 134,806,565 | 32,447,396 | 167,253,961 | 86,279,283 | 17,532,438 | 103,811,721 | 271,065,682 |
| 47 Okeechobee | 30,134,546 | 6,009,800 | 36,144,346 | 13,936,080 | 2,922,396 | 16,858,476 | 53,002,822 |
| 48 Orange | 761,098,340 | 218,637,350 | 979,735,690 | 628,841,356 | 132,836,299 | 761,677,655 | 1,741,413,345 |
| 49 Osceola | 376,685,470 | 76,213,115 | 452,898,585 | 137,226,418 | 28,465,158 | 165,691,576 | 618,590,161 |
| 50 Palm Beach | 421,369,699 | 203,333,417 | 624,703,116 | 874,362,910 | 181,169,933 | 1,055,532,843 | 1,680,235,959 |
| 51 Pasco | 425,891,677 | 82,709,186 | 508,600,863 | 145,665,892 | 30,157,234 | 175,823,126 | 684,423,989 |
| 52 Pinellas | 229,710,212 | 96,035,247 | 325,745,459 | 390,321,066 | 82,149,735 | 472,470,801 | 798,216,260 |
| 53 Polk | 585,208,101 | 111,889,574 | 697,097,675 | 183,679,745 | 37,995,699 | 221,675,444 | 918,773,119 |
| 54 Putnam | 51,423,263 | 9,581,944 | 61,005,207 | 19,033,651 | 4,005,957 | 23,039,608 | 84,044,815 |
| 55 St. Johns | 189,840,026 | 49,354,306 | 239,194,332 | 137,653,914 | 28,801,434 | 166,455,348 | 405,649,680 |
| 56 St. Lucie | 196,346,723 | 44,849,756 | 241,196,479 | 108,743,455 | 22,816,299 | 131,559,754 | 372,756,233 |
| 57 Santa Rosa | 156,176,737 | 28,747,372 | 184,924,109 | 51,451,157 | 10,546,853 | 61,998,010 | 246,922,119 |
| 58 Sarasota | 30,543,833 | 46,555,281 | 77,099,114 | 274,970,313 | 58,414,596 | 333,384,909 | 410,484,023 |
| 59 Seminole | 298,696,250 | 66,862,941 | 365,559,191 | 154,586,330 | 32,608,735 | 187,195,065 | 552,754,256 |
| 60 Sumter | 5,679,579 | 8,730,716 | 14,410,295 | 51,170,557 | 13,063,337 | 64,233,894 | 78,644,189 |
| 61 Suwannee | 32,825,645 | 5,522,094 | 38,347,739 | 8,522,231 | 1,729,416 | 10,251,647 | 48,599,386 |
| 62 Taylor | 12,352,897 | 2,409,171 | 14,762,068 | 6,266,934 | 1,329,835 | 7,596,769 | 22,358,837 |
| 63 Union | 15,608,316 | 2,126,554 | 17,734,870 | 1,204,405 | 246,079 | 1,450,484 | 19,185,354 |
| 64 Volusia | 240,901,086 | 61,376,043 | 302,277,129 | 176,698,110 | 37,001,732 | 213,699,842 | 515,976,971 |
| 65 Wakulla | 28,849,837 | 4,925,746 | 33,775,583 | 6,300,793 | 1,289,818 | 7,590,611 | 41,366,194 |
| 66 Walton | 7,170,267 | 10,954,317 | 18,124,584 | 64,441,797 | 20,839,803 | 85,281,600 | 103,406,184 |
| 67 Washington | 20,676,439 | 3,152,721 | 23,829,160 | 4,128,054 | 839,300 | 4,967,354 | 28,796,514 |
| 69 FAMU Lab School | 4,910,030 | 576,850 | 5,486,880 | 0 | 0 | 0 | 5,486,880 |
| 70 FAU - Palm Beach | 10,044,175 | 1,293,887 | 11,338,062 | 0 | 0 | 0 | 11,338,062 |
| 71 FAU - St. Lucie | 9,848,491 | 1,437,920 | 11,286,411 | 0 | 0 | 0 | 11,286,411 |
| 72 FSU Lab - Broward | 5,760,733 | 740,919 | 6,501,652 | 0 | 0 | 0 | 6,501,652 |
| 73 FSU Lab - Leon | 12,801,904 | 1,673,782 | 14,475,686 | 0 | 0 | 0 | 14,475,686 |
| 74 UF Lab School | 9,416,202 | 1,150,289 | 10,566,491 | 0 | 0 | 0 | 10,566,491 |
| 75 Virtual School | 298,079,937 | 0 | 298,079,937 | 0 | 0 | 0 | 298,079,937 |
| State | 10,657,600,560 | 2,896,071,526 | 13,553,672,086 | 8,852,197,815 | 1,888,021,898 | 10,740,219,713 | 24,293,891,799 |

2022-23 FEFP Conference Calculation
Unweighted FTE by Program

| District | Group 1 | | | | | | Group 1 Total | 130 | 254 | 255 | 300 | Group 2 Total | Grand Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|----------|--------|----------|------------------|----------------|
| | 101 | 102 | 103 | 111 | 112 | 113 | | | | | | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- | -11- | -12- | -13- |
| 1 Alachua | 7,530.39 | 7,641.60 | 6,606.70 | 1,992.65 | 3,764.82 | 1,469.32 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,346.12 | 1,480.86 | 877.97 | 241.28 | 317.06 | 195.18 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 6,135.22 | 7,697.45 | 5,613.26 | 1,627.42 | 2,049.05 | 1,106.18 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 754.72 | 810.70 | 456.74 | 250.11 | 367.98 | 191.49 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 17,306.12 | 20,393.64 | 14,844.04 | 4,861.82 | 8,396.12 | 5,901.52 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 55,171.79 | 73,023.57 | 56,708.37 | 13,123.56 | 22,281.21 | 15,515.71 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 462.16 | 622.53 | 426.90 | 185.19 | 154.28 | 124.29 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 3,765.76 | 4,338.30 | 3,963.39 | 1,075.96 | 1,673.50 | 1,038.94 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 4,167.61 | 4,722.89 | 3,540.66 | 867.62 | 1,347.26 | 616.77 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 8,368.91 | 9,935.45 | 9,135.89 | 3,094.85 | 4,717.45 | 2,221.49 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 9,431.02 | 12,782.00 | 10,155.04 | 2,231.80 | 4,296.03 | 3,175.36 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 2,912.28 | 3,122.95 | 1,902.25 | 655.17 | 781.57 | 469.39 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 66,906.76 | 88,154.53 | 70,285.66 | 20,058.93 | 37,296.73 | 24,706.19 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,064.67 | 1,537.16 | 873.87 | 242.64 | 322.73 | 192.99 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 487.80 | 659.94 | 400.66 | 218.78 | 151.21 | 141.91 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 35,596.61 | 36,800.06 | 25,568.49 | 7,760.05 | 13,178.72 | 8,016.04 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 10,151.92 | 10,808.55 | 7,402.00 | 2,339.59 | 3,728.23 | 2,768.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,110.83 | 4,080.20 | 3,333.96 | 641.53 | 1,052.45 | 792.55 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 322.59 | 353.52 | 174.98 | 72.52 | 122.41 | 60.54 | 1,108.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,224.22 | 1,417.16 | 969.19 | 255.36 | 324.16 | 217.16 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 669.69 | 821.55 | 498.65 | 281.88 | 254.88 | 140.15 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 435.88 | 667.98 | 220.34 | 117.54 | 150.30 | 49.56 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 465.99 | 536.29 | 442.07 | 90.18 | 168.40 | 103.08 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 387.44 | 520.95 | 381.28 | 58.19 | 79.01 | 70.99 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,247.44 | 1,498.13 | 1,006.55 | 240.82 | 316.10 | 256.90 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,187.40 | 4,400.94 | 3,087.60 | 452.81 | 850.49 | 613.95 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 6,033.87 | 7,771.95 | 5,657.37 | 1,736.44 | 1,979.79 | 1,356.79 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,169.84 | 3,691.64 | 2,634.31 | 806.78 | 1,011.90 | 664.97 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 51,737.67 | 63,075.73 | 49,452.01 | 12,661.11 | 20,872.81 | 9,082.68 | 206,882.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 901.94 | 997.17 | 671.44 | 145.39 | 178.72 | 154.27 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 3,898.60 | 4,970.45 | 3,883.48 | 993.61 | 1,459.76 | 956.52 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,493.13 | 1,753.17 | 1,087.22 | 464.97 | 389.14 | 209.06 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 202.62 | 211.34 | 156.33 | 44.59 | 85.04 | 39.00 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 265.13 | 301.63 | 198.13 | 96.28 | 118.54 | 74.65 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 12,056.39 | 14,246.71 | 10,082.06 | 2,754.49 | 3,835.88 | 2,842.29 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 21,839.04 | 28,069.63 | 20,956.64 | 3,621.31 | 6,809.49 | 5,699.78 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 8,579.69 | 9,782.73 | 7,185.09 | 2,446.03 | 2,849.29 | 1,763.21 | 32,606.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,497.72 | 1,609.52 | 965.27 | 464.14 | 495.79 | 331.87 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 322.25 | 368.26 | 247.95 | 107.66 | 96.57 | 53.72 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 613.55 | 754.98 | 492.26 | 158.92 | 158.53 | 140.61 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 11,522.74 | 14,208.71 | 10,574.71 | 3,122.66 | 4,478.03 | 3,228.19 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 11,043.05 | 12,772.69 | 9,095.90 | 2,382.81 | 3,590.07 | 2,678.86 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,562.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 1,842.47 | 2,262.16 | 1,678.37 | 570.41 | 915.35 | 589.54 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 3,323.48 | 4,079.77 | 2,645.76 | 757.85 | 923.15 | 743.34 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 8,408.48 | 9,568.47 | 7,081.12 | 1,919.45 | 2,877.45 | 1,513.10 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 702.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,456.16 | 1,569.20 | 1,189.19 | 442.66 | 802.85 | 529.37 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 45,761.54 | 58,899.63 | 45,931.68 | 7,083.20 | 16,081.61 | 11,528.13 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 16,227.01 | 22,221.88 | 17,126.23 | 2,902.87 | 5,622.13 | 4,162.69 | 68,262.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 37,952.65 | 50,407.38 | 43,392.92 | 11,656.51 | 18,165.96 | 9,486.24 | 171,061.66 | 17,827.85 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 20,915.09 | 25,040.03 | 18,068.54 | 4,046.62 | 7,591.46 | 4,706.96 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 21,033.01 | 24,644.39 | 22,571.93 | 6,745.30 | 10,193.75 | 3,999.63 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 26,301.80 | 31,982.08 | 23,421.90 | 5,679.21 | 10,672.57 | 7,335.21 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 2,631.70 | 2,744.34 | 1,709.79 | 697.07 | 1,179.97 | 675.94 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 11,662.19 | 14,257.83 | 10,478.84 | 2,838.29 | 5,567.49 | 3,747.75 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 10,445.94 | 13,602.81 | 11,149.90 | 1,960.56 | 3,341.83 | 2,126.09 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 7,382.37 | 9,463.64 | 7,348.42 | 1,501.39 | 2,466.32 | 1,779.63 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 9,480.91 | 11,846.17 | 9,741.46 | 3,078.37 | 5,341.84 | 3,120.52 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 15,941.53 | 18,307.24 | 14,534.50 | 4,117.66 | 7,852.18 | 4,920.00 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,281.69 | 2,660.32 | 1,714.44 | 540.97 | 824.31 | 534.35 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 569.97 | 9,126.05 |
| 61 Suwannee | 1,594.15 | 1,834.51 | 1,328.39 | 314.38 | 458.11 | 352.89 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 742.92 | 795.77 | 471.25 | 203.16 | 265.32 | 116.34 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 15,469.84 | 18,253.37 | 12,716.36 | 3,854.89 | 6,047.43 | 4,583.80 | 60,925.69 | 1,9 | | | | | |

2022-23 FEFP Conference Calculation
Unweighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|--------------------------------------|--------------------------------------|---------------------------------------|------------------|--|--------------------------|-------------------------|----------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,523.04 | 11,406.42 | 8,076.02 | 29,005.48 | 587.08 | 42.24 | 8.22 | 529.35 | 1,166.89 | 30,172.37 |
| 2 Baker | 1,587.40 | 1,797.92 | 1,073.15 | 4,458.47 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,837.86 |
| 3 Bay | 7,762.64 | 9,746.50 | 6,719.44 | 24,228.58 | 754.65 | 641.03 | 96.75 | 558.14 | 2,050.57 | 26,279.15 |
| 4 Bradford | 1,004.83 | 1,178.68 | 648.23 | 2,831.74 | 2.71 | 16.14 | 1.64 | 111.59 | 132.08 | 2,963.82 |
| 5 Brevard | 22,167.94 | 28,789.76 | 20,745.56 | 71,703.26 | 1,459.72 | 599.08 | 75.68 | 1,511.77 | 3,646.25 | 75,349.51 |
| 6 Broward | 68,295.35 | 95,304.78 | 72,224.08 | 235,824.21 | 19,397.74 | 1,672.64 | 515.33 | 6,211.55 | 27,797.26 | 263,621.47 |
| 7 Calhoun | 647.35 | 776.81 | 551.19 | 1,975.35 | 3.20 | 24.39 | 2.86 | 79.73 | 110.18 | 2,085.53 |
| 8 Charlotte | 4,841.72 | 6,011.80 | 5,002.33 | 15,855.85 | 290.13 | 164.56 | 16.87 | 449.43 | 920.99 | 16,776.84 |
| 9 Citrus | 5,035.23 | 6,070.15 | 4,157.43 | 15,262.81 | 88.30 | 90.35 | 4.94 | 509.04 | 692.63 | 15,955.44 |
| 10 Clay | 11,463.76 | 14,652.90 | 11,357.38 | 37,474.04 | 643.35 | 288.25 | 30.59 | 1,081.12 | 2,043.31 | 39,517.35 |
| 11 Collier | 11,662.82 | 17,078.03 | 13,330.40 | 42,071.25 | 4,757.79 | 642.46 | 88.37 | 975.04 | 6,463.66 | 48,534.91 |
| 12 Columbia | 3,567.45 | 3,904.52 | 2,371.64 | 9,843.61 | 62.18 | 41.87 | 1.58 | 424.67 | 530.30 | 10,373.91 |
| 13 Dade | 86,965.69 | 125,451.26 | 94,991.85 | 307,408.80 | 33,475.95 | 2,368.71 | 282.41 | 7,259.54 | 43,386.61 | 350,795.41 |
| 14 DeSoto | 1,307.31 | 1,859.89 | 1,066.86 | 4,234.06 | 213.71 | 4.15 | 0.23 | 138.59 | 356.68 | 4,590.74 |
| 15 Dixie | 706.58 | 811.15 | 542.57 | 2,060.30 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,174.07 |
| 16 Duval | 43,356.66 | 49,978.78 | 33,584.53 | 126,919.97 | 5,076.48 | 933.31 | 189.85 | 1,748.46 | 7,948.10 | 134,868.07 |
| 17 Escambia | 12,491.51 | 14,536.78 | 10,170.80 | 37,199.09 | 513.29 | 158.28 | 106.56 | 1,185.82 | 1,963.95 | 39,163.04 |
| 18 Flagler | 3,752.36 | 5,132.65 | 4,126.51 | 13,011.52 | 252.56 | 64.38 | 22.28 | 319.24 | 658.46 | 13,669.98 |
| 19 Franklin | 395.11 | 475.93 | 235.52 | 1,106.56 | 22.75 | 13.27 | 1.13 | 33.67 | 70.82 | 1,177.38 |
| 20 Gadsden | 1,479.58 | 1,741.32 | 1,186.35 | 4,407.25 | 155.31 | 34.60 | 4.14 | 81.14 | 275.19 | 4,682.44 |
| 21 Gilchrist | 951.57 | 1,076.43 | 638.80 | 2,666.80 | 49.05 | 46.28 | 4.15 | 90.80 | 190.28 | 2,857.08 |
| 22 Glades | 553.42 | 818.28 | 269.90 | 1,641.60 | 38.24 | 5.24 | 2.27 | 19.48 | 65.23 | 1,706.83 |
| 23 Gulf | 556.17 | 704.69 | 545.15 | 1,806.01 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,882.38 |
| 24 Hamilton | 445.63 | 599.96 | 452.27 | 1,497.86 | 86.55 | 3.66 | 3.69 | 57.61 | 151.51 | 1,649.37 |
| 25 Hardee | 1,488.26 | 1,814.23 | 1,263.45 | 4,565.94 | 200.40 | 15.63 | 0.73 | 144.23 | 360.99 | 4,926.93 |
| 26 Hendry | 3,640.21 | 5,251.43 | 3,701.55 | 12,593.19 | 558.02 | 31.81 | 17.86 | 570.52 | 1,178.21 | 13,771.40 |
| 27 Hernando | 7,770.31 | 9,751.74 | 7,014.16 | 24,536.21 | 346.69 | 202.71 | 60.49 | 515.67 | 1,125.56 | 25,661.77 |
| 28 Highlands | 3,976.62 | 4,703.54 | 3,299.28 | 11,979.44 | 318.38 | 42.74 | 14.41 | 380.20 | 755.73 | 12,735.17 |
| 29 Hillsborough | 64,398.78 | 83,948.54 | 58,534.69 | 206,882.01 | 14,347.18 | 1,979.77 | 284.85 | 5,898.64 | 22,510.44 | 229,392.45 |
| 30 Holmes | 1,047.33 | 1,175.89 | 825.71 | 3,048.93 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,159.29 |
| 31 Indian River | 4,892.21 | 6,430.21 | 4,840.00 | 16,162.42 | 569.25 | 113.82 | 37.08 | 433.04 | 1,153.19 | 17,315.61 |
| 32 Jackson | 1,958.10 | 2,142.31 | 1,296.28 | 5,396.69 | 45.48 | 76.69 | 3.55 | 218.40 | 344.12 | 5,740.81 |
| 33 Jefferson | 247.21 | 296.38 | 195.33 | 738.92 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 794.98 |
| 34 Lafayette | 361.41 | 420.17 | 272.78 | 1,054.36 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,157.91 |
| 35 Lake | 14,810.88 | 18,082.59 | 12,924.35 | 45,817.82 | 1,220.79 | 299.40 | 20.77 | 1,377.98 | 2,918.94 | 48,736.76 |
| 36 Lee | 25,460.35 | 34,879.12 | 26,656.42 | 86,995.89 | 9,771.81 | 677.36 | 69.97 | 2,393.02 | 12,912.16 | 99,908.05 |
| 37 Leon | 11,025.72 | 12,632.02 | 8,948.30 | 32,606.04 | 473.10 | 175.25 | 18.60 | 602.43 | 1,269.38 | 33,875.42 |
| 38 Levy | 1,961.86 | 2,105.31 | 1,297.14 | 5,364.31 | 113.20 | 11.43 | 6.18 | 192.00 | 322.81 | 5,687.12 |
| 39 Liberty | 429.91 | 464.83 | 301.67 | 1,196.41 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,291.55 |
| 40 Madison | 772.47 | 913.51 | 632.87 | 2,318.85 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,422.76 |
| 41 Manatee | 14,645.40 | 18,684.74 | 13,802.90 | 47,133.04 | 3,256.84 | 195.68 | 81.44 | 1,070.07 | 4,604.03 | 51,737.07 |
| 42 Marion | 13,425.86 | 16,362.76 | 11,774.76 | 41,563.38 | 1,483.54 | 730.43 | 117.80 | 1,466.73 | 3,798.50 | 45,361.88 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,412.88 | 3,177.51 | 2,267.91 | 7,858.30 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,817.22 |
| 45 Nassau | 4,081.33 | 5,002.92 | 3,389.10 | 12,473.35 | 123.61 | 67.86 | 7.80 | 432.02 | 631.29 | 13,104.64 |
| 46 Okaloosa | 10,327.93 | 12,445.92 | 8,594.22 | 31,368.07 | 1,010.27 | 251.03 | 49.16 | 702.51 | 2,012.97 | 33,381.04 |
| 47 Okeechobee | 1,898.82 | 2,372.05 | 1,718.56 | 5,989.43 | 360.49 | 7.35 | 1.61 | 194.55 | 564.00 | 6,553.43 |
| 48 Orange | 52,844.74 | 74,981.24 | 57,459.81 | 185,285.79 | 21,738.86 | 3,306.73 | 446.47 | 3,775.75 | 29,267.81 | 214,553.60 |
| 49 Osceola | 19,129.88 | 27,844.01 | 21,288.92 | 68,262.81 | 8,208.66 | 417.78 | 104.85 | 1,758.16 | 10,489.45 | 78,752.26 |
| 50 Palm Beach | 49,609.16 | 68,573.34 | 52,879.16 | 171,061.66 | 17,827.65 | 1,157.16 | 339.21 | 4,177.81 | 23,501.83 | 194,563.49 |
| 51 Pasco | 24,961.71 | 32,631.49 | 22,775.50 | 80,368.70 | 2,266.55 | 1,017.21 | 141.30 | 1,756.99 | 5,182.05 | 85,550.75 |
| 52 Pinellas | 27,778.31 | 34,838.14 | 26,571.56 | 89,188.01 | 2,958.36 | 880.66 | 172.82 | 2,791.24 | 6,803.08 | 95,991.09 |
| 53 Polk | 31,981.01 | 42,654.65 | 30,757.11 | 105,392.77 | 6,863.81 | 415.15 | 396.41 | 3,116.30 | 10,791.67 | 116,184.44 |
| 54 Putnam | 3,328.77 | 3,924.31 | 2,385.73 | 9,638.81 | 373.22 | 16.03 | 5.05 | 329.14 | 723.44 | 10,362.25 |
| 55 St. Johns | 14,500.48 | 19,825.32 | 14,226.59 | 48,552.39 | 316.29 | 425.04 | 86.39 | 817.95 | 1,645.67 | 50,198.06 |
| 56 St. Lucie | 12,406.50 | 16,944.64 | 13,275.99 | 42,627.13 | 2,464.57 | 108.22 | 16.53 | 1,164.84 | 3,754.16 | 46,381.29 |
| 57 Santa Rosa | 8,883.76 | 11,929.96 | 9,128.05 | 29,941.77 | 178.19 | 390.27 | 59.52 | 605.40 | 1,233.38 | 31,175.15 |
| 58 Sarasota | 12,559.28 | 17,188.01 | 12,861.98 | 42,609.27 | 1,642.28 | 471.20 | 91.78 | 823.25 | 3,028.51 | 45,637.78 |
| 59 Seminole | 20,059.19 | 26,159.42 | 19,454.50 | 65,673.11 | 2,241.80 | 281.42 | 39.02 | 1,666.51 | 4,228.75 | 69,901.86 |
| 60 Sumter | 2,822.66 | 3,484.63 | 2,248.79 | 8,556.08 | 189.30 | 54.46 | 1.55 | 324.66 | 569.97 | 9,126.05 |
| 61 Suwannee | 1,908.53 | 2,292.62 | 1,681.28 | 5,882.43 | 210.80 | 2.00 | 0.00 | 200.18 | 412.98 | 6,295.41 |
| 62 Taylor | 946.08 | 1,061.09 | 587.59 | 2,594.76 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,658.49 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,324.73 | 24,300.80 | 17,300.16 | 60,925.69 | 1,991.78 | 576.45 | 34.27 | 2,135.58 | 4,738.08 | 65,663.77 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,357.78 | 5,045.38 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,184.76 |
| 66 Walton | 3,656.35 | 4,134.56 | 2,989.54 | 10,780.45 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,400.62 |
| 67 Washington | 1,098.61 | 1,219.19 | 895.75 | 3,213.55 | 12.02 | 37.56 | 14.86 | 67.92 | 132.36 | 3,345.91 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 690.02 | 565.54 | 1,698.16 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,789.79 |
| 74 UF Lab School | 217.70 | 517.23 | 479.37 | 1,214.30 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,231.96 |
| 75 Virtual School | 6,838.72 | 14,987.58 | 27,917.75 | 49,744.05 | 85.00 | 0.00 | 0.00 | 1,093.03 | 1,178.03 | 50,922.08 |
| State | 815,650.91 | 1,084,654.39 | 813,275.65 | 2,713,580.95 | 174,420.14 | 22,570.32 | 4,396.03 | 68,497.20 | 269,883.69 | 2,983,464.64 |

2022-23 FEFP Conference Calculation
 - Nonvirtual Unweighted FTE by Program

| District | Group 1 | | | | | | Group 1 Total | Group 2 | | | | Group 2 Total | Grand Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|----------|--------|----------|------------------|----------------|
| | 101 | 102 | 103 | 111 | 112 | 113 | | 130 | 254 | 255 | 300 | | |
| 1 Alachua | 7,387.12 | 7,494.49 | 6,340.31 | 1,975.28 | 3,718.75 | 1,431.17 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 |
| 2 Baker | 1,345.26 | 1,480.86 | 877.24 | 241.28 | 317.06 | 195.18 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 |
| 3 Bay | 6,087.04 | 7,606.73 | 5,504.02 | 1,620.26 | 2,027.22 | 1,085.25 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 |
| 4 Bradford | 749.76 | 804.79 | 438.85 | 248.49 | 366.30 | 187.27 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 |
| 5 Brevard | 17,171.85 | 20,194.65 | 14,414.75 | 4,838.10 | 8,316.07 | 5,778.86 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 |
| 6 Broward | 54,976.58 | 72,676.36 | 56,382.03 | 13,098.90 | 22,193.32 | 15,464.41 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 |
| 7 Calhoun | 453.34 | 603.80 | 394.21 | 181.25 | 148.47 | 114.15 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 |
| 8 Charlotte | 3,748.05 | 4,289.31 | 3,847.81 | 1,072.11 | 1,663.22 | 1,026.36 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 |
| 9 Citrus | 4,105.36 | 4,599.04 | 3,439.04 | 838.82 | 1,311.89 | 592.12 | 14,866.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 |
| 10 Clay | 8,327.58 | 9,810.40 | 8,659.29 | 3,089.39 | 4,651.93 | 2,157.64 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 |
| 11 Collier | 9,316.99 | 12,624.82 | 10,079.08 | 2,205.32 | 4,238.20 | 3,137.45 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 |
| 12 Columbia | 2,889.69 | 3,081.94 | 1,834.32 | 649.37 | 772.86 | 454.81 | 9,682.99 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 |
| 13 Dade | 66,017.93 | 86,814.00 | 69,455.51 | 19,908.47 | 36,999.44 | 24,538.53 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 |
| 14 DeSoto | 1,049.66 | 1,516.89 | 854.21 | 240.97 | 320.17 | 192.20 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 |
| 15 Dixie | 484.26 | 654.28 | 396.79 | 218.78 | 151.21 | 141.24 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 |
| 16 Duval | 34,801.77 | 35,674.15 | 24,655.22 | 7,628.07 | 12,828.23 | 7,746.66 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 |
| 17 Escambia | 10,100.23 | 10,730.04 | 7,245.43 | 2,332.89 | 3,709.30 | 2,730.30 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 |
| 18 Flagler | 3,071.68 | 3,996.43 | 3,265.07 | 632.99 | 1,031.79 | 780.04 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 |
| 19 Franklin | 320.99 | 337.91 | 154.44 | 71.45 | 116.88 | 55.17 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 |
| 20 Gadsden | 1,219.54 | 1,403.31 | 956.25 | 253.75 | 323.63 | 214.88 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 |
| 21 Gilchrist | 667.55 | 814.08 | 465.97 | 281.22 | 252.79 | 132.56 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 |
| 22 Glades | 434.38 | 662.23 | 216.17 | 117.54 | 150.30 | 48.64 | 1,629.29 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 |
| 23 Gulf | 465.99 | 535.09 | 429.83 | 90.18 | 167.40 | 100.73 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 |
| 24 Hamilton | 378.28 | 505.88 | 361.37 | 58.19 | 77.52 | 69.79 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 |
| 25 Hardee | 1,243.20 | 1,491.10 | 978.56 | 240.82 | 316.10 | 251.65 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 |
| 26 Hendry | 1,652.74 | 2,123.12 | 1,699.08 | 277.62 | 441.86 | 387.51 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 |
| 27 Hernando | 6,018.84 | 7,585.02 | 5,423.16 | 1,736.44 | 1,964.57 | 1,321.26 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 |
| 28 Highlands | 3,132.05 | 3,598.80 | 2,472.35 | 801.49 | 992.49 | 637.89 | 11,835.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 |
| 29 Hillsborough | 49,731.19 | 60,708.21 | 47,520.08 | 12,549.87 | 20,591.12 | 8,966.19 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 |
| 30 Holmes | 896.98 | 976.05 | 639.19 | 145.39 | 171.39 | 145.23 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 |
| 31 Indian River | 3,872.62 | 4,931.89 | 3,833.66 | 993.61 | 1,448.57 | 945.31 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 |
| 32 Jackson | 1,479.02 | 1,730.42 | 1,068.88 | 464.04 | 379.67 | 205.14 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 |
| 33 Jefferson | 202.62 | 210.34 | 151.43 | 44.59 | 85.04 | 38.54 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 |
| 34 Lafayette | 265.13 | 301.63 | 195.70 | 96.28 | 118.54 | 74.26 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 |
| 35 Lake | 11,941.08 | 14,012.30 | 9,772.15 | 2,734.05 | 3,770.42 | 2,771.90 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 |
| 36 Lee | 21,723.42 | 27,699.04 | 20,626.54 | 3,602.69 | 6,714.03 | 5,633.83 | 85,999.55 | 9,742.95 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 |
| 37 Leon | 8,408.85 | 9,595.69 | 7,058.82 | 2,417.86 | 2,797.00 | 1,738.26 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 |
| 38 Levy | 1,485.32 | 1,590.48 | 944.80 | 464.14 | 493.42 | 328.93 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 |
| 39 Liberty | 322.25 | 365.83 | 239.03 | 107.11 | 96.42 | 53.72 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 |
| 40 Madison | 608.59 | 750.70 | 491.72 | 157.74 | 158.27 | 140.61 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 |
| 41 Manatee | 11,495.22 | 14,174.75 | 10,490.48 | 3,114.25 | 4,467.86 | 3,213.60 | 46,958.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 |
| 42 Marion | 10,950.69 | 12,560.49 | 8,694.12 | 2,368.77 | 3,564.32 | 2,626.98 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 |
| 43 Martin | 3,645.82 | 5,424.23 | 4,462.35 | 1,132.07 | 1,562.09 | 762.61 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 1,839.24 | 2,249.91 | 1,650.65 | 569.22 | 913.67 | 580.10 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 |
| 45 Nassau | 3,296.75 | 4,020.33 | 2,581.09 | 751.90 | 904.95 | 725.69 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 |
| 46 Okaloosa | 8,379.06 | 9,477.96 | 6,639.95 | 1,916.22 | 2,849.12 | 1,430.37 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 |
| 47 Okeechobee | 1,433.49 | 1,541.03 | 1,148.25 | 438.56 | 790.04 | 506.53 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 |
| 48 Orange | 45,151.84 | 57,882.67 | 43,688.06 | 7,031.88 | 15,847.51 | 11,122.55 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 |
| 49 Osceola | 15,704.14 | 21,636.38 | 16,746.97 | 2,850.35 | 5,505.76 | 4,105.98 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 |
| 50 Palm Beach | 37,775.03 | 50,195.75 | 43,201.75 | 11,633.18 | 18,085.14 | 9,457.20 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 |
| 51 Pasco | 20,653.59 | 24,495.11 | 17,084.94 | 4,012.26 | 7,440.07 | 4,517.95 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 |
| 52 Pinellas | 20,979.10 | 24,553.11 | 22,460.27 | 6,683.39 | 10,075.26 | 3,904.03 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 |
| 53 Polk | 26,090.29 | 31,649.05 | 23,119.27 | 5,649.44 | 10,572.94 | 7,248.95 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 |
| 54 Putnam | 2,614.58 | 2,718.51 | 1,663.64 | 688.34 | 1,172.23 | 668.13 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 |
| 55 St. Johns | 11,570.59 | 13,959.94 | 10,108.32 | 2,831.09 | 5,516.29 | 3,715.74 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 |
| 56 St. Lucie | 10,360.98 | 13,435.78 | 11,009.23 | 1,945.07 | 3,318.45 | 2,109.13 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 |
| 57 Santa Rosa | 7,111.53 | 8,958.97 | 6,693.67 | 1,465.19 | 2,375.59 | 1,666.19 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 |
| 58 Sarasota | 9,465.90 | 11,826.85 | 9,608.03 | 3,076.94 | 5,332.94 | 3,093.52 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 |
| 59 Seminole | 15,654.42 | 17,758.92 | 13,854.74 | 4,074.90 | 7,654.10 | 4,739.01 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 |
| 60 Sumter | 2,274.00 | 2,643.54 | 1,674.18 | 540.21 | 821.82 | 531.60 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 |
| 61 Suwannee | 1,567.83 | 1,780.15 | 1,234.88 | 312.51 | 444.46 | 336.33 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 |
| 62 Taylor | 741.85 | 792.72 | 456.51 | 203.16 | 263.71 | 113.43 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 |
| 63 Union | 669.78 | 672.76 | 334.81 | 164.48 | 218.36 | 137.78 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.20 | 2,290.27 |
| 64 Volusia | 15,242.53 | 17,691.47 | 12,035.82 | 3,811.48 | 5,846.17 | 4,398.09 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 |
| 65 Wakulla | | | | | | | | | | | | | |

2022-23 FEFP Conference Calculation
Nonvirtual Unweighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Subtotal Group 2 | Total Unweighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------|------------------------------------|----------------------|---------------------|------------------------------|------------------|----------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 9,362.40 | 11,213.24 | 7,771.48 | 28,347.12 | 584.13 | 42.13 | 8.22 | 528.77 | 1,163.25 | 29,510.37 |
| 2 Baker | 1,586.54 | 1,797.92 | 1,072.42 | 4,456.88 | 8.40 | 22.80 | 2.65 | 345.54 | 379.39 | 4,836.27 |
| 3 Bay | 7,707.30 | 9,633.95 | 6,589.27 | 23,930.52 | 752.21 | 640.17 | 96.75 | 553.29 | 2,042.42 | 25,972.94 |
| 4 Bradford | 998.25 | 1,171.09 | 626.12 | 2,795.46 | 2.71 | 16.14 | 1.46 | 111.59 | 131.90 | 2,927.36 |
| 5 Brevard | 22,009.95 | 28,510.72 | 20,193.61 | 70,714.28 | 1,458.20 | 599.08 | 75.68 | 1,504.58 | 3,637.54 | 74,351.82 |
| 6 Broward | 68,075.48 | 94,869.68 | 71,846.44 | 234,791.60 | 19,397.74 | 1,672.64 | 515.33 | 6,204.64 | 27,790.35 | 262,581.95 |
| 7 Calhoun | 634.59 | 752.27 | 508.36 | 1,895.22 | 3.20 | 23.68 | 2.34 | 78.56 | 107.78 | 2,003.00 |
| 8 Charlotte | 4,820.16 | 5,952.53 | 4,874.17 | 15,646.86 | 290.13 | 164.56 | 16.87 | 448.09 | 919.65 | 16,566.51 |
| 9 Citrus | 4,944.18 | 5,910.93 | 4,031.16 | 14,886.27 | 82.82 | 90.35 | 4.94 | 498.50 | 676.61 | 15,562.88 |
| 10 Clay | 11,416.97 | 14,462.33 | 10,816.93 | 36,696.23 | 643.35 | 286.22 | 30.22 | 1,056.91 | 2,016.70 | 38,712.93 |
| 11 Collier | 11,522.31 | 16,863.02 | 13,216.53 | 41,601.86 | 4,743.02 | 640.46 | 88.37 | 963.22 | 6,435.07 | 48,036.93 |
| 12 Columbia | 3,539.06 | 3,854.80 | 2,289.13 | 9,682.99 | 62.18 | 41.87 | 1.58 | 422.53 | 528.16 | 10,211.15 |
| 13 Dade | 85,926.40 | 123,813.44 | 93,994.04 | 303,733.88 | 33,425.54 | 2,328.32 | 268.98 | 7,248.34 | 43,271.18 | 347,005.06 |
| 14 DeSoto | 1,290.63 | 1,837.06 | 1,046.41 | 4,174.10 | 210.82 | 4.15 | 0.23 | 136.21 | 351.41 | 4,525.51 |
| 15 Dixie | 703.04 | 805.49 | 538.03 | 2,046.56 | 12.35 | 12.94 | 1.50 | 86.98 | 113.77 | 2,160.33 |
| 16 Duval | 42,429.84 | 48,502.38 | 32,401.88 | 123,334.10 | 5,053.84 | 932.10 | 189.85 | 1,708.96 | 7,884.75 | 131,218.85 |
| 17 Escambia | 12,433.12 | 14,439.34 | 9,975.73 | 36,848.19 | 511.66 | 158.28 | 106.56 | 1,180.62 | 1,957.12 | 38,805.31 |
| 18 Flagler | 3,704.67 | 5,028.22 | 4,045.11 | 12,778.00 | 251.26 | 64.38 | 22.28 | 319.06 | 656.98 | 13,434.98 |
| 19 Franklin | 392.44 | 454.79 | 209.61 | 1,056.84 | 22.75 | 13.27 | 1.13 | 33.53 | 70.68 | 1,127.52 |
| 20 Gadsden | 1,473.29 | 1,726.94 | 1,171.13 | 4,371.36 | 155.31 | 34.60 | 4.14 | 80.87 | 274.92 | 4,646.28 |
| 21 Gilchrist | 948.77 | 1,066.87 | 598.53 | 2,614.17 | 49.05 | 46.28 | 4.15 | 90.48 | 189.96 | 2,804.13 |
| 22 Glades | 551.92 | 812.53 | 264.81 | 1,629.26 | 38.24 | 5.24 | 2.27 | 19.33 | 65.08 | 1,694.34 |
| 23 Gulf | 556.17 | 702.49 | 530.56 | 1,789.22 | 19.00 | 37.00 | 2.37 | 18.00 | 76.37 | 1,865.59 |
| 24 Hamilton | 436.47 | 583.40 | 431.16 | 1,451.03 | 86.55 | 3.66 | 3.69 | 57.50 | 151.40 | 1,602.43 |
| 25 Hardee | 1,484.02 | 1,807.20 | 1,230.21 | 4,521.43 | 200.40 | 15.63 | 0.73 | 143.96 | 360.72 | 4,882.15 |
| 26 Hendry | 1,930.36 | 2,564.98 | 2,086.59 | 6,581.93 | 473.90 | 30.79 | 17.86 | 283.66 | 806.21 | 7,388.14 |
| 27 Hernando | 7,755.28 | 9,549.59 | 6,744.42 | 24,049.29 | 344.34 | 202.71 | 60.17 | 504.97 | 1,112.19 | 25,161.48 |
| 28 Highlands | 3,933.54 | 4,591.29 | 3,110.24 | 11,635.07 | 315.87 | 42.74 | 14.41 | 369.23 | 742.25 | 12,377.32 |
| 29 Hillsborough | 62,281.06 | 81,299.33 | 56,486.27 | 200,066.66 | 14,280.74 | 1,979.77 | 284.85 | 5,898.64 | 22,444.00 | 222,510.66 |
| 30 Holmes | 1,042.37 | 1,147.44 | 784.42 | 2,974.23 | 6.29 | 1.00 | 1.42 | 101.65 | 110.36 | 3,084.59 |
| 31 Indian River | 4,866.23 | 6,380.46 | 4,778.97 | 16,025.66 | 568.49 | 113.82 | 37.08 | 430.24 | 1,149.63 | 17,175.29 |
| 32 Jackson | 1,943.06 | 2,110.09 | 1,274.02 | 5,327.17 | 45.36 | 76.69 | 3.55 | 217.77 | 343.37 | 5,670.54 |
| 33 Jefferson | 247.21 | 295.38 | 189.97 | 732.56 | 38.03 | 9.22 | 0.00 | 8.81 | 56.06 | 788.62 |
| 34 Lafayette | 361.41 | 420.17 | 269.96 | 1,051.54 | 40.12 | 1.00 | 1.00 | 61.43 | 103.55 | 1,155.09 |
| 35 Lake | 14,675.13 | 17,782.72 | 12,544.05 | 45,001.90 | 1,214.06 | 298.35 | 20.77 | 1,371.29 | 2,904.47 | 47,906.37 |
| 36 Lee | 25,326.11 | 34,413.07 | 26,260.37 | 85,999.55 | 9,742.95 | 676.36 | 69.97 | 2,363.87 | 12,853.15 | 98,852.70 |
| 37 Leon | 10,826.71 | 12,392.69 | 8,797.08 | 32,016.48 | 472.51 | 171.21 | 17.69 | 598.38 | 1,259.79 | 33,276.27 |
| 38 Levy | 1,949.46 | 2,083.90 | 1,273.73 | 5,307.09 | 113.20 | 11.43 | 6.18 | 189.91 | 320.72 | 5,627.81 |
| 39 Liberty | 429.36 | 462.25 | 292.75 | 1,184.36 | 15.20 | 18.59 | 8.22 | 53.13 | 95.14 | 1,279.50 |
| 40 Madison | 766.33 | 908.97 | 632.33 | 2,307.63 | 16.00 | 8.56 | 1.07 | 78.28 | 103.91 | 2,411.54 |
| 41 Manatee | 14,609.47 | 18,642.61 | 13,704.08 | 46,956.16 | 3,256.07 | 195.68 | 81.44 | 1,070.07 | 4,603.26 | 51,559.42 |
| 42 Marion | 13,319.46 | 16,124.81 | 11,321.10 | 40,765.37 | 1,483.54 | 730.43 | 117.80 | 1,450.85 | 3,782.62 | 44,547.99 |
| 43 Martin | 4,777.89 | 6,986.32 | 5,224.96 | 16,989.17 | 1,343.34 | 52.65 | 144.02 | 478.01 | 2,018.02 | 19,007.19 |
| 44 Monroe | 2,408.46 | 3,163.58 | 2,230.75 | 7,802.79 | 670.00 | 58.51 | 13.40 | 217.01 | 958.92 | 8,761.71 |
| 45 Nassau | 4,048.65 | 4,925.28 | 3,306.78 | 12,280.71 | 123.61 | 67.86 | 7.80 | 431.46 | 630.73 | 12,911.44 |
| 46 Okaloosa | 10,295.28 | 12,327.08 | 8,070.32 | 30,692.68 | 1,010.27 | 251.03 | 49.16 | 696.50 | 2,006.96 | 32,699.64 |
| 47 Okeechobee | 1,872.05 | 2,331.07 | 1,654.78 | 5,857.90 | 359.35 | 7.35 | 1.61 | 193.85 | 562.16 | 6,420.06 |
| 48 Orange | 52,183.72 | 73,730.18 | 54,810.61 | 180,724.51 | 21,569.96 | 3,305.51 | 445.85 | 3,771.36 | 29,092.68 | 209,817.19 |
| 49 Osceola | 18,554.49 | 27,142.14 | 20,852.95 | 66,549.58 | 8,179.42 | 417.78 | 104.85 | 1,758.16 | 10,460.21 | 77,009.79 |
| 50 Palm Beach | 49,408.21 | 68,280.89 | 52,658.95 | 170,348.05 | 17,818.60 | 1,156.24 | 339.21 | 4,175.27 | 23,489.32 | 193,837.37 |
| 51 Pasco | 24,665.85 | 31,935.18 | 21,602.89 | 78,203.92 | 2,246.68 | 1,013.67 | 140.41 | 1,604.78 | 5,005.54 | 83,209.46 |
| 52 Pinellas | 27,662.49 | 34,628.37 | 26,364.30 | 88,655.16 | 2,958.36 | 878.68 | 172.82 | 2,780.39 | 6,790.25 | 95,445.41 |
| 53 Polk | 31,739.73 | 42,221.99 | 30,368.22 | 104,329.94 | 6,839.07 | 415.15 | 396.41 | 3,099.93 | 10,750.56 | 115,080.50 |
| 54 Putnam | 3,302.92 | 3,890.74 | 2,331.77 | 9,525.43 | 373.22 | 16.03 | 5.05 | 328.34 | 722.64 | 10,248.07 |
| 55 St. Johns | 14,401.68 | 19,476.23 | 13,824.06 | 47,701.97 | 316.29 | 423.44 | 83.19 | 817.95 | 1,640.87 | 49,342.84 |
| 56 St. Lucie | 12,306.05 | 16,754.23 | 13,118.36 | 42,178.64 | 2,462.92 | 108.22 | 16.53 | 1,160.96 | 3,748.63 | 45,927.27 |
| 57 Santa Rosa | 8,576.72 | 11,334.56 | 8,359.86 | 28,271.14 | 170.30 | 389.43 | 59.52 | 597.01 | 1,216.26 | 29,487.40 |
| 58 Sarasota | 12,542.84 | 17,159.79 | 12,701.55 | 42,404.18 | 1,642.28 | 471.20 | 91.78 | 821.77 | 3,027.03 | 45,431.21 |
| 59 Seminole | 19,729.32 | 25,413.02 | 18,593.75 | 63,736.09 | 2,230.35 | 279.51 | 39.02 | 1,651.41 | 4,200.29 | 67,936.38 |
| 60 Sumter | 2,814.21 | 3,465.36 | 2,205.78 | 8,485.35 | 188.63 | 54.46 | 1.55 | 324.23 | 568.87 | 9,054.22 |
| 61 Suwannee | 1,880.34 | 2,224.61 | 1,571.21 | 5,676.16 | 208.53 | 2.00 | 0.00 | 198.68 | 409.21 | 6,085.37 |
| 62 Taylor | 945.01 | 1,056.43 | 569.94 | 2,571.38 | 0.00 | 12.16 | 0.00 | 51.57 | 63.73 | 2,635.11 |
| 63 Union | 834.26 | 891.12 | 472.59 | 2,197.97 | 0.00 | 3.48 | 0.53 | 88.29 | 92.30 | 2,290.27 |
| 64 Volusia | 19,054.01 | 23,537.64 | 16,433.91 | 59,025.56 | 1,956.67 | 546.06 | 34.27 | 2,135.58 | 4,672.58 | 63,698.14 |
| 65 Wakulla | 1,794.34 | 1,893.26 | 1,356.48 | 5,044.08 | 7.40 | 28.50 | 13.12 | 90.36 | 139.38 | 5,183.46 |
| 66 Walton | 3,648.46 | 4,105.70 | 2,923.02 | 10,677.18 | 463.49 | 11.72 | 2.86 | 142.10 | 620.17 | 11,297.35 |
| 67 Washington | 1,095.07 | 1,209.60 | 872.91 | 3,177.58 | 12.02 | 37.56 | 14.86 | 67.51 | 131.95 | 3,309.53 |
| 69 FAMU Lab School | 175.40 | 253.74 | 182.47 | 611.61 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 612.80 |
| 70 FAU - Palm Beach | 233.90 | 381.02 | 678.85 | 1,293.77 | 7.38 | 0.00 | 0.00 | 0.00 | 7.38 | 1,301.15 |
| 71 FAU - St. Lucie | 565.42 | 847.20 | 3.86 | 1,416.48 | 39.84 | 1.00 | 0.00 | 0.00 | 40.84 | 1,457.32 |
| 72 FSU Lab - Broward | 415.96 | 256.37 | 5.08 | 677.41 | 29.43 | 0.00 | 0.00 | 0.00 | 29.43 | 706.84 |
| 73 FSU Lab - Leon | 442.60 | 688.97 | 565.44 | 1,697.01 | 4.94 | 0.00 | 0.00 | 86.69 | 91.63 | 1,788.64 |
| 74 UF Lab School | 217.70 | 516.81 | 474.29 | 1,208.80 | 0.00 | 0.00 | 2.00 | 15.66 | 17.66 | 1,226.46 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| State | 797,803.55 | 1,050,770.86 | 765,213.87 | 2,613,788.28 | 173,723.88 | 22,473.50 | 4,375.59 | 66,678.26 | 267,251.23 | 2,881,039.51 |

2022-23 FEFP Conference Calculation
Program Cost Factors

| Program Name | Program Number | Program Cost Factor |
|--|----------------|---------------------|
| 1 Basic Programs | | |
| Basic Education Grades K-3 | 101 | 1.126 |
| Basic Education Grades 4-8 | 102 | 1.000 |
| Basic Education Grades 9-12 | 103 | 0.999 |
| 2 Special Programs for At-Risk Students | | |
| ESOL/Intensive English Grades K-12 | 130 | 1.206 |
| 3 Special Programs for Exceptional Students | | |
| ESE Support Level IV | 254 | 3.674 |
| ESE Support Level V | 255 | 5.401 |
| 4 Special Programs for Career Education (9-12) | | |
| Career Education Grades 9-12 | 300 | 0.999 |

2022-23 FEFP Conference Calculation
Reported Weighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | Subtotal Group 1 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Subtotal Group 2 | Total Reported Weighted FTE |
|----------------------|---|---|--|------------------|---|-----------------------------|----------------------------|-------------------------------------|------------------|-----------------------------|
| | -1- | -2- | -3- | -4- | -5 | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 30,197.30 | 708.02 | 155.19 | 44.40 | 528.82 | 1,436.43 | 31,633.73 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 4,657.41 | 10.13 | 83.77 | 14.31 | 345.19 | 453.40 | 5,110.81 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 25,199.95 | 910.11 | 2,355.14 | 522.55 | 557.58 | 4,345.38 | 29,545.33 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 2,957.70 | 3.27 | 59.30 | 8.86 | 111.48 | 182.91 | 3,140.61 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 74,475.67 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 5,880.45 | 80,356.12 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 244,357.20 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 38,527.59 | 282,884.79 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 2,056.37 | 3.86 | 89.61 | 15.45 | 79.65 | 188.57 | 2,244.94 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 16,460.91 | 349.90 | 604.59 | 91.11 | 448.98 | 1,494.58 | 17,955.49 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 15,893.09 | 106.49 | 331.95 | 26.68 | 508.53 | 973.65 | 16,866.74 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 38,907.11 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 3,080.17 | 41,987.28 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 43,527.44 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 9,549.64 | 53,077.08 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 10,290.74 | 74.99 | 153.83 | 8.53 | 424.25 | 661.60 | 10,952.34 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 318,271.49 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 57,852.22 | 376,123.71 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 4,397.71 | 257.73 | 15.25 | 1.24 | 138.45 | 412.67 | 4,810.38 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 2,148.79 | 14.89 | 47.54 | 8.10 | 86.89 | 157.42 | 2,306.21 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 132,349.33 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 12,323.30 | 144,672.63 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 38,762.85 | 619.03 | 581.52 | 575.53 | 1,184.63 | 2,960.71 | 41,723.56 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 13,480.19 | 304.59 | 236.53 | 120.33 | 318.92 | 980.37 | 14,460.56 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 1,156.10 | 27.44 | 48.75 | 6.10 | 33.64 | 115.93 | 1,272.03 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 4,592.49 | 187.30 | 127.12 | 22.36 | 81.06 | 417.84 | 5,010.33 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 2,786.06 | 59.15 | 170.03 | 22.41 | 90.71 | 342.30 | 3,128.36 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 1,711.06 | 46.12 | 19.25 | 12.26 | 19.46 | 97.09 | 1,808.15 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 1,875.54 | 22.91 | 135.94 | 12.80 | 17.98 | 189.63 | 2,065.17 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 1,553.56 | 104.38 | 13.45 | 19.93 | 57.55 | 195.31 | 1,748.87 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 4,752.20 | 241.68 | 57.42 | 3.94 | 144.09 | 447.13 | 5,199.33 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 13,048.16 | 672.97 | 116.87 | 96.46 | 569.95 | 1,456.25 | 14,504.41 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 25,508.26 | 418.11 | 744.76 | 326.71 | 515.15 | 2,004.73 | 27,512.99 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 12,477.19 | 383.97 | 157.03 | 77.83 | 379.82 | 998.65 | 13,475.84 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 214,937.73 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 32,007.58 | 246,945.31 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 3,180.06 | 7.59 | 3.67 | 7.67 | 101.55 | 120.48 | 3,300.54 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 16,774.00 | 686.52 | 418.17 | 200.27 | 432.61 | 1,737.57 | 18,511.57 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 5,642.11 | 54.85 | 281.76 | 19.17 | 218.18 | 573.96 | 6,216.07 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 769.87 | 45.86 | 33.87 | 0.00 | 8.80 | 88.53 | 858.40 |
| 34 Lafayette | 406.95 | 420.17 | 272.51 | 1,099.63 | 48.38 | 3.67 | 5.40 | 61.37 | 118.82 | 1,218.45 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 47,671.07 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 4,061.05 | 51,732.12 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 90,177.23 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 17,041.96 | 107,219.19 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 33,986.33 | 570.56 | 643.87 | 100.46 | 601.83 | 1,916.72 | 35,903.05 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 5,610.20 | 136.52 | 41.99 | 33.38 | 191.81 | 403.70 | 6,013.90 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 1,250.28 | 18.33 | 68.30 | 44.40 | 53.08 | 184.11 | 1,434.39 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 2,415.55 | 19.30 | 31.45 | 5.78 | 78.20 | 134.73 | 2,550.28 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 48,964.56 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 6,155.54 | 55,120.10 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 43,243.27 | 1,789.15 | 2,683.60 | 636.24 | 1,465.26 | 6,574.25 | 49,817.52 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 17,585.96 | 1,620.07 | 193.44 | 777.85 | 477.53 | 3,068.89 | 20,654.85 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 8,160.05 | 808.02 | 214.97 | 72.37 | 216.79 | 1,312.15 | 9,472.20 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 12,984.21 | 149.07 | 249.32 | 42.13 | 431.59 | 872.11 | 13,856.32 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 32,660.80 | 1,218.39 | 922.28 | 265.51 | 701.81 | 3,107.99 | 35,768.79 |
| 47 Okeechobee | 2,138.07 | 2,372.05 | 1,716.84 | 6,226.96 | 434.75 | 27.00 | 8.70 | 194.36 | 664.81 | 6,891.77 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 191,886.77 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 44,549.35 | 236,436.12 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 70,651.88 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 13,757.25 | 84,409.13 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 177,259.53 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 31,757.26 | 209,016.79 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 83,491.10 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 8,989.08 | 92,480.18 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 92,661.51 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 10,525.17 | 103,186.68 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 109,391.62 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 15,057.20 | 124,448.82 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 10,055.85 | 450.10 | 58.89 | 27.28 | 328.81 | 865.08 | 10,920.93 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 50,365.22 | 381.45 | 1,561.60 | 466.59 | 817.13 | 3,226.77 | 53,591.99 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 44,177.07 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 4,622.83 | 48,799.90 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 31,051.99 | 214.90 | 1,433.85 | 321.47 | 604.79 | 2,575.01 | 33,627.00 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 44,178.88 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 5,029.91 | 49,208.79 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 68,181.12 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 5,613.14 | 73,794.26 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 8,909.49 | 228.30 | 200.09 | 8.37 | 324.34 | 761.10 | 9,670.59 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 6,121.22 | 254.22 | 7.35 | 0.00 | 199.98 | 461.55 | 6,582.77 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 2,713.38 | 0.00 | 44.68 | 0.00 | 51.52 | 96.20 | 2,809.58 |
| 63 Union | 939.38 | 891.12 | 472.12 | 2,302.62 | 0.00 | 12.79 | 2.86 | 88.20 | 103.85 | 2,406.47 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 63,343.31 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 6,838.50 | 70,181.81 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 5,270.11 | 8.92 | 104.71 | 70.86 | 90.27 | 274.76 | 5,544.87 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 11,238.16 | 558.97 | 43.06 | 15.45 | 141.96 | 759.44 | 11,997.60 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 3,351.07 | 14.50 | 138.00 | 80.26 | 67.85 | 300.61 | 3,651.68 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 633.53 | 0.00 | 0.00 | 0.00 | 1.19 | 1.19 | 634.72 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 1,322.56 | 8.90 | 0.00 | 0.00 | 0.00 | 8.90 | 1,331.46 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 1,487.72 | 48.05 | 3.67 | 0.00 | 0.00 | 51.72 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 729.81 | 35.49 | 0.00 | 0.00 | 0.00 | 35.49 | 765.30 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 1,753.36 | 5.96 | 0.00 | 0.00 | 86.60 | 92.56 | 1,845.92 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 1,241.25 | 0.00 | 0.00 | 10.80 | 15.64 | 26.44 | 1,267.69 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 50,577.81 | 102.51 | 0.00 | 0.00 | 1,091.94 | 1,194.45 | 51,772.26 |

State 918,422.94 1,084,654.39 812,462.35 2,815,539.68 210,350.69 82,923.36 23,742.95 68,428.68 385,445.68 3,200,985.36

2022-23 FEFP Conference Calculation
Add-On Weighted FTE

| District | Advanced Placement | Advanced Placement Capstone Diploma | IB Exam FTE | IB Diploma FTE | AICE Diploma FTE | AICE Score FTE | Isolated Schools FTE | ESE Supplement FTE | Early Graduation FTE | Industry-Certified Career Ed. Supplement FTE | Dual Enrollment Degree FTE | Dual Enrollment Diploma FTE | Total Add-On FTE |
|----------------------|--------------------|-------------------------------------|-------------|----------------|------------------|----------------|----------------------|--------------------|----------------------|--|----------------------------|-----------------------------|------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- | -11- | -12- | -13- |
| 1 Alachua | 461.44 | 11.10 | 85.76 | 24.90 | 22.80 | 143.20 | 0.00 | 0.00 | 1.00 | 190.58 | 9.30 | 120.56 | 1,070.64 |
| 2 Baker | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.75 | 69.50 | 3.30 | 27.92 | 103.23 |
| 3 Bay | 200.80 | 5.10 | 13.28 | 2.10 | 20.10 | 171.68 | 0.00 | 0.00 | 51.00 | 168.99 | 0.00 | 44.32 | 677.37 |
| 4 Bradford | 3.68 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 25.70 | 0.00 | 2.48 | 32.36 |
| 5 Brevard | 641.92 | 43.50 | 75.84 | 21.00 | 60.90 | 413.60 | 0.00 | 0.00 | 123.25 | 718.20 | 122.70 | 392.16 | 2,613.07 |
| 6 Broward | 2,223.04 | 80.40 | 109.76 | 24.90 | 336.90 | 2,854.40 | 0.00 | 0.00 | 125.25 | 824.68 | 77.10 | 1,669.52 | 8,325.95 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 39.68 | 0.00 | 6.64 | 46.32 |
| 8 Charlotte | 89.60 | 2.40 | 0.00 | 0.00 | 2.70 | 218.72 | 0.00 | 0.00 | 2.00 | 184.85 | 23.40 | 56.96 | 580.63 |
| 9 Citrus | 77.76 | 0.90 | 45.44 | 13.20 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 80.20 | 0.90 | 60.80 | 284.45 |
| 10 Clay | 147.04 | 9.30 | 4.16 | 0.00 | 40.50 | 253.12 | 0.00 | 0.00 | 1.50 | 293.95 | 14.10 | 0.00 | 763.67 |
| 11 Collier | 355.20 | 0.00 | 0.00 | 0.00 | 31.80 | 526.56 | 77.15 | 0.00 | 15.25 | 317.73 | 0.00 | 148.00 | 1,471.69 |
| 12 Columbia | 36.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.75 | 32.60 | 12.00 | 25.04 | 119.35 |
| 13 Dade | 3,742.56 | 82.50 | 433.60 | 134.10 | 256.20 | 1,826.08 | 0.00 | 0.00 | 113.00 | 869.60 | 172.50 | 810.40 | 8,440.54 |
| 14 DeSoto | 8.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.06 | 9.00 | 20.00 | 3.30 | 15.92 | 57.24 |
| 15 Dixie | 10.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.01 | 1.50 | 20.13 | 2.70 | 10.96 | 46.54 |
| 16 Duval | 911.36 | 10.50 | 303.52 | 73.50 | 49.20 | 270.40 | 0.00 | 0.00 | 114.50 | 189.37 | 55.20 | 218.08 | 2,195.63 |
| 17 Escambia | 175.04 | 0.00 | 82.88 | 27.60 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 500.76 | 0.00 | 51.04 | 842.57 |
| 18 Flagler | 63.20 | 0.00 | 27.04 | 7.80 | 1.80 | 61.60 | 0.00 | 0.00 | 24.50 | 49.10 | 24.30 | 42.40 | 301.74 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 5.33 | 0.00 | 1.12 | 6.95 |
| 20 Gadsden | 0.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.00 | 19.10 | 2.10 | 22.08 | 51.92 |
| 21 Gilchrist | 0.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.50 | 54.15 | 4.80 | 21.28 | 87.69 |
| 22 Glades | 0.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 0.40 | 0.30 | 0.00 | 4.18 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.83 | 0.00 | 5.20 | 9.03 |
| 24 Hamilton | 2.24 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 7.20 | 0.00 | 5.92 | 15.86 |
| 25 Hardee | 10.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.85 | 0.25 | 40.88 | 0.00 | 17.36 | 77.74 |
| 26 Hendry | 27.84 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.00 | 86.90 | 0.00 | 0.00 | 124.74 |
| 27 Hernando | 130.08 | 0.00 | 58.08 | 13.50 | 9.90 | 65.92 | 0.00 | 0.00 | 19.00 | 129.65 | 6.60 | 129.68 | 562.41 |
| 28 Highlands | 37.60 | 0.30 | 22.08 | 4.50 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 48.68 | 6.00 | 40.08 | 165.24 |
| 29 Hillsborough | 2,332.48 | 34.20 | 400.80 | 126.60 | 5.70 | 160.80 | 0.00 | 0.00 | 118.75 | 1,419.00 | 56.70 | 835.44 | 5,490.47 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.60 | 0.50 | 20.80 | 0.00 | 7.28 | 31.18 |
| 31 Indian River | 129.76 | 1.50 | 44.00 | 12.60 | 0.00 | 0.00 | 0.00 | 0.00 | 8.50 | 81.95 | 9.90 | 40.88 | 329.09 |
| 32 Jackson | 4.64 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 84.20 | 0.00 | 22.08 | 111.42 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 1.60 | 0.00 | 0.00 | 3.60 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 14.90 | 0.00 | 39.00 | 0.90 | 15.04 | 69.84 |
| 35 Lake | 243.52 | 10.50 | 0.00 | 0.00 | 2.40 | 52.32 | 0.00 | 0.00 | 22.00 | 399.75 | 31.20 | 174.08 | 935.77 |
| 36 Lee | 353.60 | 9.60 | 256.96 | 75.90 | 171.60 | 1,003.04 | 0.00 | 0.00 | 21.25 | 472.15 | 36.60 | 469.52 | 2,870.22 |
| 37 Leon | 467.20 | 0.00 | 51.84 | 13.80 | 0.00 | 0.00 | 0.00 | 0.00 | 5.25 | 204.41 | 0.00 | 48.08 | 790.58 |
| 38 Levy | 8.48 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 139.55 | 8.85 | 4.75 | 44.60 | 0.00 | 24.32 | 230.55 |
| 39 Liberty | 0.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 26.30 | 0.00 | 4.24 | 30.70 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 6.00 | 3.00 | 19.52 | 28.52 |
| 41 Manatee | 286.24 | 0.00 | 38.56 | 10.50 | 50.70 | 304.96 | 0.00 | 0.00 | 7.00 | 256.95 | 0.00 | 45.68 | 1,000.59 |
| 42 Marion | 146.56 | 0.00 | 80.80 | 24.60 | 20.70 | 206.08 | 0.00 | 0.00 | 5.50 | 225.11 | 0.00 | 0.00 | 709.35 |
| 43 Martin | 184.16 | 4.80 | 45.76 | 12.30 | 0.00 | 112.80 | 0.00 | 0.00 | 14.75 | 129.45 | 29.70 | 78.00 | 611.72 |
| 44 Monroe | 92.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 43.13 | 0.00 | 12.88 | 149.17 |
| 45 Nassau | 84.32 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 | 149.58 | 0.00 | 28.48 | 271.38 |
| 46 Okaloosa | 225.92 | 0.00 | 23.20 | 5.40 | 0.30 | 155.68 | 0.00 | 0.00 | 0.00 | 241.13 | 23.10 | 0.00 | 674.73 |
| 47 Okeechobee | 18.72 | 2.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 1.50 | 58.60 | 4.20 | 13.52 | 99.09 |
| 48 Orange | 2,425.92 | 34.20 | 277.12 | 56.70 | 44.70 | 414.72 | 0.00 | 0.00 | 58.75 | 883.58 | 45.90 | 1,119.68 | 5,361.27 |
| 49 Osceola | 458.40 | 0.90 | 94.40 | 30.00 | 0.00 | 16.48 | 0.00 | 0.00 | 19.50 | 284.35 | 30.60 | 134.32 | 1,068.95 |
| 50 Palm Beach | 1,914.88 | 0.00 | 438.56 | 114.30 | 537.90 | 4,439.84 | 0.00 | 0.00 | 67.25 | 1,288.53 | 1.50 | 267.04 | 9,069.80 |
| 51 Pasco | 789.12 | 30.00 | 91.84 | 27.00 | 31.20 | 468.96 | 0.00 | 0.00 | 33.50 | 164.71 | 21.30 | 174.64 | 1,832.27 |
| 52 Pinellas | 887.04 | 17.40 | 248.00 | 66.60 | 42.90 | 336.96 | 0.00 | 0.00 | 103.00 | 490.60 | 89.70 | 532.08 | 2,814.28 |
| 53 Polk | 334.56 | 5.40 | 130.24 | 26.10 | 19.80 | 138.40 | 0.00 | 0.00 | 44.75 | 390.75 | 3.30 | 121.44 | 1,214.74 |
| 54 Putnam | 5.28 | 0.00 | 0.00 | 0.00 | 18.30 | 140.48 | 0.00 | 0.00 | 10.75 | 33.20 | 5.70 | 19.12 | 232.83 |
| 55 St. Johns | 1,000.96 | 0.00 | 135.84 | 32.40 | 36.60 | 218.72 | 0.00 | 0.00 | 12.50 | 547.61 | 0.00 | 125.84 | 2,110.47 |
| 56 St. Lucie | 39.68 | 0.30 | 50.72 | 10.50 | 14.70 | 390.56 | 0.00 | 0.00 | 20.25 | 354.20 | 72.60 | 338.48 | 1,291.99 |
| 57 Santa Rosa | 229.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | 274.05 | 0.00 | 122.96 | 627.27 |
| 58 Sarasota | 514.56 | 3.90 | 230.88 | 58.50 | 83.70 | 630.08 | 0.00 | 0.00 | 16.00 | 310.50 | 8.40 | 121.52 | 1,978.04 |
| 59 Seminole | 1,177.44 | 7.50 | 127.36 | 37.80 | 0.00 | 0.00 | 0.00 | 0.00 | 20.50 | 569.65 | 16.50 | 170.96 | 2,127.71 |
| 60 Sumter | 69.12 | 1.50 | 0.00 | 0.00 | 0.00 | 21.28 | 0.00 | 1.03 | 0.00 | 151.65 | 9.00 | 59.36 | 312.94 |
| 61 Suwannee | 17.12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.25 | 53.25 | 0.00 | 10.64 | 83.26 |
| 62 Taylor | 1.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 140.75 | 0.00 | 0.00 | 11.30 | 0.00 | 0.00 | 153.81 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5.90 | 0.00 | 53.33 | 0.00 | 10.08 | 69.31 |
| 64 Volusia | 251.68 | 0.00 | 216.64 | 53.40 | 38.10 | 237.44 | 0.00 | 0.00 | 81.50 | 433.28 | 41.10 | 134.40 | 1,487.54 |
| 65 Wakulla | 9.76 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.25 | 45.30 | 0.30 | 0.00 | 59.61 |
| 66 Walton | 88.80 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 125.03 | 0.00 | 53.52 | 270.35 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 88.28 | 0.00 | 7.76 | 96.04 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.72 | 0.72 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.90 | 0.00 | 1.15 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 112.08 | 112.08 |
| 73 FSU Lab - Leon | 17.92 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.50 | 14.00 | 1.20 | 18.08 | 52.70 |
| 74 UF Lab School | 15.52 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.25 | 0.00 | 0.00 | 9.12 | 24.89 |
| 75 Virtual School | 668.96 | 0.00 | 0.00 | 0.00 | 0.00 | 13.60 | 0.00 | 0.00 | 24.50 | 18.99 | 0.00 | 5.20 | 731.25 |
| State | 24,856.96 | 410.10 | 4,244.96 | 1,142.10 | 1,952.10 | 16,268.48 | 357.45 | 43.35 | 1,407.00 | 15,481.59 | 1,083.90 | 9,454.00 | 76,701.99 |

2022-23 FEFP Conference Calculation
Funded Weighted FTE

| District | Basic Education Grades K-3 101 & 111 | Basic Education Grades 4-8 102 & 112 | Basic Education Grades 9-12 103 & 113 | ESOL/Intensive English Grades K-12 130 | ESE Support Level IV 254 | ESE Support Level V 255 | Career Education Grades 9-12 300 | Total Weighted FTE ¹ | Additional Weighted FTE ² | Total Reported Weighted FTE |
|----------------------|---|---|--|--|-----------------------------|----------------------------|-------------------------------------|---------------------------------|--------------------------------------|-----------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- | -10- |
| 1 Alachua | 10,722.94 | 11,406.42 | 8,067.94 | 708.02 | 155.19 | 44.40 | 528.82 | 31,633.73 | 1,070.64 | 32,704.37 |
| 2 Baker | 1,787.41 | 1,797.92 | 1,072.08 | 10.13 | 83.77 | 14.31 | 345.19 | 5,110.81 | 103.23 | 5,214.04 |
| 3 Bay | 8,740.73 | 9,746.50 | 6,712.72 | 910.11 | 2,355.14 | 522.55 | 557.58 | 29,545.33 | 677.37 | 30,222.70 |
| 4 Bradford | 1,131.44 | 1,178.68 | 647.58 | 3.27 | 59.30 | 8.86 | 111.48 | 3,140.61 | 32.36 | 3,172.97 |
| 5 Brevard | 24,961.10 | 28,789.76 | 20,724.81 | 1,760.42 | 2,201.02 | 408.75 | 1,510.26 | 80,356.12 | 2,613.07 | 82,969.19 |
| 6 Broward | 76,900.56 | 95,304.78 | 72,151.86 | 23,393.67 | 6,145.28 | 2,783.30 | 6,205.34 | 282,884.79 | 8,325.95 | 291,210.74 |
| 7 Calhoun | 728.92 | 776.81 | 550.64 | 3.86 | 89.61 | 15.45 | 79.65 | 2,244.94 | 46.32 | 2,291.26 |
| 8 Charlotte | 5,451.78 | 6,011.80 | 4,997.33 | 349.90 | 604.59 | 91.11 | 448.98 | 17,955.49 | 580.63 | 18,536.12 |
| 9 Citrus | 5,669.67 | 6,070.15 | 4,153.27 | 106.49 | 331.95 | 26.68 | 508.53 | 16,866.74 | 284.45 | 17,151.19 |
| 10 Clay | 12,908.19 | 14,652.90 | 11,346.02 | 775.88 | 1,059.03 | 165.22 | 1,080.04 | 41,987.28 | 763.67 | 42,750.95 |
| 11 Collier | 13,132.34 | 17,078.03 | 13,317.07 | 5,737.89 | 2,360.40 | 477.29 | 974.06 | 53,077.08 | 1,471.69 | 54,548.77 |
| 12 Columbia | 4,016.95 | 3,904.52 | 2,369.27 | 74.99 | 153.83 | 8.53 | 424.25 | 10,952.34 | 119.35 | 11,071.69 |
| 13 Dade | 97,923.37 | 125,451.26 | 94,896.86 | 40,372.00 | 8,702.64 | 1,525.30 | 7,252.28 | 376,123.71 | 8,440.54 | 384,564.25 |
| 14 DeSoto | 1,472.03 | 1,859.89 | 1,065.79 | 257.73 | 15.25 | 1.24 | 138.45 | 4,810.38 | 57.24 | 4,867.62 |
| 15 Dixie | 795.61 | 811.15 | 542.03 | 14.89 | 47.54 | 8.10 | 86.89 | 2,306.21 | 46.54 | 2,352.75 |
| 16 Duval | 48,819.60 | 49,978.78 | 33,550.95 | 6,122.23 | 3,428.98 | 1,025.38 | 1,746.71 | 144,672.63 | 2,195.63 | 146,868.26 |
| 17 Escambia | 14,065.44 | 14,536.78 | 10,160.63 | 619.03 | 581.52 | 575.53 | 1,184.63 | 41,723.56 | 842.57 | 42,566.13 |
| 18 Flagler | 4,225.16 | 5,132.65 | 4,122.38 | 304.59 | 236.53 | 120.33 | 318.92 | 14,460.56 | 301.74 | 14,762.30 |
| 19 Franklin | 444.89 | 475.93 | 235.28 | 27.44 | 48.75 | 6.10 | 33.64 | 1,272.03 | 6.95 | 1,278.98 |
| 20 Gadsden | 1,666.01 | 1,741.32 | 1,185.16 | 187.30 | 127.12 | 22.36 | 81.06 | 5,010.33 | 51.92 | 5,062.25 |
| 21 Gilchrist | 1,071.47 | 1,076.43 | 638.16 | 59.15 | 170.03 | 22.41 | 90.71 | 3,128.36 | 87.69 | 3,216.05 |
| 22 Glades | 623.15 | 818.28 | 269.63 | 46.12 | 19.25 | 12.26 | 19.46 | 1,808.15 | 4.18 | 1,812.33 |
| 23 Gulf | 626.25 | 704.69 | 544.60 | 22.91 | 135.94 | 12.80 | 17.98 | 2,065.17 | 9.03 | 2,074.20 |
| 24 Hamilton | 501.78 | 599.96 | 451.82 | 104.38 | 13.45 | 19.93 | 57.55 | 1,748.87 | 15.86 | 1,764.73 |
| 25 Hardee | 1,675.78 | 1,814.23 | 1,262.19 | 241.68 | 57.42 | 3.94 | 144.09 | 5,199.33 | 77.74 | 5,277.07 |
| 26 Hendry | 4,098.88 | 5,251.43 | 3,697.85 | 672.97 | 116.87 | 96.46 | 569.95 | 14,504.41 | 124.74 | 14,629.15 |
| 27 Hernando | 8,749.37 | 9,751.74 | 7,007.15 | 418.11 | 744.76 | 326.71 | 515.15 | 27,512.99 | 562.41 | 28,075.40 |
| 28 Highlands | 4,477.67 | 4,703.54 | 3,295.98 | 383.97 | 157.03 | 77.83 | 379.82 | 13,475.84 | 165.24 | 13,641.08 |
| 29 Hillsborough | 72,513.03 | 83,948.54 | 58,476.16 | 17,302.70 | 7,273.67 | 1,538.47 | 5,892.74 | 246,945.31 | 5,490.47 | 252,435.78 |
| 30 Holmes | 1,179.29 | 1,175.89 | 824.88 | 7.59 | 3.67 | 7.67 | 101.55 | 3,300.54 | 31.18 | 3,331.72 |
| 31 Indian River | 5,508.63 | 6,430.21 | 4,835.16 | 686.52 | 418.17 | 200.27 | 432.61 | 18,511.57 | 329.09 | 18,840.66 |
| 32 Jackson | 2,204.82 | 2,142.31 | 1,294.98 | 54.85 | 281.76 | 19.17 | 218.18 | 6,216.07 | 111.42 | 6,327.49 |
| 33 Jefferson | 278.36 | 296.38 | 195.13 | 45.86 | 33.87 | 0.00 | 8.80 | 858.40 | 3.60 | 862.00 |
| 34 Lafayette | 406.95 | 420.17 | 272.51 | 48.38 | 3.67 | 5.40 | 61.37 | 1,218.45 | 69.84 | 1,288.29 |
| 35 Lake | 16,677.05 | 18,082.59 | 12,911.43 | 1,472.27 | 1,100.00 | 112.18 | 1,376.60 | 51,732.12 | 935.77 | 52,667.89 |
| 36 Lee | 28,668.35 | 34,879.12 | 26,629.76 | 11,784.80 | 2,488.62 | 377.91 | 2,390.63 | 107,219.19 | 2,870.22 | 110,089.41 |
| 37 Leon | 12,414.96 | 12,632.02 | 8,939.35 | 570.56 | 643.87 | 100.46 | 601.83 | 35,903.05 | 790.58 | 36,693.63 |
| 38 Levy | 2,209.05 | 2,105.31 | 1,295.84 | 136.52 | 41.99 | 33.38 | 191.81 | 6,013.90 | 230.55 | 6,244.45 |
| 39 Liberty | 484.08 | 464.83 | 301.37 | 18.33 | 68.30 | 44.40 | 53.08 | 1,434.39 | 30.70 | 1,465.09 |
| 40 Madison | 869.80 | 913.51 | 632.24 | 19.30 | 31.45 | 5.78 | 78.20 | 2,550.28 | 28.52 | 2,578.80 |
| 41 Manatee | 16,490.72 | 18,684.74 | 13,789.10 | 3,927.75 | 718.93 | 439.86 | 1,069.00 | 55,120.10 | 1,000.59 | 56,120.69 |
| 42 Marion | 15,117.52 | 16,362.76 | 11,762.99 | 1,789.15 | 2,683.60 | 636.24 | 1,465.26 | 49,817.52 | 709.35 | 50,526.87 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,716.90 | 3,177.51 | 2,265.64 | 808.02 | 214.97 | 72.37 | 216.79 | 9,472.20 | 149.17 | 9,621.37 |
| 45 Nassau | 4,595.58 | 5,002.92 | 3,385.71 | 149.07 | 249.32 | 42.13 | 431.59 | 13,856.32 | 271.38 | 14,127.70 |
| 46 Okaloosa | 11,629.25 | 12,445.92 | 8,585.63 | 1,218.39 | 922.28 | 265.51 | 701.81 | 35,768.79 | 674.73 | 36,443.52 |
| 47 Okeechobee | 2,138.07 | 2,372.05 | 1,716.84 | 434.75 | 27.00 | 8.70 | 194.36 | 6,891.77 | 99.09 | 6,990.86 |
| 48 Orange | 59,503.18 | 74,981.24 | 57,402.35 | 26,217.07 | 12,148.93 | 2,411.38 | 3,771.97 | 236,436.12 | 5,361.27 | 241,797.39 |
| 49 Osceola | 21,540.24 | 27,844.01 | 21,267.63 | 9,899.64 | 1,534.92 | 566.29 | 1,756.40 | 84,409.13 | 1,068.95 | 85,478.08 |
| 50 Palm Beach | 55,859.91 | 68,573.34 | 52,826.28 | 21,500.15 | 4,251.41 | 1,832.07 | 4,173.63 | 209,016.79 | 9,069.80 | 218,086.59 |
| 51 Pasco | 28,106.89 | 32,631.49 | 22,752.72 | 2,733.46 | 3,737.23 | 763.16 | 1,755.23 | 92,480.18 | 1,832.27 | 94,312.45 |
| 52 Pinellas | 31,278.38 | 34,838.14 | 26,544.99 | 3,567.78 | 3,235.54 | 933.40 | 2,788.45 | 103,186.68 | 2,814.28 | 106,000.96 |
| 53 Polk | 36,010.62 | 42,654.65 | 30,726.35 | 8,277.75 | 1,525.26 | 2,141.01 | 3,113.18 | 124,448.82 | 1,214.74 | 125,663.56 |
| 54 Putnam | 3,748.20 | 3,924.31 | 2,383.34 | 450.10 | 58.89 | 27.28 | 328.81 | 10,920.93 | 232.83 | 11,153.76 |
| 55 St. Johns | 16,327.54 | 19,825.32 | 14,212.36 | 381.45 | 1,561.60 | 466.59 | 817.13 | 53,591.99 | 2,110.47 | 55,702.46 |
| 56 St. Lucie | 13,969.72 | 16,944.64 | 13,262.71 | 2,972.27 | 397.60 | 89.28 | 1,163.68 | 48,799.90 | 1,291.99 | 50,091.89 |
| 57 Santa Rosa | 10,003.11 | 11,929.96 | 9,118.92 | 214.90 | 1,433.85 | 321.47 | 604.79 | 33,627.00 | 627.27 | 34,254.27 |
| 58 Sarasota | 14,141.75 | 17,188.01 | 12,849.12 | 1,980.59 | 1,731.19 | 495.70 | 822.43 | 49,208.79 | 1,978.04 | 51,186.83 |
| 59 Seminole | 22,586.65 | 26,159.42 | 19,435.05 | 2,703.61 | 1,033.94 | 210.75 | 1,664.84 | 73,794.26 | 2,127.71 | 75,921.97 |
| 60 Sumter | 3,178.32 | 3,484.63 | 2,246.54 | 228.30 | 200.09 | 8.37 | 324.34 | 9,670.59 | 312.94 | 9,983.53 |
| 61 Suwannee | 2,149.00 | 2,292.62 | 1,679.60 | 254.22 | 7.35 | 0.00 | 199.98 | 6,582.77 | 83.26 | 6,666.03 |
| 62 Taylor | 1,065.29 | 1,061.09 | 587.00 | 0.00 | 44.68 | 0.00 | 51.52 | 2,809.58 | 153.81 | 2,963.39 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,759.65 | 24,300.80 | 17,282.86 | 2,402.09 | 2,117.88 | 185.09 | 2,133.44 | 70,181.81 | 1,487.54 | 71,669.35 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,356.42 | 8.92 | 104.71 | 70.86 | 90.27 | 5,544.87 | 59.61 | 5,604.48 |
| 66 Walton | 4,117.05 | 4,134.56 | 2,986.55 | 558.97 | 43.06 | 15.45 | 141.96 | 11,997.60 | 270.35 | 12,267.95 |
| 67 Washington | 1,237.03 | 1,219.19 | 894.85 | 14.50 | 138.00 | 80.26 | 67.85 | 3,651.68 | 96.04 | 3,747.72 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 690.02 | 564.97 | 5.96 | 0.00 | 0.00 | 86.60 | 1,845.92 | 52.70 | 1,898.62 |
| 74 UF Lab School | 245.13 | 517.23 | 478.89 | 0.00 | 0.00 | 10.80 | 15.64 | 1,267.69 | 24.89 | 1,292.58 |
| 75 Virtual School | 7,700.40 | 14,987.58 | 27,889.83 | 102.51 | 0.00 | 0.00 | 1,091.94 | 51,772.26 | 731.25 | 52,503.51 |

| | | | | | | | | | | |
|-------|------------|--------------|------------|------------|-----------|-----------|-----------|--------------|-----------|--------------|
| State | 918,422.94 | 1,084,654.39 | 812,462.35 | 210,350.69 | 82,923.36 | 23,742.95 | 68,428.68 | 3,200,985.36 | 76,701.99 | 3,277,687.35 |
|-------|------------|--------------|------------|------------|-----------|-----------|-----------|--------------|-----------|--------------|

1. The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
 2. Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
Funded Nonvirtual Weighted FTE

| District | Basic Education Grades K-3 | Basic Education Grades 4-8 | Basic Education Grades 9-12 | ESOL/Intensive English Grades K-12 | ESE Support Level IV | ESE Support Level V | Career Education Grades 9-12 | Total Weighted FTE ¹ | Additional Weighted FTE ² | Total Reported Weighted FTE |
|----------------------|----------------------------|----------------------------|-----------------------------|------------------------------------|----------------------|---------------------|------------------------------|---------------------------------|--------------------------------------|-----------------------------|
| | 101 & 111 | 102 & 112 | 103 & 113 | 130 | 254 | 255 | 300 | -8- | -9- | -10- |
| 1 Alachua | 10,542.06 | 11,213.24 | 7,763.70 | 704.46 | 154.79 | 44.40 | 528.24 | 30,950.89 | 1,070.64 | 32,021.53 |
| 2 Baker | 1,786.44 | 1,797.92 | 1,071.35 | 10.13 | 83.77 | 14.31 | 345.19 | 5,109.11 | 103.23 | 5,212.34 |
| 3 Bay | 8,678.42 | 9,633.95 | 6,582.68 | 907.17 | 2,351.98 | 522.55 | 552.73 | 29,229.48 | 677.37 | 29,906.85 |
| 4 Bradford | 1,124.03 | 1,171.09 | 625.49 | 3.27 | 59.30 | 7.89 | 111.48 | 3,102.55 | 32.36 | 3,134.91 |
| 5 Brevard | 24,783.20 | 28,510.72 | 20,173.41 | 1,758.59 | 2,201.02 | 408.75 | 1,503.08 | 79,338.77 | 2,613.07 | 81,951.84 |
| 6 Broward | 76,652.99 | 94,869.68 | 71,774.60 | 23,393.67 | 6,145.28 | 2,783.30 | 6,198.44 | 281,817.96 | 8,325.95 | 290,143.91 |
| 7 Calhoun | 714.55 | 752.27 | 507.85 | 3.86 | 87.00 | 12.64 | 78.48 | 2,156.65 | 46.32 | 2,202.97 |
| 8 Charlotte | 5,427.50 | 5,952.53 | 4,869.30 | 349.90 | 604.59 | 91.11 | 447.64 | 17,742.57 | 580.63 | 18,323.20 |
| 9 Citrus | 5,567.15 | 5,910.93 | 4,027.13 | 99.88 | 331.95 | 26.68 | 498.00 | 16,461.72 | 284.45 | 16,746.17 |
| 10 Clay | 12,855.50 | 14,462.33 | 10,806.11 | 775.88 | 1,051.57 | 163.22 | 1,055.85 | 41,170.46 | 763.67 | 41,934.13 |
| 11 Collier | 12,974.13 | 16,863.02 | 13,203.31 | 5,720.08 | 2,353.05 | 477.29 | 962.25 | 52,553.13 | 1,471.69 | 54,024.82 |
| 12 Columbia | 3,984.98 | 3,854.80 | 2,286.84 | 74.99 | 153.83 | 8.53 | 422.11 | 10,786.08 | 119.35 | 10,905.43 |
| 13 Dade | 96,753.13 | 123,813.44 | 93,900.05 | 40,311.21 | 8,554.25 | 1,452.76 | 7,241.09 | 372,025.93 | 8,440.54 | 380,466.47 |
| 14 DeSoto | 1,453.25 | 1,837.06 | 1,045.36 | 254.24 | 15.25 | 1.24 | 136.07 | 4,742.47 | 57.24 | 4,799.71 |
| 15 Dixie | 791.62 | 805.49 | 537.49 | 14.89 | 47.54 | 8.10 | 86.89 | 2,292.02 | 46.54 | 2,338.56 |
| 16 Duval | 47,776.00 | 48,502.38 | 32,369.48 | 6,094.93 | 3,424.53 | 1,025.38 | 1,707.25 | 140,899.95 | 2,195.63 | 143,095.58 |
| 17 Escambia | 13,999.69 | 14,439.34 | 9,965.76 | 617.06 | 581.52 | 575.53 | 1,179.44 | 41,356.34 | 842.57 | 42,202.91 |
| 18 Flagler | 4,171.46 | 5,028.22 | 4,041.06 | 303.02 | 236.53 | 120.33 | 318.74 | 14,219.36 | 301.74 | 14,521.10 |
| 19 Franklin | 441.88 | 454.79 | 209.40 | 27.44 | 48.75 | 6.10 | 33.50 | 1,221.86 | 6.95 | 1,228.81 |
| 20 Gadsden | 1,658.93 | 1,726.94 | 1,169.96 | 187.30 | 127.12 | 22.36 | 80.79 | 4,973.40 | 51.92 | 5,025.32 |
| 21 Gilchrist | 1,068.32 | 1,066.87 | 597.93 | 59.15 | 170.03 | 22.41 | 90.39 | 3,075.10 | 87.69 | 3,162.79 |
| 22 Glades | 621.46 | 812.53 | 264.55 | 46.12 | 19.25 | 12.26 | 19.31 | 1,795.48 | 4.18 | 1,799.66 |
| 23 Gulf | 626.25 | 702.49 | 530.02 | 22.91 | 135.94 | 12.80 | 17.98 | 2,048.39 | 9.03 | 2,057.42 |
| 24 Hamilton | 491.47 | 583.40 | 430.73 | 104.38 | 13.45 | 19.93 | 57.44 | 1,700.80 | 15.86 | 1,716.66 |
| 25 Hardee | 1,671.01 | 1,807.20 | 1,228.98 | 241.68 | 57.42 | 3.94 | 143.82 | 5,154.05 | 77.74 | 5,231.79 |
| 26 Hendry | 2,173.59 | 2,564.98 | 2,084.50 | 571.52 | 113.12 | 96.46 | 283.38 | 7,887.55 | 124.74 | 8,012.29 |
| 27 Hernando | 8,732.45 | 9,549.59 | 6,737.68 | 415.28 | 744.76 | 324.98 | 504.46 | 27,009.20 | 562.41 | 27,571.61 |
| 28 Highlands | 4,429.16 | 4,591.29 | 3,107.13 | 380.94 | 157.03 | 77.83 | 368.86 | 13,112.24 | 165.24 | 13,277.48 |
| 29 Hillsborough | 70,128.48 | 81,299.33 | 56,429.79 | 17,222.57 | 7,273.67 | 1,538.47 | 5,892.74 | 239,785.05 | 5,490.47 | 245,275.52 |
| 30 Holmes | 1,173.71 | 1,147.44 | 783.63 | 7.59 | 3.67 | 7.67 | 101.55 | 3,225.26 | 31.18 | 3,256.44 |
| 31 Indian River | 5,479.38 | 6,380.46 | 4,774.19 | 685.60 | 418.17 | 200.27 | 429.81 | 18,367.88 | 329.09 | 18,696.97 |
| 32 Jackson | 2,187.88 | 2,110.09 | 1,272.74 | 54.71 | 281.76 | 19.17 | 217.55 | 6,143.90 | 111.42 | 6,255.32 |
| 33 Jefferson | 278.36 | 295.38 | 189.78 | 45.86 | 33.87 | 0.00 | 8.80 | 852.05 | 3.60 | 855.65 |
| 34 Lafayette | 406.95 | 420.17 | 269.89 | 48.38 | 3.67 | 5.40 | 61.37 | 1,215.63 | 69.84 | 1,285.47 |
| 35 Lake | 16,524.20 | 17,782.72 | 12,531.51 | 1,464.15 | 1,096.14 | 112.18 | 1,369.92 | 50,880.82 | 935.77 | 51,816.59 |
| 36 Lee | 28,517.20 | 34,413.07 | 26,234.11 | 11,749.99 | 2,484.95 | 377.91 | 2,361.51 | 106,138.74 | 2,870.22 | 109,008.96 |
| 37 Leon | 12,190.87 | 12,392.69 | 8,788.28 | 569.85 | 629.03 | 95.55 | 597.78 | 35,264.05 | 790.58 | 36,054.63 |
| 38 Levy | 2,195.09 | 2,083.90 | 1,272.45 | 136.52 | 41.99 | 33.38 | 189.72 | 5,953.05 | 230.55 | 6,183.60 |
| 39 Liberty | 483.46 | 462.25 | 292.46 | 18.33 | 68.30 | 44.40 | 53.08 | 1,422.28 | 30.70 | 1,452.98 |
| 40 Madison | 862.89 | 908.97 | 631.70 | 19.30 | 31.45 | 5.78 | 78.20 | 2,538.29 | 28.52 | 2,566.81 |
| 41 Manatee | 16,450.26 | 18,642.61 | 13,690.38 | 3,926.82 | 718.93 | 439.86 | 1,069.00 | 54,937.86 | 1,009.59 | 55,938.45 |
| 42 Marion | 14,997.71 | 16,124.81 | 11,309.78 | 1,789.15 | 2,683.60 | 636.24 | 1,449.40 | 48,990.69 | 709.35 | 49,700.04 |
| 43 Martin | 5,379.90 | 6,986.32 | 5,219.74 | 1,620.07 | 193.44 | 777.85 | 477.53 | 20,654.85 | 611.72 | 21,266.57 |
| 44 Monroe | 2,711.92 | 3,163.58 | 2,228.52 | 808.02 | 214.97 | 72.37 | 216.79 | 9,416.17 | 149.17 | 9,565.34 |
| 45 Nassau | 4,558.78 | 4,925.28 | 3,303.47 | 149.07 | 249.32 | 42.13 | 431.03 | 13,659.08 | 271.38 | 13,930.46 |
| 46 Okaloosa | 11,592.49 | 12,327.08 | 8,062.25 | 1,218.39 | 922.28 | 265.51 | 695.81 | 35,083.81 | 674.73 | 35,758.54 |
| 47 Okeechobee | 2,107.93 | 2,331.07 | 1,653.12 | 433.38 | 27.00 | 8.70 | 193.66 | 6,754.86 | 99.09 | 6,853.95 |
| 48 Orange | 58,758.87 | 73,730.18 | 54,755.80 | 26,013.38 | 12,144.45 | 2,408.03 | 3,767.58 | 231,578.29 | 5,361.27 | 236,939.56 |
| 49 Osceola | 20,892.35 | 27,142.14 | 20,832.10 | 9,864.38 | 1,534.92 | 566.29 | 1,756.40 | 82,588.58 | 1,068.95 | 83,657.53 |
| 50 Palm Beach | 55,633.64 | 68,280.89 | 52,606.29 | 21,489.24 | 4,248.03 | 1,832.07 | 4,171.09 | 208,261.25 | 9,069.80 | 217,331.05 |
| 51 Pasco | 27,773.75 | 31,935.18 | 21,581.28 | 2,709.50 | 3,724.22 | 758.35 | 1,603.17 | 90,085.45 | 1,832.27 | 91,917.72 |
| 52 Pinellas | 31,147.97 | 34,628.37 | 26,337.94 | 3,567.78 | 3,228.27 | 933.40 | 2,777.61 | 102,621.34 | 2,814.28 | 105,435.62 |
| 53 Polk | 35,738.94 | 42,221.99 | 30,337.85 | 8,247.91 | 1,525.26 | 2,141.01 | 3,096.83 | 123,309.79 | 1,214.74 | 124,524.53 |
| 54 Putnam | 3,719.09 | 3,890.74 | 2,329.43 | 450.10 | 58.89 | 27.28 | 328.01 | 10,803.54 | 232.83 | 11,036.37 |
| 55 St. Johns | 16,216.29 | 19,476.23 | 13,810.23 | 381.45 | 1,555.72 | 449.31 | 817.13 | 52,706.36 | 2,110.47 | 54,816.83 |
| 56 St. Lucie | 13,856.61 | 16,754.23 | 13,105.24 | 2,970.28 | 397.60 | 89.28 | 1,159.80 | 48,333.04 | 1,291.99 | 49,625.03 |
| 57 Santa Rosa | 9,657.38 | 11,334.56 | 8,351.50 | 205.38 | 1,430.76 | 321.47 | 596.41 | 31,897.46 | 627.27 | 32,524.73 |
| 58 Sarasota | 14,123.24 | 17,159.79 | 12,688.85 | 1,980.59 | 1,731.19 | 495.70 | 820.95 | 49,000.31 | 1,978.04 | 50,978.35 |
| 59 Seminole | 22,215.22 | 25,413.02 | 18,575.16 | 2,689.80 | 1,026.92 | 210.75 | 1,649.76 | 71,780.63 | 2,127.71 | 73,908.34 |
| 60 Sumter | 3,168.81 | 3,465.36 | 2,203.57 | 227.49 | 200.09 | 8.37 | 323.91 | 9,597.60 | 312.94 | 9,910.54 |
| 61 Suwannee | 2,117.26 | 2,224.61 | 1,569.64 | 251.48 | 7.35 | 0.00 | 198.48 | 6,368.82 | 83.26 | 6,452.08 |
| 62 Taylor | 1,064.09 | 1,056.43 | 569.37 | 0.00 | 44.68 | 0.00 | 51.52 | 2,786.09 | 153.81 | 2,939.90 |
| 63 Union | 939.38 | 891.12 | 472.12 | 0.00 | 12.79 | 2.86 | 88.20 | 2,406.47 | 69.31 | 2,475.78 |
| 64 Volusia | 21,454.82 | 23,537.64 | 16,417.48 | 2,359.75 | 2,006.23 | 185.09 | 2,133.44 | 68,094.45 | 1,487.54 | 69,581.99 |
| 65 Wakulla | 2,020.43 | 1,893.26 | 1,355.12 | 8.92 | 104.71 | 70.86 | 90.27 | 5,543.57 | 59.61 | 5,603.18 |
| 66 Walton | 4,108.17 | 4,105.70 | 2,920.10 | 558.97 | 43.06 | 15.45 | 141.96 | 11,893.41 | 270.35 | 12,163.76 |
| 67 Washington | 1,233.04 | 1,209.60 | 872.03 | 14.50 | 138.00 | 80.26 | 67.44 | 3,614.87 | 96.04 | 3,710.91 |
| 69 FAMU Lab School | 197.50 | 253.74 | 182.29 | 0.00 | 0.00 | 0.00 | 1.19 | 634.72 | 0.72 | 635.44 |
| 70 FAU - Palm Beach | 263.37 | 381.02 | 678.17 | 8.90 | 0.00 | 0.00 | 0.00 | 1,331.46 | 1.15 | 1,332.61 |
| 71 FAU - St. Lucie | 636.66 | 847.20 | 3.86 | 48.05 | 3.67 | 0.00 | 0.00 | 1,539.44 | 0.00 | 1,539.44 |
| 72 FSU Lab - Broward | 468.37 | 256.37 | 5.07 | 35.49 | 0.00 | 0.00 | 0.00 | 765.30 | 112.08 | 877.38 |
| 73 FSU Lab - Leon | 498.37 | 688.97 | 564.87 | 5.96 | 0.00 | 0.00 | 86.60 | 1,844.77 | 52.70 | 1,897.47 |
| 74 UF Lab School | 245.13 | 516.81 | 473.82 | 0.00 | 0.00 | 10.80 | 15.64 | 1,262.20 | 24.89 | 1,287.09 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

State 898,326.83 1,050,770.86 764,448.62 209,511.00 82,567.64 23,632.55 66,611.54 3,095,869.04 75,970.74 3,171,839.78

1. The FEFP Conference Report provides the basis for capping WFTE in the FEFP 3rd, 4th and Final Calculations.
2. Additional Weighted FTE includes the Small District Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early High School Graduation and Industry-Certified Career Education.

2022-23 FEFP Conference Calculation
 Florida Price Level Index (FPLI) and District Cost Differential (DCD)

| District | 2019 | 2020 | 2021 | Three-Year | Three-Year | 80% | District Cost Differential |
|----------------------|--------|--------|--------|------------|------------|--------|----------------------------------|
| | FPLI | FPLI | FPLI | Average | Average | Add | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 2 Baker | 96.45 | 96.21 | 92.56 | 95.07 | 76.06 | 96.06 | 0.9606 |
| 3 Bay | 95.83 | 95.94 | 96.49 | 96.09 | 76.87 | 96.87 | 0.9687 |
| 4 Bradford | 95.83 | 95.58 | 90.31 | 93.91 | 75.13 | 95.13 | 0.9513 |
| 5 Brevard | 98.36 | 98.64 | 99.41 | 98.80 | 79.04 | 99.04 | 0.9904 |
| 6 Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 7 Calhoun | 91.43 | 91.54 | 87.86 | 90.28 | 72.22 | 92.22 | 0.9222 |
| 8 Charlotte | 98.71 | 98.68 | 96.79 | 98.06 | 78.45 | 98.45 | 0.9845 |
| 9 Citrus | 92.98 | 93.25 | 92.38 | 92.87 | 74.30 | 94.30 | 0.9430 |
| 10 Clay | 98.38 | 98.13 | 95.90 | 97.47 | 77.98 | 97.98 | 0.9798 |
| 11 Collier | 106.47 | 106.45 | 106.70 | 106.54 | 85.23 | 105.23 | 1.0523 |
| 12 Columbia | 93.08 | 92.78 | 91.89 | 92.58 | 74.07 | 94.07 | 0.9407 |
| 13 Dade | 101.92 | 101.96 | 102.34 | 102.07 | 81.66 | 101.66 | 1.0166 |
| 14 DeSoto | 97.26 | 97.55 | 91.89 | 95.57 | 76.45 | 96.45 | 0.9645 |
| 15 Dixie | 92.54 | 92.23 | 87.40 | 90.72 | 72.58 | 92.58 | 0.9258 |
| 16 Duval | 100.68 | 100.43 | 101.05 | 100.72 | 80.58 | 100.58 | 1.0058 |
| 17 Escambia | 96.75 | 96.79 | 96.94 | 96.83 | 77.46 | 97.46 | 0.9746 |
| 18 Flagler | 94.58 | 94.80 | 94.11 | 94.50 | 75.60 | 95.60 | 0.9560 |
| 19 Franklin | 90.28 | 90.81 | 91.73 | 90.94 | 72.75 | 92.75 | 0.9275 |
| 20 Gadsden | 93.91 | 93.62 | 91.30 | 92.94 | 74.35 | 94.35 | 0.9435 |
| 21 Gilchrist | 94.34 | 94.03 | 90.02 | 92.80 | 74.24 | 94.24 | 0.9424 |
| 22 Glades | 98.79 | 98.77 | 92.46 | 96.67 | 77.34 | 97.34 | 0.9734 |
| 23 Gulf | 92.43 | 92.54 | 92.13 | 92.37 | 73.89 | 93.89 | 0.9389 |
| 24 Hamilton | 90.22 | 89.99 | 88.58 | 89.60 | 71.68 | 91.68 | 0.9168 |
| 25 Hardee | 95.64 | 96.31 | 91.45 | 94.47 | 75.57 | 95.57 | 0.9557 |
| 26 Hendry | 100.27 | 100.25 | 92.83 | 97.78 | 78.23 | 98.23 | 0.9823 |
| 27 Hernando | 95.99 | 96.07 | 92.46 | 94.84 | 75.87 | 95.87 | 0.9587 |
| 28 Highlands | 94.67 | 94.65 | 91.52 | 93.61 | 74.89 | 94.89 | 0.9489 |
| 29 Hillsborough | 100.64 | 100.73 | 101.33 | 100.90 | 80.72 | 100.72 | 1.0072 |
| 30 Holmes | 92.40 | 92.12 | 87.69 | 90.74 | 72.59 | 92.59 | 0.9259 |
| 31 Indian River | 99.93 | 99.93 | 99.75 | 99.87 | 79.90 | 99.90 | 0.9990 |
| 32 Jackson | 90.30 | 90.08 | 90.35 | 90.24 | 72.19 | 92.19 | 0.9219 |
| 33 Jefferson | 93.62 | 93.33 | 90.39 | 92.45 | 73.96 | 93.96 | 0.9396 |
| 34 Lafayette | 90.75 | 90.45 | 88.32 | 89.84 | 71.87 | 91.87 | 0.9187 |
| 35 Lake | 97.80 | 97.46 | 95.21 | 96.82 | 77.46 | 97.46 | 0.9746 |
| 36 Lee | 102.78 | 102.75 | 100.96 | 102.16 | 81.73 | 101.73 | 1.0173 |
| 37 Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 38 Levy | 94.28 | 93.97 | 90.41 | 92.89 | 74.31 | 94.31 | 0.9431 |
| 39 Liberty | 91.80 | 91.52 | 88.37 | 90.56 | 72.45 | 92.45 | 0.9245 |
| 40 Madison | 90.37 | 90.09 | 89.12 | 89.86 | 71.89 | 91.89 | 0.9189 |
| 41 Manatee | 98.73 | 99.42 | 99.49 | 99.21 | 79.37 | 99.37 | 0.9937 |
| 42 Marion | 93.37 | 93.51 | 93.31 | 93.40 | 74.72 | 94.72 | 0.9472 |
| 43 Martin | 102.17 | 102.11 | 101.86 | 102.05 | 81.64 | 101.64 | 1.0164 |
| 44 Monroe | 106.07 | 106.51 | 106.78 | 106.45 | 85.16 | 105.16 | 1.0516 |
| 45 Nassau | 98.62 | 98.69 | 97.82 | 98.38 | 78.70 | 98.70 | 0.9870 |
| 46 Okaloosa | 98.89 | 98.59 | 98.78 | 98.75 | 79.00 | 99.00 | 0.9900 |
| 47 Okeechobee | 97.49 | 97.44 | 91.51 | 95.48 | 76.38 | 96.38 | 0.9638 |
| 48 Orange | 101.13 | 100.78 | 101.50 | 101.14 | 80.91 | 100.91 | 1.0091 |
| 49 Osceola | 98.81 | 98.46 | 97.84 | 98.37 | 78.70 | 98.70 | 0.9870 |
| 50 Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 51 Pasco | 98.01 | 98.10 | 96.87 | 97.66 | 78.13 | 98.13 | 0.9813 |
| 52 Pinellas | 99.85 | 100.03 | 100.52 | 100.13 | 80.11 | 100.11 | 1.0011 |
| 53 Polk | 96.00 | 96.08 | 96.82 | 96.30 | 77.04 | 97.04 | 0.9704 |
| 54 Putnam | 94.62 | 94.38 | 90.56 | 93.19 | 74.55 | 94.55 | 0.9455 |
| 55 St. Johns | 100.95 | 100.26 | 99.66 | 100.29 | 80.23 | 100.23 | 1.0023 |
| 56 St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 57 Santa Rosa | 96.37 | 95.85 | 93.81 | 95.34 | 76.27 | 96.27 | 0.9627 |
| 58 Sarasota | 101.23 | 101.94 | 102.55 | 101.91 | 81.53 | 101.53 | 1.0153 |
| 59 Seminole | 99.58 | 99.24 | 99.36 | 99.39 | 79.51 | 99.51 | 0.9951 |
| 60 Sumter | 95.74 | 96.20 | 97.11 | 96.35 | 77.08 | 97.08 | 0.9708 |
| 61 Suwannee | 91.07 | 90.77 | 90.07 | 90.64 | 72.51 | 92.51 | 0.9251 |
| 62 Taylor | 90.51 | 90.24 | 89.80 | 90.18 | 72.15 | 92.15 | 0.9215 |
| 63 Union | 94.61 | 94.37 | 89.08 | 92.69 | 74.15 | 94.15 | 0.9415 |
| 64 Volusia | 96.00 | 95.67 | 94.81 | 95.49 | 76.39 | 96.39 | 0.9639 |
| 65 Wakulla | 94.02 | 93.73 | 92.36 | 93.37 | 74.70 | 94.70 | 0.9470 |
| 66 Walton | 97.37 | 98.03 | 98.74 | 98.05 | 78.44 | 98.44 | 0.9844 |
| 67 Washington | 92.14 | 92.25 | 89.48 | 91.29 | 73.03 | 93.03 | 0.9303 |
| 69 FAMU Lab School | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 70 FAU - Palm Beach | 105.18 | 105.45 | 105.78 | 105.47 | 84.38 | 104.38 | 1.0438 |
| 71 FAU - St. Lucie | 100.26 | 100.20 | 97.09 | 99.18 | 79.35 | 99.35 | 0.9935 |
| 72 FSU Lab - Broward | 102.04 | 102.06 | 103.25 | 102.45 | 81.96 | 101.96 | 1.0196 |
| 73 FSU Lab - Leon | 96.40 | 96.10 | 96.91 | 96.47 | 77.18 | 97.18 | 0.9718 |
| 74 UF Lab School | 97.45 | 97.12 | 97.77 | 97.45 | 77.96 | 97.96 | 0.9796 |
| 75 Virtual School | 100.00 | 100.00 | 100.00 | 100.00 | 80.00 | 100.00 | 1.0000 |

2022-23 FEFP Conference Calculation
0.748 Mill Discretionary Effort and Compression Adjustment

| District | 2022 Tax Roll | 0.748 Discretionary Millage Levied | Value of 0.748 Mills & Discretionary Contribution | 0.748 Mill Discretionary Local Effort | 2022-23 Unweighted FTE | Value of 0.748 Mills per FTE | Col. 4 Amount Below \$645.02 | Compress to \$645.02 per FTE |
|----------------------|-------------------|------------------------------------|---|---------------------------------------|------------------------|------------------------------|------------------------------|------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 20,520,373,756 | 0.748 | 14,735,270 | 14,735,270 | 30,172.37 | 488.37 | 156.65 | 4,726,502 |
| 2 Baker | 1,343,553,361 | 0.748 | 964,779 | 964,779 | 4,837.86 | 199.42 | 445.60 | 2,155,750 |
| 3 Bay | 22,725,307,613 | 0.748 | 16,318,589 | 16,318,589 | 26,279.15 | 620.97 | 24.05 | 632,014 |
| 4 Bradford | 1,265,702,764 | 0.748 | 908,876 | 908,876 | 2,963.82 | 306.66 | 338.36 | 1,002,838 |
| 5 Brevard | 56,420,395,985 | 0.748 | 40,514,358 | 40,514,358 | 75,349.51 | 537.69 | 107.33 | 8,087,263 |
| 6 Broward | 253,695,847,899 | 0.748 | 182,173,914 | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 519,487,536 | 0.748 | 373,034 | 373,034 | 2,085.53 | 178.87 | 466.15 | 972,170 |
| 8 Charlotte | 24,708,997,813 | 0.748 | 17,743,037 | 17,743,037 | 16,776.84 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 13,086,676,855 | 0.748 | 9,397,281 | 9,397,281 | 15,955.44 | 588.97 | 56.05 | 894,302 |
| 10 Clay | 15,234,822,670 | 0.748 | 10,939,821 | 10,939,821 | 39,517.35 | 276.84 | 368.18 | 14,549,498 |
| 11 Collier | 120,611,020,848 | 0.748 | 86,608,362 | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 3,748,903,779 | 0.748 | 2,692,013 | 2,692,013 | 10,373.91 | 259.50 | 385.52 | 3,999,350 |
| 13 Dade | 388,228,128,887 | 0.748 | 278,778,855 | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 2,297,979,186 | 0.748 | 1,650,133 | 1,650,133 | 4,590.74 | 359.45 | 285.57 | 1,310,978 |
| 15 Dixie | 672,045,006 | 0.748 | 482,582 | 482,582 | 2,174.07 | 221.97 | 423.05 | 919,740 |
| 16 Duval | 92,595,282,579 | 0.748 | 66,490,821 | 66,490,821 | 134,868.07 | 493.01 | 152.01 | 20,501,295 |
| 17 Escambia | 25,013,559,167 | 0.748 | 17,961,737 | 17,961,737 | 39,163.04 | 458.64 | 186.38 | 7,299,207 |
| 18 Flagler | 12,936,608,164 | 0.748 | 9,289,520 | 9,289,520 | 13,669.98 | 679.56 | 0.00 | 0 |
| 19 Franklin | 2,742,700,201 | 0.748 | 1,969,478 | 1,969,478 | 1,177.38 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 1,891,409,679 | 0.748 | 1,358,183 | 1,358,183 | 4,682.44 | 290.06 | 354.96 | 1,662,079 |
| 21 Gilchrist | 1,124,217,394 | 0.748 | 807,278 | 807,278 | 2,857.08 | 282.55 | 362.47 | 1,035,606 |
| 22 Glades | 887,439,813 | 0.748 | 637,253 | 637,253 | 1,706.83 | 373.35 | 271.67 | 463,695 |
| 23 Gulf | 2,435,271,643 | 0.748 | 1,748,720 | 1,748,720 | 1,882.38 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,105,628,270 | 0.748 | 793,930 | 793,930 | 1,649.37 | 481.35 | 163.67 | 269,952 |
| 25 Hardee | 2,029,995,744 | 0.748 | 1,457,699 | 1,457,699 | 4,926.93 | 295.86 | 349.16 | 1,720,287 |
| 26 Hendry | 3,146,417,240 | 0.748 | 2,259,379 | 2,259,379 | 13,771.40 | 164.06 | 480.96 | 6,623,493 |
| 27 Hernando | 13,196,819,602 | 0.748 | 9,476,372 | 9,476,372 | 25,661.77 | 369.28 | 275.74 | 7,075,976 |
| 28 Highlands | 6,786,818,809 | 0.748 | 4,873,479 | 4,873,479 | 12,735.17 | 382.68 | 262.34 | 3,340,944 |
| 29 Hillsborough | 143,480,426,626 | 0.748 | 103,030,425 | 103,030,425 | 229,392.45 | 449.14 | 195.88 | 44,933,393 |
| 30 Holmes | 586,806,746 | 0.748 | 421,374 | 421,374 | 3,159.29 | 133.38 | 511.64 | 1,616,419 |
| 31 Indian River | 23,875,762,069 | 0.748 | 17,144,707 | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 |
| 32 Jackson | 2,004,072,630 | 0.748 | 1,439,084 | 1,439,084 | 5,740.81 | 250.68 | 394.34 | 2,263,831 |
| 33 Jefferson | 831,035,300 | 0.748 | 596,750 | 596,750 | 794.98 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 332,271,861 | 0.748 | 238,598 | 238,598 | 1,157.91 | 206.06 | 438.96 | 508,276 |
| 35 Lake | 31,324,591,815 | 0.748 | 22,493,563 | 22,493,563 | 48,736.76 | 461.53 | 183.49 | 8,942,708 |
| 36 Lee | 115,602,844,272 | 0.748 | 83,012,090 | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 |
| 37 Leon | 22,187,140,031 | 0.748 | 15,932,142 | 15,932,142 | 33,875.42 | 470.32 | 174.70 | 5,918,036 |
| 38 Levy | 2,725,948,224 | 0.748 | 1,957,449 | 1,957,449 | 5,687.12 | 344.19 | 300.83 | 1,710,856 |
| 39 Liberty | 363,351,669 | 0.748 | 260,916 | 260,916 | 1,291.55 | 202.02 | 443.00 | 572,157 |
| 40 Madison | 920,272,410 | 0.748 | 660,829 | 660,829 | 2,422.76 | 272.76 | 372.26 | 901,897 |
| 41 Manatee | 52,225,328,280 | 0.748 | 37,501,964 | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 |
| 42 Marion | 26,590,550,776 | 0.748 | 19,094,143 | 19,094,143 | 45,361.88 | 420.93 | 224.09 | 10,165,144 |
| 43 Martin | 27,822,032,144 | 0.748 | 19,978,445 | 19,978,445 | 19,007.19 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 34,612,887,850 | 0.748 | 24,854,823 | 24,854,823 | 8,817.22 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 12,864,523,195 | 0.748 | 9,237,757 | 9,237,757 | 13,104.64 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 24,415,716,559 | 0.748 | 17,532,438 | 17,532,438 | 33,381.04 | 525.22 | 119.80 | 3,999,049 |
| 47 Okeechobee | 4,069,736,409 | 0.748 | 2,922,396 | 2,922,396 | 6,553.43 | 445.93 | 199.09 | 1,304,722 |
| 48 Orange | 184,988,161,276 | 0.748 | 132,836,299 | 132,836,299 | 214,553.60 | 619.13 | 25.89 | 5,554,793 |
| 49 Osceola | 39,640,650,545 | 0.748 | 28,465,158 | 28,465,158 | 78,752.26 | 361.45 | 283.57 | 22,331,778 |
| 50 Palm Beach | 252,297,700,383 | 0.748 | 181,169,933 | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 |
| 51 Pasco | 41,997,039,731 | 0.748 | 30,157,234 | 30,157,234 | 85,550.75 | 352.51 | 292.51 | 25,024,450 |
| 52 Pinellas | 114,401,925,682 | 0.748 | 82,149,735 | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 |
| 53 Polk | 52,912,905,808 | 0.748 | 37,995,699 | 37,995,699 | 116,184.44 | 327.03 | 317.99 | 36,945,490 |
| 54 Putnam | 5,578,705,482 | 0.748 | 4,005,957 | 4,005,957 | 10,362.25 | 386.59 | 258.43 | 2,677,916 |
| 55 St. Johns | 40,108,949,231 | 0.748 | 28,801,434 | 28,801,434 | 50,198.06 | 573.76 | 71.26 | 3,577,114 |
| 56 St. Lucie | 31,774,034,363 | 0.748 | 22,816,299 | 22,816,299 | 46,381.29 | 491.93 | 153.09 | 7,100,512 |
| 57 Santa Rosa | 14,687,573,365 | 0.748 | 10,546,853 | 10,546,853 | 31,175.15 | 338.31 | 306.71 | 9,561,730 |
| 58 Sarasota | 81,348,312,816 | 0.748 | 58,414,596 | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 45,411,005,981 | 0.748 | 32,608,735 | 32,608,735 | 69,901.86 | 466.49 | 178.53 | 12,479,579 |
| 60 Sumter | 18,192,035,361 | 0.748 | 13,063,337 | 13,063,337 | 9,126.05 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 2,408,389,437 | 0.748 | 1,729,416 | 1,729,416 | 6,295.41 | 274.71 | 370.31 | 2,331,253 |
| 62 Taylor | 1,851,930,894 | 0.748 | 1,329,835 | 1,329,835 | 2,658.49 | 500.22 | 144.80 | 384,949 |
| 63 Union | 342,690,184 | 0.748 | 246,079 | 246,079 | 2,290.27 | 107.45 | 537.57 | 1,231,180 |
| 64 Volusia | 51,528,704,143 | 0.748 | 37,001,732 | 37,001,732 | 65,663.77 | 563.50 | 81.52 | 5,352,911 |
| 65 Wakulla | 1,796,203,212 | 0.748 | 1,289,818 | 1,289,818 | 5,184.76 | 248.77 | 396.25 | 2,054,461 |
| 66 Walton | 29,021,561,569 | 0.748 | 20,839,803 | 20,839,803 | 11,400.62 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 1,168,811,093 | 0.748 | 839,300 | 839,300 | 3,345.91 | 250.84 | 394.18 | 1,318,891 |
| 69 FAMU Lab School | 0 | 0.000 | 288,212 | 0 | 612.80 | 470.32 | 174.70 | 107,056 |
| 70 FAU - Palm Beach | 0 | 0.000 | 1,211,579 | 0 | 1,301.15 | 931.16 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 716,899 | 0 | 1,457.32 | 491.93 | 153.09 | 223,101 |
| 72 FSU Lab - Broward | 0 | 0.000 | 488,455 | 0 | 706.84 | 691.04 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 841,774 | 0 | 1,789.79 | 470.32 | 174.70 | 312,676 |
| 74 UF Lab School | 0 | 0.000 | 601,652 | 0 | 1,231.96 | 488.37 | 156.65 | 192,987 |
| 75 Virtual School | 0 | 0.000 | 32,225,020 | 0 | 50,922.08 | 632.83 | 12.19 | 620,740 |
| State | 2,629,264,001,685 | | 1,924,395,489 | 1,888,021,898 | 2,983,464.64 | 645.02 | | 311,462,994 |

2022-23 FEFP Conference Calculation
DJJ Supplemental Allocation

| District | 2022-23 | 2022-23 | \$922.54 x WFTE | District Cost Differential | Grades PK-12 DJJ Total Allocation |
|----------------------|-----------------------------------|---------------------------------|-----------------------|----------------------------------|--|
| | Grades PK-12 Unweighted FTE | Grades PK-12 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 127.63 | 130.04 | 119,967 | 0.9796 | 117,520 |
| 2 Baker | 0.00 | 0.00 | 0 | 0.9606 | 0 |
| 3 Bay | 29.43 | 29.41 | 27,132 | 0.9687 | 26,283 |
| 4 Bradford | 0.00 | 0.00 | 0 | 0.9513 | 0 |
| 5 Brevard | 100.93 | 100.88 | 93,066 | 0.9904 | 92,173 |
| 6 Broward | 211.52 | 220.55 | 203,466 | 1.0196 | 207,454 |
| 7 Calhoun | 0.00 | 0.00 | 0 | 0.9222 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0 | 0.9845 | 0 |
| 9 Citrus | 156.79 | 156.66 | 144,525 | 0.9430 | 136,287 |
| 10 Clay | 106.70 | 106.64 | 98,380 | 0.9798 | 96,393 |
| 11 Collier | 65.57 | 67.64 | 62,401 | 1.0523 | 65,665 |
| 12 Columbia | 0.00 | 0.00 | 0 | 0.9407 | 0 |
| 13 Dade | 174.46 | 175.09 | 161,528 | 1.0166 | 164,209 |
| 14 DeSoto | 0.00 | 0.00 | 0 | 0.9645 | 0 |
| 15 Dixie | 0.00 | 0.00 | 0 | 0.9258 | 0 |
| 16 Duval | 168.90 | 169.69 | 156,546 | 1.0058 | 157,454 |
| 17 Escambia | 120.41 | 120.34 | 111,018 | 0.9746 | 108,198 |
| 18 Flagler | 0.00 | 0.00 | 0 | 0.9560 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0 | 0.9275 | 0 |
| 20 Gadsden | 0.00 | 0.00 | 0 | 0.9435 | 0 |
| 21 Gilchrist | 0.00 | 0.00 | 0 | 0.9424 | 0 |
| 22 Glades | 0.00 | 0.00 | 0 | 0.9734 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0 | 0.9389 | 0 |
| 24 Hamilton | 35.77 | 35.74 | 32,972 | 0.9168 | 30,229 |
| 25 Hardee | 0.00 | 0.00 | 0 | 0.9557 | 0 |
| 26 Hendry | 0.00 | 0.00 | 0 | 0.9823 | 0 |
| 27 Hernando | 70.62 | 72.14 | 66,552 | 0.9587 | 63,803 |
| 28 Highlands | 0.00 | 0.00 | 0 | 0.9489 | 0 |
| 29 Hillsborough | 359.25 | 380.87 | 351,368 | 1.0072 | 353,898 |
| 30 Holmes | 0.00 | 0.00 | 0 | 0.9259 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0 | 0.9990 | 0 |
| 32 Jackson | 27.03 | 27.00 | 24,909 | 0.9219 | 22,964 |
| 33 Jefferson | 0.00 | 0.00 | 0 | 0.9396 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0 | 0.9187 | 0 |
| 35 Lake | 9.12 | 9.11 | 8,404 | 0.9746 | 8,191 |
| 36 Lee | 117.69 | 122.68 | 113,177 | 1.0173 | 115,135 |
| 37 Leon | 106.67 | 109.68 | 101,184 | 0.9718 | 98,331 |
| 38 Levy | 0.00 | 0.00 | 0 | 0.9431 | 0 |
| 39 Liberty | 53.88 | 65.33 | 60,270 | 0.9245 | 55,720 |
| 40 Madison | 20.99 | 20.98 | 19,355 | 0.9189 | 17,785 |
| 41 Manatee | 166.93 | 166.84 | 153,917 | 0.9937 | 152,947 |
| 42 Marion | 166.84 | 166.74 | 153,824 | 0.9472 | 145,702 |
| 43 Martin | 0.00 | 0.00 | 0 | 1.0164 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0 | 1.0516 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0 | 0.9870 | 0 |
| 46 Okaloosa | 113.04 | 113.09 | 104,330 | 0.9900 | 103,287 |
| 47 Okeechobee | 102.82 | 102.73 | 94,773 | 0.9638 | 91,342 |
| 48 Orange | 188.62 | 188.67 | 174,056 | 1.0091 | 175,640 |
| 49 Osceola | 59.33 | 59.30 | 54,707 | 0.9870 | 53,996 |
| 50 Palm Beach | 125.29 | 128.41 | 118,463 | 1.0438 | 123,652 |
| 51 Pasco | 95.22 | 96.21 | 88,758 | 0.9813 | 87,098 |
| 52 Pinellas | 170.34 | 170.29 | 157,099 | 1.0011 | 157,272 |
| 53 Polk | 163.54 | 163.42 | 150,761 | 0.9704 | 146,298 |
| 54 Putnam | 0.00 | 0.00 | 0 | 0.9455 | 0 |
| 55 St. Johns | 88.11 | 88.04 | 81,220 | 1.0023 | 81,407 |
| 56 St. Lucie | 88.05 | 87.98 | 81,165 | 0.9935 | 80,637 |
| 57 Santa Rosa | 0.00 | 0.00 | 0 | 0.9627 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0 | 1.0153 | 0 |
| 59 Seminole | 0.00 | 0.00 | 0 | 0.9951 | 0 |
| 60 Sumter | 0.00 | 0.00 | 0 | 0.9708 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0 | 0.9251 | 0 |
| 62 Taylor | 0.00 | 0.00 | 0 | 0.9215 | 0 |
| 63 Union | 0.00 | 0.00 | 0 | 0.9415 | 0 |
| 64 Volusia | 110.52 | 110.86 | 102,273 | 0.9639 | 98,581 |
| 65 Wakulla | 0.00 | 0.00 | 0 | 0.9470 | 0 |
| 66 Walton | 28.25 | 28.38 | 26,182 | 0.9844 | 25,774 |
| 67 Washington | 0.00 | 0.00 | 0 | 0.9303 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0 | 1.0438 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0 | 0.9935 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0 | 1.0196 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0 | 0.9718 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0 | 0.9796 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 3,730.26 | 3,791.43 | 3,497,748 | | 3,461,325 |

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 1

| District | 2021-22 | 2021-22 | 2021-22 | 2022-23 | Change | Percentage | Basic ESE | 2021-22 | 2022-23 |
|----------------------|---------------|----------------|----------|----------------|-----------|------------|-----------|--------------|--------------|
| | ESE | FTE | Funds | FTE | | | FTE as a | Unweighted | Unweighted |
| | Guaranteed | Programs | Per | Programs | in FTE | Change | Pct of | All Programs | All Programs |
| | Allocation | 111, 112 & 113 | FTE | 111, 112 & 113 | | | Total FTE | FTE | FTE |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 11,215,210 | 6,715.46 | 1,670.06 | 7,006.54 | 291.08 | 4.33% | 22.87% | 29,368.47 | 30,172.37 |
| 2 Baker | 1,276,820 | 706.37 | 1,807.58 | 709.23 | 2.86 | 0.40% | 14.55% | 4,854.76 | 4,837.86 |
| 3 Bay | 8,725,746 | 4,666.18 | 1,870.00 | 4,775.73 | 109.55 | 2.35% | 18.06% | 25,834.14 | 26,279.15 |
| 4 Bradford | 1,267,836 | 753.83 | 1,681.86 | 773.48 | 19.65 | 2.61% | 26.18% | 2,879.94 | 2,963.82 |
| 5 Brevard | 28,488,265 | 16,460.60 | 1,730.69 | 17,029.15 | 568.55 | 3.45% | 22.32% | 73,759.06 | 75,349.51 |
| 6 Broward | 98,587,382 | 45,813.91 | 2,151.91 | 46,417.17 | 603.26 | 1.32% | 17.47% | 262,289.18 | 263,621.47 |
| 7 Calhoun | 782,480 | 454.04 | 1,723.37 | 456.90 | 2.86 | 0.63% | 21.91% | 2,072.30 | 2,085.53 |
| 8 Charlotte | 6,419,736 | 3,649.13 | 1,759.25 | 3,788.40 | 139.27 | 3.82% | 22.29% | 16,372.51 | 16,776.84 |
| 9 Citrus | 7,501,581 | 2,754.56 | 2,723.33 | 2,823.24 | 68.68 | 2.49% | 17.54% | 15,700.94 | 15,955.44 |
| 10 Clay | 13,329,772 | 9,396.76 | 1,418.55 | 9,827.45 | 430.69 | 4.58% | 24.21% | 38,820.59 | 39,517.35 |
| 11 Collier | 23,174,934 | 8,381.66 | 2,764.96 | 8,594.66 | 213.00 | 2.54% | 17.65% | 47,478.47 | 48,534.91 |
| 12 Columbia | 4,077,866 | 1,799.99 | 2,265.49 | 1,866.27 | 66.28 | 3.68% | 17.74% | 10,143.84 | 10,373.91 |
| 13 Dade | 131,111,588 | 67,828.96 | 1,932.97 | 69,584.76 | 1,755.80 | 2.59% | 19.91% | 340,648.40 | 350,795.40 |
| 14 DeSoto | 1,944,905 | 718.88 | 2,705.47 | 733.06 | 14.18 | 1.97% | 15.56% | 4,619.49 | 4,590.74 |
| 15 Dixie | 713,472 | 473.12 | 1,508.01 | 499.05 | 25.93 | 5.48% | 22.20% | 2,131.54 | 2,174.07 |
| 16 Duval | 49,865,837 | 26,107.19 | 1,910.04 | 26,846.59 | 739.40 | 2.83% | 19.73% | 132,333.68 | 134,868.07 |
| 17 Escambia | 13,925,081 | 7,718.38 | 1,804.15 | 7,836.57 | 118.19 | 1.53% | 19.90% | 38,792.75 | 39,163.04 |
| 18 Flagler | 6,607,599 | 2,337.74 | 2,826.49 | 2,430.35 | 92.61 | 3.96% | 17.49% | 13,364.38 | 13,669.98 |
| 19 Franklin | 497,291 | 259.47 | 1,916.56 | 252.74 | (6.73) | -2.59% | 21.99% | 1,179.70 | 1,177.38 |
| 20 Gadsden | 1,623,284 | 784.36 | 2,069.56 | 779.86 | (4.50) | -0.57% | 16.64% | 4,714.60 | 4,682.44 |
| 21 Gilchrist | 1,058,604 | 601.91 | 1,758.74 | 623.00 | 21.09 | 3.50% | 21.82% | 2,758.82 | 2,857.08 |
| 22 Glades | 512,347 | 318.86 | 1,606.81 | 317.40 | (1.46) | -0.46% | 18.61% | 1,713.49 | 1,706.83 |
| 23 Gulf | 447,336 | 384.35 | 1,163.88 | 345.57 | (38.78) | -10.09% | 20.20% | 1,903.11 | 1,882.38 |
| 24 Hamilton | 515,830 | 195.87 | 2,633.53 | 202.43 | 6.56 | 3.35% | 11.96% | 1,637.35 | 1,649.37 |
| 25 Hardee | 1,879,106 | 775.50 | 2,423.09 | 772.71 | (2.79) | -0.36% | 15.70% | 4,939.10 | 4,926.93 |
| 26 Hendry | 3,717,176 | 1,798.16 | 2,067.21 | 1,845.49 | 47.33 | 2.63% | 13.49% | 13,326.22 | 13,771.40 |
| 27 Hernando | 10,899,727 | 4,308.48 | 2,529.83 | 4,796.15 | 487.67 | 11.32% | 17.70% | 24,336.31 | 25,661.77 |
| 28 Highlands | 4,452,991 | 2,266.16 | 1,964.99 | 2,308.03 | 41.87 | 1.85% | 18.08% | 12,530.86 | 12,735.17 |
| 29 Hillsborough | 81,822,654 | 41,145.04 | 1,988.64 | 42,613.74 | 1,468.70 | 3.57% | 18.40% | 223,611.75 | 229,392.45 |
| 30 Holmes | 1,020,817 | 460.83 | 2,215.17 | 470.79 | 9.96 | 2.16% | 14.96% | 3,079.98 | 3,159.29 |
| 31 Indian River | 6,119,529 | 3,130.37 | 1,954.89 | 3,173.88 | 43.51 | 1.39% | 18.18% | 17,219.39 | 17,315.61 |
| 32 Jackson | 2,307,318 | 1,063.12 | 2,170.33 | 1,057.31 | (5.81) | -0.55% | 18.26% | 5,823.47 | 5,740.81 |
| 33 Jefferson | 380,573 | 155.95 | 2,440.35 | 158.98 | 3.03 | 1.94% | 20.64% | 755.75 | 794.98 |
| 34 Lafayette | 377,700 | 273.78 | 1,379.57 | 273.16 | (0.62) | -0.23% | 23.77% | 1,151.79 | 1,157.91 |
| 35 Lake | 17,638,852 | 8,532.99 | 2,067.14 | 9,099.25 | 566.26 | 6.64% | 18.27% | 46,707.55 | 48,736.76 |
| 36 Lee | 35,377,829 | 13,592.67 | 2,602.71 | 13,954.71 | 362.04 | 2.66% | 13.98% | 97,209.16 | 99,908.05 |
| 37 Leon | 17,443,429 | 6,350.61 | 2,746.73 | 6,555.40 | 204.79 | 3.22% | 19.14% | 33,172.17 | 33,875.42 |
| 38 Levy | 1,954,215 | 1,170.72 | 1,669.24 | 1,197.84 | 27.12 | 2.32% | 20.89% | 5,605.42 | 5,687.12 |
| 39 Liberty | 489,305 | 252.69 | 1,936.38 | 257.95 | 5.26 | 2.08% | 19.90% | 1,270.09 | 1,291.55 |
| 40 Madison | 1,014,193 | 432.18 | 2,346.69 | 432.46 | 0.28 | 0.06% | 18.09% | 2,388.67 | 2,422.76 |
| 41 Manatee | 20,081,025 | 9,586.17 | 2,094.79 | 9,816.57 | 230.40 | 2.40% | 18.93% | 50,645.04 | 51,737.07 |
| 42 Marion | 14,790,025 | 7,417.32 | 1,993.99 | 7,702.97 | 285.65 | 3.85% | 16.75% | 44,274.12 | 45,361.88 |
| 43 Martin | 6,852,867 | 3,323.20 | 2,062.13 | 3,450.97 | 127.77 | 3.84% | 17.92% | 18,543.82 | 19,007.19 |
| 44 Monroe | 3,454,888 | 1,903.06 | 1,815.44 | 1,940.21 | 37.15 | 1.95% | 22.09% | 8,616.34 | 8,817.22 |
| 45 Nassau | 3,641,611 | 2,135.29 | 1,705.44 | 2,244.48 | 109.19 | 5.11% | 16.87% | 12,657.79 | 13,104.64 |
| 46 Okaloosa | 13,658,624 | 5,973.68 | 2,286.47 | 6,142.20 | 168.52 | 2.82% | 18.33% | 32,591.86 | 33,381.04 |
| 47 Okeechobee | 2,787,507 | 1,637.05 | 1,702.76 | 1,689.62 | 52.57 | 3.21% | 25.91% | 6,319.08 | 6,553.43 |
| 48 Orange | 56,561,292 | 29,028.54 | 1,948.47 | 29,993.20 | 964.66 | 3.32% | 13.88% | 209,157.20 | 214,553.60 |
| 49 Osceola | 22,465,066 | 10,922.55 | 2,056.76 | 11,702.67 | 780.12 | 7.14% | 14.55% | 75,055.39 | 78,752.26 |
| 50 Palm Beach | 68,240,490 | 38,256.17 | 1,783.78 | 39,209.72 | 953.55 | 2.49% | 20.05% | 190,767.03 | 194,563.49 |
| 51 Pasco | 31,426,755 | 14,524.60 | 2,163.69 | 15,451.26 | 926.66 | 6.38% | 17.78% | 81,675.00 | 85,550.75 |
| 52 Pinellas | 42,548,408 | 20,490.51 | 2,076.49 | 20,633.39 | 142.88 | 0.70% | 21.27% | 96,332.15 | 95,991.09 |
| 53 Polk | 43,006,338 | 20,402.03 | 2,107.94 | 21,375.18 | 973.15 | 4.77% | 18.17% | 112,267.81 | 116,184.44 |
| 54 Putnam | 3,330,469 | 2,374.87 | 1,402.38 | 2,387.42 | 12.55 | 0.53% | 23.21% | 10,232.43 | 10,362.25 |
| 55 St. Johns | 15,465,356 | 9,993.86 | 1,547.49 | 10,588.17 | 594.31 | 5.95% | 20.95% | 47,700.35 | 50,198.06 |
| 56 St. Lucie | 19,158,602 | 6,769.83 | 2,830.00 | 7,135.70 | 365.87 | 5.40% | 15.25% | 44,393.99 | 46,381.29 |
| 57 Santa Rosa | 10,818,937 | 4,939.37 | 2,190.35 | 5,113.94 | 174.57 | 3.53% | 16.26% | 30,370.21 | 31,175.15 |
| 58 Sarasota | 23,180,193 | 10,075.87 | 2,300.56 | 10,373.89 | 298.02 | 2.96% | 22.54% | 44,707.01 | 45,637.78 |
| 59 Seminole | 20,309,858 | 14,294.03 | 1,420.86 | 14,928.46 | 634.43 | 4.44% | 21.14% | 67,605.38 | 69,901.86 |
| 60 Sumter | 3,866,523 | 1,718.53 | 2,249.90 | 1,758.36 | 39.83 | 2.32% | 19.31% | 8,900.78 | 9,126.05 |
| 61 Suwannee | 1,432,315 | 1,041.22 | 1,375.61 | 1,051.53 | 10.31 | 0.99% | 17.09% | 6,092.34 | 6,295.41 |
| 62 Taylor | 1,105,696 | 570.52 | 1,938.05 | 570.44 | (0.08) | -0.01% | 21.54% | 2,649.23 | 2,658.49 |
| 63 Union | 675,257 | 480.05 | 1,406.64 | 493.14 | 13.09 | 2.73% | 21.13% | 2,272.40 | 2,290.27 |
| 64 Volusia | 24,310,831 | 13,001.27 | 1,869.88 | 13,413.52 | 412.25 | 3.17% | 20.37% | 63,837.23 | 65,663.77 |
| 65 Wakulla | 1,886,468 | 1,081.64 | 1,744.08 | 1,102.45 | 20.81 | 1.92% | 21.33% | 5,071.75 | 5,184.76 |
| 66 Walton | 4,172,865 | 1,843.69 | 2,263.32 | 1,933.46 | 89.77 | 4.87% | 16.75% | 11,008.56 | 11,400.62 |
| 67 Washington | 754,021 | 701.80 | 1,074.41 | 710.02 | 8.22 | 1.17% | 21.31% | 3,292.95 | 3,345.91 |
| 69 FAMU Lab School | 54,012 | 32.25 | 1,674.79 | 32.25 | 0.00 | 0.00% | 5.26% | 612.80 | 612.80 |
| 70 FAU - Palm Beach | 130,364 | 69.04 | 1,888.24 | 69.04 | 0.00 | 0.00% | 5.35% | 1,289.62 | 1,301.15 |
| 71 FAU - St. Lucie | 222,724 | 152.65 | 1,459.05 | 152.65 | 0.00 | 0.00% | 10.70% | 1,426.55 | 1,457.32 |
| 72 FSU Lab - Broward | 168,429 | 165.79 | 1,015.92 | 165.79 | 0.00 | 0.00% | 23.46% | 706.84 | 706.84 |
| 73 FSU Lab - Leon | 353,520 | 177.54 | 1,991.21 | 177.54 | 0.00 | 0.00% | 9.92% | 1,789.79 | 1,789.79 |
| 74 UF Lab School | 421,347 | 176.00 | 2,394.02 | 176.00 | 0.00 | 0.00% | 14.29% | 1,231.96 | 1,231.96 |
| 75 Virtual School | 2,685,164 | 1,458.45 | 1,841.11 | 1,433.98 | (24.47) | -1.68% | 2.90% | 50,293.38 | 50,922.08 |
| State | 1,064,584,063 | 531,709.27 | 1,989.82 | 548,607.64 | 16,898.37 | 3.18% | 19.09% | 2,912,887.37 | 2,983,464.64 |

2022-23 FEFP Conference Calculation
 Exceptional Student Education Guaranteed Allocation - Page 2

| District | Total FTE | | 2021-22 ESE Guaranteed Allocation | Projected Increase (Decrease) Programs 111, 112 & 113 | Maximum Workload FTE | | Workload FTE | Workload Adjustment | ESE Guaranteed Allocation |
|----------------------|-----------|----------------|-----------------------------------|---|-------------------------------|-------------------------------|--------------|---------------------|---------------------------|
| | Change | Percent Change | | | Districts > 19.09% Prevalence | Districts < 19.09% Prevalence | | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 803.90 | 2.74% | 11,215,210 | 291.08 | 184.00 | 0.00 | 184.00 | 366,127 | 11,581,337 |
| 2 Baker | (16.90) | -0.35% | 1,276,820 | 2.86 | 0.00 | 217.18 | 2.86 | 5,691 | 1,282,511 |
| 3 Bay | 445.01 | 1.72% | 8,725,746 | 109.55 | 0.00 | 350.51 | 109.55 | 217,985 | 8,943,731 |
| 4 Bradford | 83.88 | 2.91% | 1,267,836 | 19.65 | 21.94 | 0.00 | 19.65 | 39,100 | 1,306,936 |
| 5 Brevard | 1,590.45 | 2.16% | 28,488,265 | 568.55 | 355.55 | 0.00 | 355.55 | 707,481 | 29,195,746 |
| 6 Broward | 1,332.29 | 0.51% | 98,587,382 | 603.26 | 0.00 | 4,511.43 | 603.26 | 1,200,379 | 99,787,761 |
| 7 Calhoun | 13.23 | 0.64% | 782,480 | 2.86 | 2.91 | 0.00 | 2.86 | 5,691 | 788,171 |
| 8 Charlotte | 404.33 | 2.47% | 6,419,736 | 139.27 | 90.13 | 0.00 | 90.13 | 179,342 | 6,599,078 |
| 9 Citrus | 254.50 | 1.62% | 7,501,581 | 68.68 | 0.00 | 291.33 | 68.68 | 136,661 | 7,638,242 |
| 10 Clay | 696.76 | 1.79% | 13,329,772 | 430.69 | 168.20 | 0.00 | 168.20 | 334,688 | 13,664,460 |
| 11 Collier | 1,056.44 | 2.23% | 23,174,934 | 213.00 | 0.00 | 883.65 | 213.00 | 423,832 | 23,598,766 |
| 12 Columbia | 230.07 | 2.27% | 4,077,866 | 66.28 | 0.00 | 180.39 | 66.28 | 131,885 | 4,209,751 |
| 13 Dade | 10,147.01 | 2.98% | 131,111,588 | 1,755.80 | 2,021.30 | 0.00 | 1,755.80 | 3,493,726 | 134,605,314 |
| 14 DeSoto | (28.75) | -0.62% | 1,944,905 | 14.18 | 0.00 | 157.49 | 14.18 | 28,216 | 1,973,121 |
| 15 Dixie | 42.53 | 2.00% | 713,472 | 25.93 | 9.46 | 0.00 | 9.46 | 18,824 | 732,296 |
| 16 Duval | 2,534.39 | 1.92% | 49,865,837 | 739.40 | 501.26 | 0.00 | 501.26 | 997,417 | 50,863,254 |
| 17 Escambia | 370.29 | 0.95% | 13,925,081 | 118.19 | 73.32 | 0.00 | 73.32 | 145,894 | 14,070,975 |
| 18 Flagler | 305.60 | 2.29% | 6,607,599 | 92.61 | 0.00 | 271.86 | 92.61 | 184,277 | 6,791,876 |
| 19 Franklin | (2.32) | -0.20% | 497,291 | (6.73) | 0.00 | 0.00 | (6.73) | (12,898) | 484,393 |
| 20 Gadsden | (32.16) | -0.68% | 1,623,284 | (4.50) | 0.00 | 109.52 | (4.50) | (9,313) | 1,613,971 |
| 21 Gilchrist | 98.26 | 3.56% | 1,058,604 | 21.09 | 21.43 | 0.00 | 21.09 | 41,965 | 1,100,569 |
| 22 Glades | (6.66) | -0.39% | 512,347 | (1.46) | 0.00 | 6.97 | (1.46) | (2,346) | 510,001 |
| 23 Gulf | (20.73) | -1.09% | 447,336 | (38.78) | 0.00 | 0.00 | (38.78) | (45,135) | 402,201 |
| 24 Hamilton | 12.02 | 0.73% | 515,830 | 6.56 | 0.00 | 118.99 | 6.56 | 13,053 | 528,883 |
| 25 Hardee | (12.17) | -0.25% | 1,879,106 | (2.79) | 0.00 | 165.05 | (2.79) | (6,760) | 1,872,346 |
| 26 Hendry | 445.18 | 3.34% | 3,717,176 | 47.33 | 0.00 | 830.80 | 47.33 | 94,178 | 3,811,354 |
| 27 Hernando | 1,325.46 | 5.45% | 10,899,727 | 487.67 | 0.00 | 590.35 | 487.67 | 970,376 | 11,870,103 |
| 28 Highlands | 204.31 | 1.63% | 4,452,991 | 41.87 | 0.00 | 164.98 | 41.87 | 83,314 | 4,536,305 |
| 29 Hillsborough | 5,780.70 | 2.59% | 81,822,654 | 1,468.70 | 0.00 | 2,645.98 | 1,468.70 | 2,922,449 | 84,745,103 |
| 30 Holmes | 79.31 | 2.58% | 1,020,817 | 9.96 | 0.00 | 142.28 | 9.96 | 19,819 | 1,040,636 |
| 31 Indian River | 96.22 | 0.56% | 6,119,529 | 43.51 | 0.00 | 175.18 | 43.51 | 86,577 | 6,206,106 |
| 32 Jackson | (82.66) | -1.42% | 2,307,318 | (5.81) | 0.00 | 32.80 | (5.81) | (12,610) | 2,294,708 |
| 33 Jefferson | 39.23 | 5.19% | 380,573 | 3.03 | 8.09 | 0.00 | 3.03 | 6,029 | 386,602 |
| 34 Lafayette | 6.12 | 0.53% | 377,700 | (0.62) | 1.45 | 0.00 | (0.62) | (855) | 376,845 |
| 35 Lake | 2,029.21 | 4.34% | 17,638,852 | 566.26 | 0.00 | 770.86 | 566.26 | 1,126,755 | 18,765,607 |
| 36 Lee | 2,698.89 | 2.78% | 35,377,829 | 362.04 | 0.00 | 5,479.78 | 362.04 | 720,394 | 36,098,223 |
| 37 Leon | 703.25 | 2.12% | 17,443,429 | 204.79 | 134.63 | 0.00 | 134.63 | 267,889 | 17,711,318 |
| 38 Levy | 81.70 | 1.46% | 1,954,215 | 27.12 | 17.09 | 0.00 | 17.09 | 34,006 | 1,988,221 |
| 39 Liberty | 21.46 | 1.69% | 489,305 | 5.26 | 4.27 | 0.00 | 4.27 | 8,497 | 497,802 |
| 40 Madison | 34.09 | 1.43% | 1,014,193 | 0.28 | 0.00 | 30.32 | 0.28 | 557 | 1,014,750 |
| 41 Manatee | 1,092.03 | 2.16% | 20,081,025 | 230.40 | 0.00 | 290.44 | 230.40 | 458,455 | 20,539,480 |
| 42 Marion | 1,087.76 | 2.46% | 14,790,025 | 285.65 | 0.00 | 1,242.26 | 285.65 | 568,392 | 15,358,417 |
| 43 Martin | 463.37 | 2.50% | 6,852,867 | 127.77 | 0.00 | 305.27 | 127.77 | 254,239 | 7,107,106 |
| 44 Monroe | 200.88 | 2.33% | 3,454,888 | 37.15 | 44.34 | 0.00 | 37.15 | 73,922 | 3,528,810 |
| 45 Nassau | 446.85 | 3.53% | 3,641,611 | 109.19 | 0.00 | 366.39 | 109.19 | 217,268 | 3,858,879 |
| 46 Okaloosa | 789.18 | 2.42% | 13,658,624 | 168.52 | 0.00 | 398.76 | 168.52 | 335,324 | 13,993,948 |
| 47 Okeechobee | 234.35 | 3.71% | 2,787,507 | 52.57 | 60.73 | 0.00 | 52.57 | 104,605 | 2,892,112 |
| 48 Orange | 5,396.40 | 2.58% | 56,561,292 | 964.66 | 0.00 | 11,929.74 | 964.66 | 1,919,500 | 58,480,792 |
| 49 Osceola | 3,696.87 | 4.93% | 22,465,066 | 780.12 | 0.00 | 4,111.26 | 780.12 | 1,552,298 | 24,017,364 |
| 50 Palm Beach | 3,796.46 | 1.99% | 68,240,490 | 953.55 | 761.30 | 0.00 | 761.30 | 1,514,850 | 69,755,340 |
| 51 Pasco | 3,875.75 | 4.75% | 31,426,755 | 926.66 | 0.00 | 1,807.04 | 926.66 | 1,843,887 | 33,270,642 |
| 52 Pinellas | (341.06) | -0.35% | 42,548,408 | 142.88 | 0.00 | 0.00 | 0.00 | 0 | 42,548,408 |
| 53 Polk | 3,916.63 | 3.49% | 43,006,338 | 973.15 | 0.00 | 1,777.58 | 973.15 | 1,936,393 | 44,942,731 |
| 54 Putnam | 129.82 | 1.27% | 3,330,469 | 12.55 | 30.16 | 0.00 | 12.55 | 24,972 | 3,355,441 |
| 55 St. Johns | 2,497.71 | 5.24% | 15,465,356 | 594.31 | 523.68 | 0.00 | 523.68 | 1,042,029 | 16,507,385 |
| 56 St. Lucie | 1,987.30 | 4.48% | 19,158,602 | 365.87 | 0.00 | 2,084.36 | 365.87 | 728,015 | 19,886,617 |
| 57 Santa Rosa | 804.94 | 2.65% | 10,818,937 | 174.57 | 0.00 | 1,011.97 | 174.57 | 347,363 | 11,166,300 |
| 58 Sarasota | 930.77 | 2.08% | 23,180,193 | 298.02 | 209.58 | 0.00 | 209.58 | 417,026 | 23,597,219 |
| 59 Seminole | 2,296.48 | 3.40% | 20,309,858 | 634.43 | 486.00 | 0.00 | 486.00 | 967,053 | 21,276,911 |
| 60 Sumter | 225.27 | 2.53% | 3,866,523 | 39.83 | 43.48 | 0.00 | 39.83 | 79,255 | 3,945,778 |
| 61 Suwannee | 203.07 | 3.33% | 1,432,315 | 10.31 | 0.00 | 160.57 | 10.31 | 20,515 | 1,452,830 |
| 62 Taylor | 9.26 | 0.35% | 1,105,696 | (0.08) | 2.00 | 0.00 | (0.08) | (155) | 1,105,541 |
| 63 Union | 17.87 | 0.79% | 675,257 | 13.09 | 3.79 | 0.00 | 3.79 | 7,541 | 682,798 |
| 64 Volusia | 1,826.54 | 2.86% | 24,310,831 | 412.25 | 371.84 | 0.00 | 371.84 | 739,895 | 25,050,726 |
| 65 Wakulla | 113.01 | 2.23% | 1,886,468 | 20.81 | 24.12 | 0.00 | 20.81 | 41,408 | 1,927,876 |
| 66 Walton | 392.06 | 3.56% | 4,172,865 | 89.77 | 0.00 | 332.69 | 89.77 | 178,626 | 4,351,491 |
| 67 Washington | 52.96 | 1.61% | 754,021 | 8.22 | 11.30 | 0.00 | 8.22 | 16,356 | 770,377 |
| 69 FAMU Lab School | 0.00 | 0.00% | 54,012 | 0.00 | 0.00 | 84.73 | 0.00 | 0 | 54,012 |
| 70 FAU - Palm Beach | 11.53 | 0.89% | 130,364 | 0.00 | 0.00 | 179.35 | 0.00 | 0 | 130,364 |
| 71 FAU - St. Lucie | 30.77 | 2.16% | 222,724 | 0.00 | 0.00 | 125.55 | 0.00 | 0 | 222,724 |
| 72 FSU Lab - Broward | 0.00 | 0.00% | 168,429 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 168,429 |
| 73 FSU Lab - Leon | 0.00 | 0.00% | 353,520 | 0.00 | 0.00 | 164.13 | 0.00 | 0 | 353,520 |
| 74 UF Lab School | 0.00 | 0.00% | 421,347 | 0.00 | 0.00 | 59.18 | 0.00 | 0 | 421,347 |
| 75 Virtual School | 628.70 | 1.25% | 2,685,164 | (24.47) | 0.00 | 8,262.58 | (24.47) | (45,052) | 2,640,112 |
| State | 70,577.27 | | 1,064,584,063 | 16,898.37 | 6,187.35 | 52,821.55 | 15,193.66 | 30,267,137 | 1,094,851,200 |

2022-23 FEFP Conference Calculation
 Federally Connected Students Supplement

| District | Student Allocation | Exempt Property Allocation | Total Allocation |
|----------------------|--------------------|----------------------------|------------------|
| | -1- | -2- | -3- |
| 1 Alachua | 0 | 0 | 0 |
| 2 Baker | 0 | 0 | 0 |
| 3 Bay | 249,228 | 650,405 | 899,633 |
| 4 Bradford | 0 | 0 | 0 |
| 5 Brevard | 550,656 | 2,360,813 | 2,911,469 |
| 6 Broward | 0 | 0 | 0 |
| 7 Calhoun | 0 | 0 | 0 |
| 8 Charlotte | 0 | 0 | 0 |
| 9 Citrus | 0 | 0 | 0 |
| 10 Clay | 758,633 | 0 | 758,633 |
| 11 Collier | 0 | 0 | 0 |
| 12 Columbia | 0 | 0 | 0 |
| 13 Dade | 132,988 | 0 | 132,988 |
| 14 DeSoto | 0 | 0 | 0 |
| 15 Dixie | 0 | 0 | 0 |
| 16 Duval | 602,583 | 406,358 | 1,008,941 |
| 17 Escambia | 450,582 | 1,068,398 | 1,518,980 |
| 18 Flagler | 0 | 0 | 0 |
| 19 Franklin | 0 | 0 | 0 |
| 20 Gadsden | 0 | 0 | 0 |
| 21 Gilchrist | 0 | 0 | 0 |
| 22 Glades | 56,718 | 228,883 | 285,601 |
| 23 Gulf | 0 | 0 | 0 |
| 24 Hamilton | 0 | 0 | 0 |
| 25 Hardee | 0 | 0 | 0 |
| 26 Hendry | 0 | 0 | 0 |
| 27 Hernando | 0 | 0 | 0 |
| 28 Highlands | 0 | 0 | 0 |
| 29 Hillsborough | 1,102,396 | 337,394 | 1,439,790 |
| 30 Holmes | 0 | 0 | 0 |
| 31 Indian River | 0 | 0 | 0 |
| 32 Jackson | 0 | 0 | 0 |
| 33 Jefferson | 0 | 0 | 0 |
| 34 Lafayette | 0 | 0 | 0 |
| 35 Lake | 0 | 0 | 0 |
| 36 Lee | 75,306 | 0 | 75,306 |
| 37 Leon | 0 | 0 | 0 |
| 38 Levy | 0 | 0 | 0 |
| 39 Liberty | 0 | 0 | 0 |
| 40 Madison | 0 | 0 | 0 |
| 41 Manatee | 0 | 0 | 0 |
| 42 Marion | 0 | 0 | 0 |
| 43 Martin | 0 | 0 | 0 |
| 44 Monroe | 95,111 | 915,189 | 1,010,300 |
| 45 Nassau | 0 | 0 | 0 |
| 46 Okaloosa | 1,463,169 | 1,427,110 | 2,890,279 |
| 47 Okeechobee | 0 | 0 | 0 |
| 48 Orange | 0 | 0 | 0 |
| 49 Osceola | 0 | 0 | 0 |
| 50 Palm Beach | 25,789 | 0 | 25,789 |
| 51 Pasco | 0 | 0 | 0 |
| 52 Pinellas | 32,136 | 0 | 32,136 |
| 53 Polk | 0 | 0 | 0 |
| 54 Putnam | 0 | 0 | 0 |
| 55 St. Johns | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 0 | 0 |
| 57 Santa Rosa | 577,443 | 822,891 | 1,400,334 |
| 58 Sarasota | 0 | 0 | 0 |
| 59 Seminole | 0 | 0 | 0 |
| 60 Sumter | 0 | 0 | 0 |
| 61 Suwannee | 0 | 0 | 0 |
| 62 Taylor | 0 | 0 | 0 |
| 63 Union | 0 | 0 | 0 |
| 64 Volusia | 0 | 0 | 0 |
| 65 Wakulla | 0 | 0 | 0 |
| 66 Walton | 0 | 0 | 0 |
| 67 Washington | 0 | 0 | 0 |
| 69 FAMU Lab School | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 |
| State | 6,172,738 | 8,217,441 | 14,390,179 |

2022-23 FEFP Conference Calculation
Funding Compression Allocation

| District | 2021-22 Total Funding | 2021-22 Unweighted FTE | 2021-22 Total Funding Per FTE | Col. 3 Amount Below \$7,758.30 | 25% of Funding Difference Capped at \$100 Per FTE | Funding Compression |
|----------------------|-----------------------------|------------------------------|-------------------------------------|---|--|------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 220,139,800 | 29,368.47 | 7,495.79 | 262.51 | 65.63 | 1,927,453 |
| 2 Baker | 38,058,088 | 4,854.76 | 7,839.33 | 0.00 | 0.00 | 0 |
| 3 Bay | 201,588,093 | 25,834.14 | 7,803.17 | 0.00 | 0.00 | 0 |
| 4 Bradford | 23,412,846 | 2,879.94 | 8,129.63 | 0.00 | 0.00 | 0 |
| 5 Brevard | 564,926,346 | 73,759.06 | 7,659.08 | 99.22 | 24.81 | 1,829,962 |
| 6 Broward | 2,032,921,147 | 262,289.18 | 7,750.69 | 7.61 | 1.90 | 498,349 |
| 7 Calhoun | 17,355,699 | 2,072.30 | 8,375.09 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 131,927,543 | 16,372.51 | 8,057.87 | 0.00 | 0.00 | 0 |
| 9 Citrus | 119,846,393 | 15,700.94 | 7,633.07 | 125.23 | 31.31 | 491,596 |
| 10 Clay | 292,839,225 | 38,820.59 | 7,543.40 | 214.90 | 53.73 | 2,085,830 |
| 11 Collier | 438,772,301 | 47,478.47 | 9,241.50 | 0.00 | 0.00 | 0 |
| 12 Columbia | 77,009,833 | 10,143.84 | 7,591.78 | 166.52 | 41.63 | 422,288 |
| 13 Dade | 2,681,959,658 | 340,648.40 | 7,873.10 | 0.00 | 0.00 | 0 |
| 14 DeSoto | 36,050,993 | 4,619.49 | 7,804.11 | 0.00 | 0.00 | 0 |
| 15 Dixie | 17,035,857 | 2,131.54 | 7,992.28 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,009,787,980 | 132,333.68 | 7,630.62 | 127.68 | 31.92 | 4,224,091 |
| 17 Escambia | 293,963,013 | 38,792.75 | 7,577.78 | 180.52 | 45.13 | 1,750,717 |
| 18 Flagler | 102,119,158 | 13,364.38 | 7,641.14 | 117.16 | 29.29 | 391,443 |
| 19 Franklin | 10,176,002 | 1,179.70 | 8,625.92 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 36,513,927 | 4,714.60 | 7,744.86 | 13.44 | 3.36 | 15,841 |
| 21 Gilchrist | 23,425,798 | 2,758.82 | 8,491.24 | 0.00 | 0.00 | 0 |
| 22 Glades | 14,470,261 | 1,713.49 | 8,444.91 | 0.00 | 0.00 | 0 |
| 23 Gulf | 15,982,030 | 1,903.11 | 8,397.85 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 13,271,760 | 1,637.35 | 8,105.63 | 0.00 | 0.00 | 0 |
| 25 Hardee | 37,989,875 | 4,939.10 | 7,691.66 | 66.64 | 16.66 | 82,285 |
| 26 Hendry | 94,777,153 | 13,326.22 | 7,112.08 | 646.22 | 100.00 | 1,332,622 |
| 27 Hernando | 183,855,009 | 24,336.31 | 7,554.76 | 203.54 | 50.89 | 1,238,475 |
| 28 Highlands | 95,060,445 | 12,530.86 | 7,586.11 | 172.19 | 43.05 | 539,454 |
| 29 Hillsborough | 1,712,781,447 | 223,611.75 | 7,659.62 | 98.68 | 24.67 | 5,516,502 |
| 30 Holmes | 24,888,076 | 3,079.98 | 8,080.60 | 0.00 | 0.00 | 0 |
| 31 Indian River | 134,912,447 | 17,219.39 | 7,834.91 | 0.00 | 0.00 | 0 |
| 32 Jackson | 46,813,787 | 5,823.47 | 8,038.81 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 7,184,110 | 755.75 | 9,505.93 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 9,752,008 | 1,151.79 | 8,466.83 | 0.00 | 0.00 | 0 |
| 35 Lake | 348,953,277 | 46,707.55 | 7,471.03 | 287.27 | 71.82 | 3,354,536 |
| 36 Lee | 779,633,100 | 97,209.16 | 8,020.16 | 0.00 | 0.00 | 0 |
| 37 Leon | 251,672,705 | 33,172.17 | 7,586.86 | 171.44 | 42.86 | 1,421,759 |
| 38 Levy | 45,323,069 | 5,605.42 | 8,085.58 | 0.00 | 0.00 | 0 |
| 39 Liberty | 11,043,110 | 1,270.09 | 8,694.75 | 0.00 | 0.00 | 0 |
| 40 Madison | 18,822,866 | 2,388.67 | 7,880.06 | 0.00 | 0.00 | 0 |
| 41 Manatee | 387,330,534 | 50,645.04 | 7,647.95 | 110.35 | 27.59 | 1,397,297 |
| 42 Marion | 332,992,207 | 44,274.12 | 7,521.15 | 237.15 | 59.29 | 2,625,013 |
| 43 Martin | 153,876,519 | 18,543.82 | 8,297.99 | 0.00 | 0.00 | 0 |
| 44 Monroe | 88,589,828 | 8,616.34 | 10,281.61 | 0.00 | 0.00 | 0 |
| 45 Nassau | 98,199,629 | 12,657.79 | 7,758.04 | 0.26 | 0.07 | 886 |
| 46 Okaloosa | 253,130,969 | 32,591.86 | 7,766.69 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 49,181,836 | 6,319.08 | 7,783.07 | 0.00 | 0.00 | 0 |
| 48 Orange | 1,610,112,114 | 209,157.20 | 7,698.10 | 60.20 | 15.05 | 3,147,816 |
| 49 Osceola | 565,100,243 | 75,055.39 | 7,529.11 | 229.19 | 57.30 | 4,300,674 |
| 50 Palm Beach | 1,567,565,970 | 190,767.03 | 8,217.17 | 0.00 | 0.00 | 0 |
| 51 Pasco | 627,196,486 | 81,675.00 | 7,679.17 | 79.13 | 19.78 | 1,615,532 |
| 52 Pinellas | 758,663,501 | 96,332.15 | 7,875.50 | 0.00 | 0.00 | 0 |
| 53 Polk | 844,291,563 | 112,267.81 | 7,520.34 | 237.96 | 59.49 | 6,678,812 |
| 54 Putnam | 78,979,263 | 10,232.43 | 7,718.52 | 39.78 | 9.94 | 101,710 |
| 55 St. Johns | 370,690,842 | 47,700.35 | 7,771.24 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 343,567,905 | 44,393.99 | 7,739.06 | 19.24 | 4.81 | 213,535 |
| 57 Santa Rosa | 231,045,101 | 30,370.21 | 7,607.62 | 150.68 | 37.67 | 1,144,046 |
| 58 Sarasota | 381,613,515 | 44,707.01 | 8,535.88 | 0.00 | 0.00 | 0 |
| 59 Seminole | 507,203,398 | 67,605.38 | 7,502.41 | 255.89 | 63.97 | 4,324,716 |
| 60 Sumter | 73,044,422 | 8,900.78 | 8,206.52 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 45,354,512 | 6,092.34 | 7,444.51 | 313.79 | 78.45 | 477,944 |
| 62 Taylor | 21,344,464 | 2,649.23 | 8,056.86 | 0.00 | 0.00 | 0 |
| 63 Union | 18,345,477 | 2,272.40 | 8,073.17 | 0.00 | 0.00 | 0 |
| 64 Volusia | 476,420,907 | 63,837.23 | 7,463.06 | 295.24 | 73.81 | 4,711,826 |
| 65 Wakulla | 38,720,709 | 5,071.75 | 7,634.59 | 123.71 | 30.93 | 156,869 |
| 66 Walton | 95,440,333 | 11,008.56 | 8,669.65 | 0.00 | 0.00 | 0 |
| 67 Washington | 27,192,422 | 3,292.95 | 8,257.77 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 5,372,437 | 612.80 | 8,767.03 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 10,882,016 | 1,289.62 | 8,438.16 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 10,820,309 | 1,426.55 | 7,584.95 | 173.35 | 43.34 | 61,827 |
| 72 FSU Lab - Broward | 6,269,714 | 706.84 | 8,870.06 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 14,114,477 | 1,789.79 | 7,886.11 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 10,196,084 | 1,231.96 | 8,276.31 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 279,187,001 | 50,293.38 | 5,551.17 | 0.00 | 0.00 | 0 |
| State | 22,599,052,942 | 2,912,887.37 | 7,758.30 | | | 58,081,706 |

2022-23 FEFP Conference Calculation
Funding Compression and Hold Harmless Allocation - Page 2

| District | 2020-21 District Cost Differential | 2022-23 District Cost Differential | Current DCD Amount Below Prior Year DCD | DCD Hold Harmless Index ¹ | 2022-23 Funded Weighted FTE | Hold Harmless Allocation ² | Funding Compression and Hold Harmless Allocation |
|----------------------|------------------------------------|------------------------------------|---|--------------------------------------|-----------------------------|---------------------------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 32,704.37 | 0 | 1,927,453 |
| 2 Baker | 0.9722 | 0.9606 | 0.0116 | 0.0116 | 5,214.04 | 277,459 | 277,459 |
| 3 Bay | 0.9688 | 0.9687 | 0.0001 | 0.0001 | 30,222.70 | 13,864 | 13,864 |
| 4 Bradford | 0.9672 | 0.9513 | 0.0159 | 0.0159 | 3,172.97 | 231,435 | 231,435 |
| 5 Brevard | 0.9882 | 0.9904 | 0.0000 | 0.0000 | 82,969.19 | 0 | 1,829,962 |
| 6 Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 291,210.74 | 0 | 498,349 |
| 7 Calhoun | 0.9335 | 0.9222 | 0.0113 | 0.0113 | 2,291.26 | 118,773 | 118,773 |
| 8 Charlotte | 0.9891 | 0.9845 | 0.0046 | 0.0046 | 18,536.12 | 391,150 | 391,150 |
| 9 Citrus | 0.9464 | 0.9430 | 0.0034 | 0.0034 | 17,151.19 | 267,510 | 491,596 |
| 10 Clay | 0.9876 | 0.9798 | 0.0078 | 0.0078 | 42,750.95 | 1,529,703 | 2,085,830 |
| 11 Collier | 1.0512 | 1.0523 | 0.0000 | 0.0000 | 54,548.77 | 0 | 0 |
| 12 Columbia | 0.9458 | 0.9407 | 0.0051 | 0.0051 | 11,071.69 | 259,030 | 422,288 |
| 13 Dade | 1.0147 | 1.0166 | 0.0000 | 0.0000 | 384,564.25 | 0 | 0 |
| 14 DeSoto | 0.9784 | 0.9645 | 0.0139 | 0.0139 | 4,867.62 | 310,383 | 310,383 |
| 15 Dixie | 0.9396 | 0.9258 | 0.0138 | 0.0138 | 2,352.75 | 148,943 | 148,943 |
| 16 Duval | 1.0061 | 1.0058 | 0.0003 | 0.0003 | 146,868.26 | 202,123 | 4,224,091 |
| 17 Escambia | 0.9746 | 0.9746 | 0.0000 | 0.0000 | 42,566.13 | 0 | 1,750,717 |
| 18 Flagler | 0.9575 | 0.9560 | 0.0015 | 0.0015 | 14,762.30 | 101,581 | 391,443 |
| 19 Franklin | 0.9285 | 0.9275 | 0.0010 | 0.0010 | 1,278.98 | 5,867 | 5,867 |
| 20 Gadsden | 0.9515 | 0.9435 | 0.0080 | 0.0080 | 5,062.25 | 185,781 | 185,781 |
| 21 Gilchrist | 0.9541 | 0.9424 | 0.0117 | 0.0117 | 3,216.05 | 172,614 | 172,614 |
| 22 Glades | 0.9898 | 0.9734 | 0.0164 | 0.0164 | 1,812.33 | 136,348 | 136,348 |
| 23 Gulf | 0.9415 | 0.9389 | 0.0026 | 0.0026 | 2,074.20 | 24,739 | 24,739 |
| 24 Hamilton | 0.9223 | 0.9168 | 0.0055 | 0.0055 | 1,764.73 | 44,525 | 44,525 |
| 25 Hardee | 0.9662 | 0.9557 | 0.0105 | 0.0105 | 5,277.07 | 254,184 | 254,184 |
| 26 Hendry | 1.0016 | 0.9823 | 0.0193 | 0.0193 | 14,629.15 | 1,295,218 | 1,332,622 |
| 27 Hemando | 0.9675 | 0.9587 | 0.0088 | 0.0088 | 28,075.40 | 1,133,379 | 1,238,475 |
| 28 Highlands | 0.9569 | 0.9489 | 0.0080 | 0.0080 | 13,641.08 | 500,617 | 539,454 |
| 29 Hillsborough | 1.0047 | 1.0072 | 0.0000 | 0.0000 | 252,435.78 | 0 | 5,516,502 |
| 30 Holmes | 0.9394 | 0.9259 | 0.0135 | 0.0135 | 3,331.72 | 206,333 | 206,333 |
| 31 Indian River | 0.9999 | 0.9990 | 0.0009 | 0.0009 | 18,840.66 | 77,787 | 77,787 |
| 32 Jackson | 0.9270 | 0.9219 | 0.0051 | 0.0051 | 6,327.49 | 148,036 | 148,036 |
| 33 Jefferson | 0.9492 | 0.9396 | 0.0096 | 0.0096 | 862.00 | 37,962 | 37,962 |
| 34 Lafayette | 0.9253 | 0.9187 | 0.0066 | 0.0066 | 1,288.29 | 39,005 | 39,005 |
| 35 Lake | 0.9807 | 0.9746 | 0.0061 | 0.0061 | 52,667.89 | 1,473,813 | 3,354,536 |
| 36 Lee | 1.0217 | 1.0173 | 0.0044 | 0.0044 | 110,089.41 | 2,222,106 | 2,222,106 |
| 37 Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 36,693.83 | 0 | 1,421,759 |
| 38 Levy | 0.9536 | 0.9431 | 0.0105 | 0.0105 | 6,244.45 | 300,781 | 300,781 |
| 39 Liberty | 0.9346 | 0.9245 | 0.0101 | 0.0101 | 1,465.09 | 67,882 | 67,882 |
| 40 Madison | 0.9251 | 0.9189 | 0.0062 | 0.0062 | 2,578.80 | 73,346 | 73,346 |
| 41 Manatee | 0.9909 | 0.9937 | 0.0000 | 0.0000 | 56,120.69 | 0 | 1,397,297 |
| 42 Marion | 0.9479 | 0.9472 | 0.0007 | 0.0007 | 50,526.87 | 162,251 | 2,625,013 |
| 43 Martin | 1.0173 | 1.0164 | 0.0009 | 0.0009 | 21,266.57 | 87,802 | 87,802 |
| 44 Monroe | 1.0506 | 1.0516 | 0.0000 | 0.0000 | 9,621.37 | 0 | 0 |
| 45 Nassau | 0.9898 | 0.9870 | 0.0028 | 0.0028 | 14,127.70 | 181,466 | 181,466 |
| 46 Okaloosa | 0.9913 | 0.9900 | 0.0013 | 0.0013 | 36,443.52 | 217,335 | 217,335 |
| 47 Okeechobee | 0.9799 | 0.9638 | 0.0161 | 0.0161 | 6,990.86 | 516,325 | 516,325 |
| 48 Orange | 1.0074 | 1.0091 | 0.0000 | 0.0000 | 241,797.39 | 0 | 3,147,816 |
| 49 Osceola | 0.9888 | 0.9870 | 0.0018 | 0.0018 | 85,478.08 | 705,820 | 4,300,674 |
| 50 Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 218,086.59 | 0 | 0 |
| 51 Pasco | 0.9837 | 0.9813 | 0.0024 | 0.0024 | 94,312.45 | 1,038,357 | 1,615,532 |
| 52 Pinellas | 0.9986 | 1.0011 | 0.0000 | 0.0000 | 106,000.96 | 0 | 0 |
| 53 Polk | 0.9683 | 0.9704 | 0.0000 | 0.0000 | 125,663.56 | 0 | 6,678,812 |
| 54 Putnam | 0.9575 | 0.9455 | 0.0120 | 0.0120 | 11,153.76 | 614,001 | 614,001 |
| 55 St. Johns | 1.0058 | 1.0023 | 0.0035 | 0.0035 | 55,702.46 | 894,353 | 894,353 |
| 56 St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 50,091.89 | 1,953,228 | 1,953,228 |
| 57 Santa Rosa | 0.9710 | 0.9627 | 0.0083 | 0.0083 | 34,254.27 | 1,304,246 | 1,304,246 |
| 58 Sarasota | 1.0110 | 1.0153 | 0.0000 | 0.0000 | 51,186.83 | 0 | 0 |
| 59 Seminole | 0.9950 | 0.9951 | 0.0000 | 0.0000 | 75,921.97 | 0 | 4,324,716 |
| 60 Sumter | 0.9691 | 0.9708 | 0.0000 | 0.0000 | 9,983.53 | 0 | 0 |
| 61 Suwannee | 0.9313 | 0.9251 | 0.0062 | 0.0062 | 6,666.03 | 189,594 | 477,944 |
| 62 Taylor | 0.9251 | 0.9215 | 0.0036 | 0.0036 | 2,963.39 | 48,939 | 48,939 |
| 63 Union | 0.9574 | 0.9415 | 0.0159 | 0.0159 | 2,475.78 | 180,583 | 180,583 |
| 64 Volusia | 0.9664 | 0.9639 | 0.0025 | 0.0025 | 71,669.35 | 821,940 | 4,711,826 |
| 65 Wakulla | 0.9524 | 0.9470 | 0.0054 | 0.0054 | 5,604.48 | 138,834 | 156,869 |
| 66 Walton | 0.9824 | 0.9844 | 0.0000 | 0.0000 | 12,267.95 | 0 | 0 |
| 67 Washington | 0.9392 | 0.9303 | 0.0089 | 0.0089 | 3,747.72 | 153,011 | 153,011 |
| 69 FAMU Lab School | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 635.44 | 0 | 0 |
| 70 FAU - Palm Beach | 1.0424 | 1.0438 | 0.0000 | 0.0000 | 1,332.61 | 0 | 0 |
| 71 FAU - St. Lucie | 1.0020 | 0.9935 | 0.0085 | 0.0085 | 1,539.44 | 60,027 | 61,827 |
| 72 FSU Lab - Broward | 1.0174 | 1.0196 | 0.0000 | 0.0000 | 877.38 | 0 | 0 |
| 73 FSU Lab - Leon | 0.9714 | 0.9718 | 0.0000 | 0.0000 | 1,898.62 | 0 | 0 |
| 74 UF Lab School | 0.9789 | 0.9796 | 0.0000 | 0.0000 | 1,292.58 | 0 | 0 |
| 75 Virtual School | 1.0000 | 1.0000 | 0.0000 | 0.0000 | 52,503.51 | 0 | 0 |
| State | | | | | 3,277,687.35 | 21,520,389 | 68,163,995 |

1. Amount Below Prior Year DCD (column 3) x 1.0
2. DCD Hold Harmless Index x WFTE x BSA (column 4 x column 5 x BSA)

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 1

| District | 2021-22 Unweighted FTE | 2022-23 Unweighted FTE | FTE Growth | FTE Growth x \$325.05 | Prorated Maintenance Allocation |
|----------------------|------------------------------|------------------------------|---------------|-----------------------------|---------------------------------------|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 29,368.47 | 30,172.37 | 803.90 | 261,308 | 2,111,931 |
| 2 Baker | 4,854.76 | 4,837.86 | 0.00 | 0 | 349,113 |
| 3 Bay | 25,834.14 | 26,279.15 | 445.01 | 144,651 | 1,857,772 |
| 4 Bradford | 2,879.94 | 2,963.82 | 83.88 | 27,265 | 207,101 |
| 5 Brevard | 73,759.06 | 75,349.51 | 1,590.45 | 516,976 | 5,304,126 |
| 6 Broward | 262,289.18 | 263,621.47 | 1,332.29 | 433,061 | 18,861,612 |
| 7 Calhoun | 2,072.30 | 2,085.53 | 13.23 | 4,300 | 149,022 |
| 8 Charlotte | 16,372.51 | 16,776.84 | 404.33 | 131,427 | 1,177,372 |
| 9 Citrus | 15,700.94 | 15,955.44 | 254.50 | 82,725 | 1,129,078 |
| 10 Clay | 38,820.59 | 39,517.35 | 696.76 | 226,482 | 2,791,647 |
| 11 Collier | 47,478.47 | 48,534.91 | 1,056.44 | 343,396 | 3,414,249 |
| 12 Columbia | 10,143.84 | 10,373.91 | 230.07 | 74,784 | 729,459 |
| 13 Dade | 340,648.40 | 350,795.41 | 10,147.01 | 3,298,286 | 24,496,543 |
| 14 DeSoto | 4,619.49 | 4,590.74 | 0.00 | 0 | 332,195 |
| 15 Dixie | 2,131.54 | 2,174.07 | 42.53 | 13,824 | 153,282 |
| 16 Duval | 132,333.68 | 134,868.07 | 2,534.39 | 823,803 | 9,516,316 |
| 17 Escambia | 38,792.75 | 39,163.04 | 370.29 | 120,363 | 2,789,645 |
| 18 Flagler | 13,364.38 | 13,669.98 | 305.60 | 99,335 | 961,053 |
| 19 Franklin | 1,179.70 | 1,177.38 | 0.00 | 0 | 84,834 |
| 20 Gadsden | 4,714.60 | 4,682.44 | 0.00 | 0 | 339,034 |
| 21 Gilchrist | 2,758.82 | 2,857.08 | 98.26 | 31,939 | 198,391 |
| 22 Glades | 1,713.49 | 1,706.83 | 0.00 | 0 | 123,220 |
| 23 Gulf | 1,903.11 | 1,882.38 | 0.00 | 0 | 136,856 |
| 24 Hamilton | 1,637.35 | 1,649.37 | 12.02 | 3,907 | 117,744 |
| 25 Hardee | 4,939.10 | 4,926.93 | 0.00 | 0 | 355,178 |
| 26 Hendry | 13,326.22 | 13,771.40 | 445.18 | 144,706 | 958,309 |
| 27 Hernando | 24,336.31 | 25,661.77 | 1,325.46 | 430,841 | 1,750,061 |
| 28 Highlands | 12,530.86 | 12,735.17 | 204.31 | 66,411 | 901,113 |
| 29 Hillsborough | 223,611.75 | 229,392.45 | 5,780.70 | 1,879,017 | 16,080,260 |
| 30 Holmes | 3,079.98 | 3,159.29 | 79.31 | 25,780 | 221,486 |
| 31 Indian River | 17,219.39 | 17,315.61 | 96.22 | 31,276 | 1,238,272 |
| 32 Jackson | 5,823.47 | 5,740.81 | 0.00 | 0 | 418,775 |
| 33 Jefferson | 755.75 | 794.98 | 39.23 | 12,752 | 54,347 |
| 34 Lafayette | 1,151.79 | 1,157.91 | 6.12 | 1,989 | 82,827 |
| 35 Lake | 46,707.55 | 48,736.76 | 2,029.21 | 659,595 | 3,358,811 |
| 36 Lee | 97,209.16 | 99,908.05 | 2,698.89 | 877,274 | 6,990,458 |
| 37 Leon | 33,172.17 | 33,875.42 | 703.25 | 228,591 | 2,385,461 |
| 38 Levy | 5,605.42 | 5,687.12 | 81.70 | 26,557 | 403,094 |
| 39 Liberty | 1,270.09 | 1,291.55 | 21.46 | 6,976 | 91,334 |
| 40 Madison | 2,388.67 | 2,422.76 | 34.09 | 11,081 | 171,773 |
| 41 Manatee | 50,645.04 | 51,737.07 | 1,092.03 | 354,964 | 3,641,962 |
| 42 Marion | 44,274.12 | 45,361.88 | 1,087.76 | 353,576 | 3,183,819 |
| 43 Martin | 18,543.82 | 19,007.19 | 463.37 | 150,618 | 1,333,514 |
| 44 Monroe | 8,616.34 | 8,817.22 | 200.88 | 65,296 | 619,614 |
| 45 Nassau | 12,657.79 | 13,104.64 | 446.85 | 145,249 | 910,241 |
| 46 Okaloosa | 32,591.86 | 33,381.04 | 789.18 | 256,523 | 2,343,730 |
| 47 Okeechobee | 6,319.08 | 6,553.43 | 234.35 | 76,175 | 454,415 |
| 48 Orange | 209,157.20 | 214,553.60 | 5,396.40 | 1,754,100 | 15,040,811 |
| 49 Osceola | 75,055.39 | 78,752.26 | 3,696.87 | 1,201,668 | 5,397,347 |
| 50 Palm Beach | 190,767.03 | 194,563.49 | 3,796.46 | 1,234,039 | 13,718,346 |
| 51 Pasco | 81,675.00 | 85,550.75 | 3,875.75 | 1,259,813 | 5,873,373 |
| 52 Pinellas | 96,332.15 | 95,991.09 | 0.00 | 0 | 6,927,391 |
| 53 Polk | 112,267.81 | 116,184.44 | 3,916.63 | 1,273,101 | 8,073,348 |
| 54 Putnam | 10,232.43 | 10,362.25 | 129.82 | 42,198 | 735,830 |
| 55 St. Johns | 47,700.35 | 50,198.06 | 2,497.71 | 811,881 | 3,430,204 |
| 56 St. Lucie | 44,393.99 | 46,381.29 | 1,987.30 | 645,972 | 3,192,439 |
| 57 Santa Rosa | 30,370.21 | 31,175.15 | 804.94 | 261,646 | 2,183,968 |
| 58 Sarasota | 44,707.01 | 45,637.78 | 930.77 | 302,547 | 3,214,949 |
| 59 Seminole | 67,605.38 | 69,901.86 | 2,296.48 | 746,471 | 4,861,605 |
| 60 Sumter | 8,900.78 | 9,126.05 | 225.27 | 73,224 | 640,069 |
| 61 Suwannee | 6,092.34 | 6,295.41 | 203.07 | 66,008 | 438,109 |
| 62 Taylor | 2,649.23 | 2,658.49 | 9.26 | 3,010 | 190,510 |
| 63 Union | 2,272.40 | 2,290.27 | 17.87 | 5,809 | 163,412 |
| 64 Volusia | 63,837.23 | 65,663.77 | 1,826.54 | 593,717 | 4,590,632 |
| 65 Wakulla | 5,071.75 | 5,184.76 | 113.01 | 36,734 | 364,717 |
| 66 Walton | 11,008.56 | 11,400.62 | 392.06 | 127,439 | 791,642 |
| 67 Washington | 3,292.95 | 3,345.91 | 52.96 | 17,215 | 236,801 |
| 69 FAMU Lab School | 612.80 | 612.80 | 0.00 | 0 | 44,067 |
| 70 FAU - Palm Beach | 1,289.62 | 1,301.15 | 11.53 | 3,748 | 92,739 |
| 71 FAU - St. Lucie | 1,426.55 | 1,457.32 | 30.77 | 10,002 | 102,585 |
| 72 FSU Lab - Broward | 706.84 | 706.84 | 0.00 | 0 | 50,830 |
| 73 FSU Lab - Leon | 1,789.79 | 1,789.79 | 0.00 | 0 | 128,707 |
| 74 UF Lab School | 1,231.96 | 1,231.96 | 0.00 | 0 | 88,592 |
| 75 Virtual School | 50,293.38 | 50,922.08 | 628.70 | 204,359 | 3,616,673 |

State 2,912,887.37 2,983,464.64 71,120.68 23,117,780.00 209,470,145

2022-23 FEFP Conference Calculation
Instructional Materials Allocation - Page 2

| District | Dual Enrollment FTE | Dual Enrollment Allocation | ESE FTE | ESE Apps Allocation | Total Instructional Materials Allocation | Library Media Materials Allocation | Science Lab Materials Allocation | Net Growth & Maintenance |
|----------------------|---------------------|----------------------------|------------|---------------------|--|------------------------------------|----------------------------------|--------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 345.89 | 145,638 | 4,658.28 | 33,046 | 2,551,923 | 136,896 | 37,418 | 2,377,609 |
| 2 Baker | 35.62 | 14,998 | 703.84 | 4,993 | 369,104 | 19,800 | 5,412 | 343,892 |
| 3 Bay | 240.47 | 101,251 | 5,299.25 | 37,593 | 2,141,267 | 114,867 | 31,397 | 1,995,003 |
| 4 Bradford | 13.16 | 5,541 | 732.00 | 5,193 | 245,100 | 13,148 | 3,594 | 228,358 |
| 5 Brevard | 1,071.63 | 451,213 | 14,854.26 | 105,377 | 6,377,692 | 342,127 | 93,515 | 5,942,050 |
| 6 Broward | 2,267.25 | 954,632 | 41,638.05 | 295,384 | 20,544,689 | 1,102,106 | 301,242 | 19,141,341 |
| 7 Calhoun | 23.41 | 9,857 | 478.38 | 3,394 | 166,573 | 8,936 | 2,442 | 155,195 |
| 8 Charlotte | 336.03 | 141,486 | 3,611.01 | 25,617 | 1,475,902 | 79,174 | 21,641 | 1,375,087 |
| 9 Citrus | 131.57 | 55,398 | 2,419.49 | 17,164 | 1,284,365 | 68,899 | 18,832 | 1,196,634 |
| 10 Clay | 438.59 | 184,670 | 8,387.45 | 59,501 | 3,262,300 | 175,004 | 47,834 | 3,039,462 |
| 11 Collier | 705.00 | 296,842 | 7,888.92 | 55,965 | 4,110,452 | 220,502 | 60,271 | 3,829,679 |
| 12 Columbia | 90.94 | 38,291 | 1,863.27 | 13,218 | 855,752 | 45,906 | 12,548 | 797,298 |
| 13 Dade | 2,271.08 | 956,245 | 47,062.47 | 333,865 | 29,084,939 | 1,560,242 | 426,466 | 27,098,231 |
| 14 DeSoto | 68.81 | 28,973 | 719.35 | 5,103 | 366,271 | 19,648 | 5,370 | 341,253 |
| 15 Dixie | 18.24 | 7,680 | 508.88 | 3,610 | 178,396 | 9,570 | 2,616 | 166,210 |
| 16 Duval | 836.90 | 352,379 | 23,897.47 | 169,531 | 10,862,029 | 582,686 | 159,268 | 10,120,075 |
| 17 Escambia | 178.91 | 75,331 | 6,722.03 | 47,687 | 3,033,026 | 162,705 | 44,473 | 2,825,848 |
| 18 Flagler | 234.73 | 98,834 | 2,386.13 | 16,927 | 1,176,149 | 63,094 | 17,246 | 1,095,809 |
| 19 Franklin | 6.44 | 2,712 | 251.45 | 1,784 | 89,330 | 4,792 | 1,310 | 83,228 |
| 20 Gadsden | 23.86 | 10,046 | 802.08 | 5,690 | 354,770 | 19,031 | 5,202 | 330,537 |
| 21 Gilchrist | 27.76 | 11,688 | 622.97 | 4,419 | 246,437 | 13,220 | 3,613 | 229,604 |
| 22 Glades | 37.48 | 15,781 | 314.52 | 2,231 | 141,232 | 7,576 | 2,071 | 131,585 |
| 23 Gulf | 20.61 | 8,678 | 362.78 | 2,574 | 148,108 | 7,945 | 2,172 | 137,991 |
| 24 Hamilton | 17.27 | 7,272 | 204.11 | 1,448 | 130,371 | 6,994 | 1,912 | 121,465 |
| 25 Hardee | 69.10 | 29,095 | 738.52 | 5,239 | 389,512 | 20,895 | 5,711 | 362,906 |
| 26 Hendry | 163.90 | 69,011 | 1,782.96 | 12,649 | 1,184,675 | 63,551 | 17,371 | 1,103,753 |
| 27 Hernando | 154.93 | 65,234 | 4,665.80 | 33,100 | 2,279,236 | 122,268 | 33,420 | 2,123,548 |
| 28 Highlands | 189.04 | 79,596 | 2,127.33 | 15,092 | 1,062,212 | 56,982 | 15,575 | 989,655 |
| 29 Hillsborough | 1,276.96 | 537,668 | 36,493.31 | 258,887 | 18,755,832 | 1,006,144 | 275,013 | 17,474,675 |
| 30 Holmes | 24.51 | 10,320 | 467.58 | 3,317 | 260,903 | 13,996 | 3,825 | 243,082 |
| 31 Indian River | 252.33 | 106,244 | 2,902.75 | 20,592 | 1,396,384 | 74,908 | 20,475 | 1,301,001 |
| 32 Jackson | 60.90 | 25,642 | 1,072.90 | 7,611 | 452,028 | 24,249 | 6,628 | 421,151 |
| 33 Jefferson | 5.71 | 2,404 | 159.34 | 1,130 | 70,633 | 3,789 | 1,036 | 65,808 |
| 34 Lafayette | 41.29 | 17,385 | 246.90 | 1,752 | 103,953 | 5,576 | 1,524 | 96,853 |
| 35 Lake | 512.78 | 215,907 | 8,996.78 | 63,824 | 4,298,137 | 230,571 | 63,023 | 4,004,543 |
| 36 Lee | 862.63 | 363,213 | 12,205.85 | 86,589 | 8,317,534 | 446,189 | 121,958 | 7,749,387 |
| 37 Leon | 197.68 | 83,234 | 5,884.42 | 41,745 | 2,739,031 | 146,934 | 40,162 | 2,551,935 |
| 38 Levy | 60.29 | 25,385 | 1,075.49 | 7,630 | 462,666 | 24,819 | 6,784 | 431,063 |
| 39 Liberty | 13.70 | 5,768 | 283.88 | 2,014 | 106,092 | 5,691 | 1,556 | 98,845 |
| 40 Madison | 30.92 | 13,019 | 423.00 | 3,001 | 198,874 | 10,668 | 2,916 | 185,290 |
| 41 Manatee | 398.27 | 167,693 | 8,902.78 | 63,157 | 4,227,776 | 226,796 | 61,991 | 3,938,989 |
| 42 Marion | 236.43 | 99,550 | 7,437.50 | 52,762 | 3,689,707 | 197,932 | 54,101 | 3,437,674 |
| 43 Martin | 429.85 | 180,990 | 3,180.05 | 22,560 | 1,687,682 | 90,535 | 24,746 | 1,572,401 |
| 44 Monroe | 43.90 | 18,484 | 1,772.86 | 12,577 | 715,971 | 38,408 | 10,498 | 667,065 |
| 45 Nassau | 136.48 | 57,465 | 2,167.75 | 15,378 | 1,128,333 | 60,529 | 16,544 | 1,051,260 |
| 46 Okaloosa | 274.07 | 115,398 | 6,019.67 | 42,704 | 2,758,355 | 147,970 | 40,445 | 2,569,940 |
| 47 Okeechobee | 63.37 | 26,682 | 1,511.18 | 10,720 | 567,992 | 30,470 | 8,328 | 529,194 |
| 48 Orange | 2,319.79 | 976,754 | 26,574.83 | 188,524 | 17,960,189 | 963,462 | 263,346 | 16,733,381 |
| 49 Osceola | 750.97 | 316,198 | 10,974.96 | 77,857 | 6,993,070 | 375,139 | 102,538 | 6,515,393 |
| 50 Palm Beach | 596.00 | 250,948 | 33,278.48 | 236,080 | 15,439,413 | 828,237 | 226,385 | 14,384,791 |
| 51 Pasco | 770.30 | 324,337 | 14,340.18 | 101,731 | 7,559,254 | 405,511 | 110,840 | 7,042,903 |
| 52 Pinellas | 1,293.87 | 544,788 | 15,407.79 | 109,304 | 7,581,483 | 406,704 | 111,166 | 7,063,613 |
| 53 Polk | 1,314.15 | 553,327 | 18,658.17 | 132,363 | 10,032,139 | 538,167 | 147,099 | 9,346,873 |
| 54 Putnam | 58.93 | 24,813 | 2,241.40 | 15,901 | 818,742 | 43,921 | 12,005 | 762,816 |
| 55 St. Johns | 336.20 | 141,558 | 8,957.35 | 63,544 | 4,447,187 | 238,566 | 65,208 | 4,143,413 |
| 56 St. Lucie | 588.72 | 247,882 | 6,714.15 | 47,631 | 4,133,924 | 221,762 | 60,615 | 3,851,547 |
| 57 Santa Rosa | 402.70 | 169,558 | 4,807.66 | 34,106 | 2,649,278 | 142,119 | 38,846 | 2,468,313 |
| 58 Sarasota | 526.65 | 221,747 | 8,157.52 | 57,870 | 3,797,113 | 203,694 | 55,676 | 3,537,743 |
| 59 Seminole | 400.68 | 168,707 | 11,745.69 | 83,325 | 5,860,108 | 314,362 | 85,925 | 5,459,821 |
| 60 Sumter | 91.83 | 38,665 | 1,594.87 | 11,314 | 763,272 | 40,945 | 11,192 | 711,135 |
| 61 Suwannee | 80.97 | 34,093 | 1,003.07 | 7,116 | 545,326 | 29,254 | 7,996 | 508,076 |
| 62 Taylor | 30.53 | 12,855 | 575.33 | 4,081 | 210,456 | 11,290 | 3,086 | 196,080 |
| 63 Union | 13.07 | 5,503 | 454.78 | 3,226 | 177,950 | 9,546 | 2,609 | 165,795 |
| 64 Volusia | 532.53 | 224,223 | 12,470.28 | 88,465 | 5,497,037 | 294,885 | 80,602 | 5,121,550 |
| 65 Wakulla | 148.19 | 62,396 | 1,107.56 | 7,857 | 471,704 | 25,304 | 6,916 | 439,484 |
| 66 Walton | 259.49 | 109,259 | 1,808.74 | 12,831 | 1,041,171 | 55,853 | 15,266 | 970,052 |
| 67 Washington | 68.23 | 28,728 | 739.31 | 5,245 | 287,989 | 15,449 | 4,223 | 268,317 |
| 69 FAMU Lab School | 3.21 | 1,352 | 27.00 | 192 | 45,611 | 2,447 | 669 | 42,495 |
| 70 FAU - Palm Beach | 571.20 | 240,505 | 69.04 | 490 | 337,482 | 18,104 | 4,948 | 314,430 |
| 71 FAU - St. Lucie | 0.00 | 0 | 151.68 | 1,076 | 113,663 | 6,097 | 1,667 | 105,899 |
| 72 FSU Lab - Broward | 0.00 | 0 | 99.07 | 703 | 51,533 | 2,764 | 756 | 48,013 |
| 73 FSU Lab - Leon | 46.01 | 19,373 | 124.73 | 885 | 148,965 | 7,991 | 2,184 | 138,790 |
| 74 UF Lab School | 30.28 | 12,749 | 116.07 | 823 | 102,164 | 5,481 | 1,498 | 95,185 |
| 75 Virtual School | 83.45 | 35,137 | 884.38 | 6,274 | 3,862,443 | 0 | 0 | 3,862,443 |
| State | 26,258.64 | 11,056,278 | 469,991.13 | 3,334,158 | 246,978,361 | 13,041,792 | 3,564,756 | 230,371,813 |

2022-23 FEFP Conference Calculation
Mental Health Assistance Allocation

| District | Minimum | 2022-23 | Mental Health | Total |
|----------------------|---------------|--------------|---------------|---------------|
| | Mental Health | | UFTE | |
| | Assistance | UFTE | Allocation | Mental Health |
| | Allocation | | | Assistance |
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 100,000 | 30,172.37 | 1,341,010 | 1,441,010 |
| 2 Baker | 100,000 | 4,837.86 | 215,019 | 315,019 |
| 3 Bay | 100,000 | 26,279.15 | 1,167,976 | 1,267,976 |
| 4 Bradford | 100,000 | 2,963.82 | 131,727 | 231,727 |
| 5 Brevard | 100,000 | 75,349.51 | 3,348,907 | 3,448,907 |
| 6 Broward | 100,000 | 263,621.47 | 11,716,649 | 11,816,649 |
| 7 Calhoun | 100,000 | 2,085.53 | 92,691 | 192,691 |
| 8 Charlotte | 100,000 | 16,776.84 | 745,646 | 845,646 |
| 9 Citrus | 100,000 | 15,955.44 | 709,139 | 809,139 |
| 10 Clay | 100,000 | 39,517.35 | 1,756,347 | 1,856,347 |
| 11 Collier | 100,000 | 48,534.91 | 2,157,133 | 2,257,133 |
| 12 Columbia | 100,000 | 10,373.91 | 461,068 | 561,068 |
| 13 Dade | 100,000 | 350,795.41 | 15,591,092 | 15,691,092 |
| 14 DeSoto | 100,000 | 4,590.74 | 204,035 | 304,035 |
| 15 Dixie | 100,000 | 2,174.07 | 96,626 | 196,626 |
| 16 Duval | 100,000 | 134,868.07 | 5,994,208 | 6,094,208 |
| 17 Escambia | 100,000 | 39,163.04 | 1,740,600 | 1,840,600 |
| 18 Flagler | 100,000 | 13,669.98 | 607,562 | 707,562 |
| 19 Franklin | 100,000 | 1,177.38 | 52,329 | 152,329 |
| 20 Gadsden | 100,000 | 4,682.44 | 208,111 | 308,111 |
| 21 Gilchrist | 100,000 | 2,857.08 | 126,983 | 226,983 |
| 22 Glades | 100,000 | 1,706.83 | 75,860 | 175,860 |
| 23 Gulf | 100,000 | 1,882.38 | 83,662 | 183,662 |
| 24 Hamilton | 100,000 | 1,649.37 | 73,306 | 173,306 |
| 25 Hardee | 100,000 | 4,926.93 | 218,977 | 318,977 |
| 26 Hendry | 100,000 | 13,771.40 | 612,069 | 712,069 |
| 27 Hernando | 100,000 | 25,661.77 | 1,140,537 | 1,240,537 |
| 28 Highlands | 100,000 | 12,735.17 | 566,014 | 666,014 |
| 29 Hillsborough | 100,000 | 229,392.45 | 10,195,341 | 10,295,341 |
| 30 Holmes | 100,000 | 3,159.29 | 140,415 | 240,415 |
| 31 Indian River | 100,000 | 17,315.61 | 769,592 | 869,592 |
| 32 Jackson | 100,000 | 5,740.81 | 255,150 | 355,150 |
| 33 Jefferson | 100,000 | 794.98 | 35,333 | 135,333 |
| 34 Lafayette | 100,000 | 1,157.91 | 51,463 | 151,463 |
| 35 Lake | 100,000 | 48,736.76 | 2,166,104 | 2,266,104 |
| 36 Lee | 100,000 | 99,908.05 | 4,440,410 | 4,540,410 |
| 37 Leon | 100,000 | 33,875.42 | 1,505,592 | 1,605,592 |
| 38 Levy | 100,000 | 5,687.12 | 252,764 | 352,764 |
| 39 Liberty | 100,000 | 1,291.55 | 57,403 | 157,403 |
| 40 Madison | 100,000 | 2,422.76 | 107,680 | 207,680 |
| 41 Manatee | 100,000 | 51,737.07 | 2,299,453 | 2,399,453 |
| 42 Marion | 100,000 | 45,361.88 | 2,016,107 | 2,116,107 |
| 43 Martin | 100,000 | 19,007.19 | 844,774 | 944,774 |
| 44 Monroe | 100,000 | 8,817.22 | 391,881 | 491,881 |
| 45 Nassau | 100,000 | 13,104.64 | 582,435 | 682,435 |
| 46 Okaloosa | 100,000 | 33,381.04 | 1,483,619 | 1,583,619 |
| 47 Okeechobee | 100,000 | 6,553.43 | 291,267 | 391,267 |
| 48 Orange | 100,000 | 214,553.60 | 9,535,829 | 9,635,829 |
| 49 Osceola | 100,000 | 78,752.26 | 3,500,142 | 3,600,142 |
| 50 Palm Beach | 100,000 | 194,563.49 | 8,647,369 | 8,747,369 |
| 51 Pasco | 100,000 | 85,550.75 | 3,802,301 | 3,902,301 |
| 52 Pinellas | 100,000 | 95,991.09 | 4,266,321 | 4,366,321 |
| 53 Polk | 100,000 | 116,184.44 | 5,163,814 | 5,263,814 |
| 54 Putnam | 100,000 | 10,362.25 | 460,550 | 560,550 |
| 55 St. Johns | 100,000 | 50,198.06 | 2,231,051 | 2,331,051 |
| 56 St. Lucie | 100,000 | 46,381.29 | 2,061,415 | 2,161,415 |
| 57 Santa Rosa | 100,000 | 31,175.15 | 1,385,579 | 1,485,579 |
| 58 Sarasota | 100,000 | 45,637.78 | 2,028,370 | 2,128,370 |
| 59 Seminole | 100,000 | 69,901.86 | 3,106,786 | 3,206,786 |
| 60 Sumter | 100,000 | 9,126.05 | 405,607 | 505,607 |
| 61 Suwannee | 100,000 | 6,295.41 | 279,799 | 379,799 |
| 62 Taylor | 100,000 | 2,658.49 | 118,157 | 218,157 |
| 63 Union | 100,000 | 2,290.27 | 101,791 | 201,791 |
| 64 Volusia | 100,000 | 65,663.77 | 2,918,424 | 3,018,424 |
| 65 Wakulla | 100,000 | 5,184.76 | 230,437 | 330,437 |
| 66 Walton | 100,000 | 11,400.62 | 506,700 | 606,700 |
| 67 Washington | 100,000 | 3,345.91 | 148,709 | 248,709 |
| 69 FAMU Lab School | 100,000 | 612.80 | 27,236 | 127,236 |
| 70 FAU - Palm Beach | 100,000 | 1,301.15 | 57,830 | 157,830 |
| 71 FAU - St. Lucie | 100,000 | 1,457.32 | 64,771 | 164,771 |
| 72 FSU Lab - Broward | 100,000 | 706.84 | 31,415 | 131,415 |
| 73 FSU Lab - Leon | 100,000 | 1,789.79 | 79,547 | 179,547 |
| 74 UF Lab School | 100,000 | 1,231.96 | 54,754 | 154,754 |
| 75 Virtual School | 100,000 | 50,922.08 | 2,263,230 | 2,363,230 |
| State | 7,400,000 | 2,983,464.64 | 132,600,000 | 140,000,000 |

2022-23 FEFP Conference Calculation
Reading Allocation

| District | Minimum Reading Allocation | FEFP Base Funding | Reading Base Allocation | Total Reading Allocation |
|----------------------|----------------------------|-------------------|-------------------------|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 115,000 | 146,967,455 | 1,578,170 | 1,693,170 |
| 2 Baker | 115,000 | 22,976,483 | 246,727 | 361,727 |
| 3 Bay | 115,000 | 134,304,069 | 1,442,187 | 1,557,187 |
| 4 Bradford | 115,000 | 13,846,821 | 148,690 | 263,690 |
| 5 Brevard | 115,000 | 376,958,979 | 4,047,871 | 4,162,871 |
| 6 Broward | 115,000 | 1,362,083,792 | 14,626,364 | 14,741,364 |
| 7 Calhoun | 115,000 | 9,693,176 | 104,088 | 219,088 |
| 8 Charlotte | 115,000 | 83,714,592 | 898,946 | 1,013,946 |
| 9 Citrus | 115,000 | 74,194,645 | 796,719 | 911,719 |
| 10 Clay | 115,000 | 192,154,171 | 2,063,395 | 2,178,395 |
| 11 Collier | 115,000 | 263,324,424 | 2,827,637 | 2,942,637 |
| 12 Columbia | 115,000 | 47,778,408 | 513,055 | 628,055 |
| 13 Dade | 115,000 | 1,793,434,931 | 19,258,310 | 19,373,310 |
| 14 DeSoto | 115,000 | 21,537,015 | 231,269 | 346,269 |
| 15 Dixie | 115,000 | 9,992,164 | 107,298 | 222,298 |
| 16 Duval | 115,000 | 677,651,168 | 7,276,771 | 7,391,771 |
| 17 Escambia | 115,000 | 190,308,061 | 2,043,571 | 2,158,571 |
| 18 Flagler | 115,000 | 64,740,870 | 695,202 | 810,202 |
| 19 Franklin | 115,000 | 5,441,822 | 58,436 | 173,436 |
| 20 Gadsden | 115,000 | 21,910,491 | 235,280 | 350,280 |
| 21 Gilchrist | 115,000 | 13,903,517 | 149,299 | 264,299 |
| 22 Glades | 115,000 | 8,092,734 | 86,902 | 201,902 |
| 23 Gulf | 115,000 | 8,933,807 | 95,933 | 210,933 |
| 24 Hamilton | 115,000 | 7,421,975 | 79,699 | 194,699 |
| 25 Hardee | 115,000 | 23,135,615 | 248,435 | 363,435 |
| 26 Hendry | 115,000 | 65,921,920 | 707,884 | 822,884 |
| 27 Hernando | 115,000 | 123,473,935 | 1,325,891 | 1,440,891 |
| 28 Highlands | 115,000 | 59,379,401 | 637,629 | 752,629 |
| 29 Hillsborough | 115,000 | 1,166,361,669 | 12,524,655 | 12,639,655 |
| 30 Holmes | 115,000 | 14,151,393 | 151,961 | 266,961 |
| 31 Indian River | 115,000 | 86,343,214 | 927,173 | 1,042,173 |
| 32 Jackson | 115,000 | 26,759,741 | 287,352 | 402,352 |
| 33 Jefferson | 115,000 | 3,715,497 | 39,898 | 154,898 |
| 34 Lafayette | 115,000 | 5,429,427 | 58,302 | 173,302 |
| 35 Lake | 115,000 | 235,471,819 | 2,528,550 | 2,643,550 |
| 36 Lee | 115,000 | 513,761,077 | 5,516,883 | 5,631,883 |
| 37 Leon | 115,000 | 163,581,498 | 1,756,575 | 1,871,575 |
| 38 Levy | 115,000 | 27,015,845 | 290,102 | 405,102 |
| 39 Liberty | 115,000 | 6,213,522 | 66,722 | 181,722 |
| 40 Madison | 115,000 | 10,870,575 | 116,731 | 231,731 |
| 41 Manatee | 115,000 | 255,826,130 | 2,747,119 | 2,862,119 |
| 42 Marion | 115,000 | 219,548,611 | 2,357,563 | 2,472,563 |
| 43 Martin | 115,000 | 99,158,219 | 1,064,783 | 1,179,783 |
| 44 Monroe | 115,000 | 46,414,546 | 498,410 | 613,410 |
| 45 Nassau | 115,000 | 63,966,889 | 686,891 | 801,891 |
| 46 Okaloosa | 115,000 | 165,509,194 | 1,777,275 | 1,892,275 |
| 47 Okeechobee | 115,000 | 30,908,942 | 331,907 | 446,907 |
| 48 Orange | 115,000 | 1,119,315,261 | 12,019,460 | 12,134,460 |
| 49 Osceola | 115,000 | 387,024,556 | 4,155,957 | 4,270,957 |
| 50 Palm Beach | 115,000 | 1,044,270,152 | 11,213,609 | 11,328,609 |
| 51 Pasco | 115,000 | 424,558,398 | 4,559,004 | 4,674,004 |
| 52 Pinellas | 115,000 | 486,803,700 | 5,227,408 | 5,342,408 |
| 53 Polk | 115,000 | 559,405,532 | 6,007,023 | 6,122,023 |
| 54 Putnam | 115,000 | 48,378,171 | 519,496 | 634,496 |
| 55 St. Johns | 115,000 | 256,117,183 | 2,750,244 | 2,865,244 |
| 56 St. Lucie | 115,000 | 228,297,891 | 2,451,514 | 2,566,514 |
| 57 Santa Rosa | 115,000 | 151,276,789 | 1,624,444 | 1,739,444 |
| 58 Sarasota | 115,000 | 238,407,125 | 2,560,070 | 2,675,070 |
| 59 Seminole | 115,000 | 346,577,851 | 3,721,631 | 3,836,631 |
| 60 Sumter | 115,000 | 44,461,131 | 477,434 | 592,434 |
| 61 Suwannee | 115,000 | 28,289,323 | 303,777 | 418,777 |
| 62 Taylor | 115,000 | 12,527,106 | 134,519 | 249,519 |
| 63 Union | 115,000 | 10,692,986 | 114,824 | 229,824 |
| 64 Volusia | 115,000 | 316,907,163 | 3,403,021 | 3,518,021 |
| 65 Wakulla | 115,000 | 24,347,362 | 261,448 | 376,448 |
| 66 Walton | 115,000 | 55,400,057 | 594,898 | 709,898 |
| 67 Washington | 115,000 | 15,993,988 | 171,747 | 286,747 |
| 69 FAMU Lab School | 115,000 | 2,832,814 | 30,419 | 145,419 |
| 70 FAU - Palm Beach | 115,000 | 6,380,974 | 68,520 | 183,520 |
| 71 FAU - St. Lucie | 115,000 | 7,016,124 | 75,341 | 190,341 |
| 72 FSU Lab - Broward | 115,000 | 4,103,781 | 44,067 | 159,067 |
| 73 FSU Lab - Leon | 115,000 | 8,464,115 | 90,890 | 205,890 |
| 74 UF Lab School | 115,000 | 5,808,618 | 62,374 | 177,374 |
| 75 Virtual School | 115,000 | 240,854,602 | 2,586,351 | 2,701,351 |
| State | 8,510,000 | 15,038,797,002 | 161,490,000 | 170,000,000 |

2022-23 FEFP Conference Calculation
Safe Schools Allocation

| District | Allocation | Crime | Allocation | 2022-23 | Allocation | Total |
|----------------------|------------|---------|------------|--------------|-------------|-------------|
| | Minimum | Index | Based on | Nonvirtual | Based on | Safe |
| | -1- | -2- | Crime | Unweighted | Unweighted | Schools |
| | | | Index | FTE | FTE | Allocation |
| | | | -3- | -4- | -5- | -6- |
| 1 Alachua | 250,000 | 8,714 | 1,186,304 | 29,510.37 | 1,315,939 | 2,752,243 |
| 2 Baker | 250,000 | 406 | 55,272 | 4,836.27 | 215,661 | 520,933 |
| 3 Bay | 250,000 | 5,446 | 741,406 | 25,972.94 | 1,158,196 | 2,149,602 |
| 4 Bradford | 250,000 | 371 | 50,507 | 2,927.36 | 130,538 | 431,045 |
| 5 Brevard | 250,000 | 12,950 | 1,762,984 | 74,351.82 | 3,315,527 | 5,328,511 |
| 6 Broward | 250,000 | 47,045 | 6,404,600 | 262,581.95 | 11,709,162 | 18,363,762 |
| 7 Calhoun | 250,000 | 159 | 21,646 | 2,003.00 | 89,319 | 360,965 |
| 8 Charlotte | 250,000 | 1,943 | 264,516 | 16,566.51 | 738,741 | 1,253,257 |
| 9 Citrus | 250,000 | 2,333 | 317,609 | 15,562.88 | 693,986 | 1,261,595 |
| 10 Clay | 250,000 | 3,322 | 452,250 | 38,712.93 | 1,726,303 | 2,428,553 |
| 11 Collier | 250,000 | 4,682 | 637,397 | 48,036.93 | 2,142,083 | 3,029,480 |
| 12 Columbia | 250,000 | 1,849 | 251,719 | 10,211.15 | 455,340 | 957,059 |
| 13 Dade | 250,000 | 79,764 | 10,858,890 | 347,005.06 | 15,473,793 | 26,582,683 |
| 14 DeSoto | 250,000 | 736 | 100,197 | 4,525.51 | 201,803 | 552,000 |
| 15 Dixie | 250,000 | 262 | 35,668 | 2,160.33 | 96,334 | 382,002 |
| 16 Duval | 250,000 | 34,452 | 4,690,217 | 131,218.85 | 5,851,365 | 10,791,582 |
| 17 Escambia | 250,000 | 10,298 | 1,401,946 | 38,805.31 | 1,730,422 | 3,382,368 |
| 18 Flagler | 250,000 | 1,139 | 155,061 | 13,434.98 | 599,098 | 1,004,159 |
| 19 Franklin | 250,000 | 243 | 33,081 | 1,127.52 | 50,279 | 333,360 |
| 20 Gadsden | 250,000 | 498 | 67,797 | 4,646.28 | 207,189 | 524,986 |
| 21 Gilchrist | 250,000 | 121 | 16,473 | 2,804.13 | 125,043 | 391,516 |
| 22 Glades | 250,000 | 128 | 17,426 | 1,694.34 | 75,555 | 342,981 |
| 23 Gulf | 250,000 | 248 | 33,762 | 1,865.59 | 83,191 | 366,953 |
| 24 Hamilton | 250,000 | 324 | 44,109 | 1,602.43 | 71,456 | 365,565 |
| 25 Hardee | 250,000 | 574 | 78,143 | 4,882.15 | 217,707 | 545,850 |
| 26 Hendry | 250,000 | 868 | 118,168 | 7,388.14 | 329,455 | 697,623 |
| 27 Hernando | 250,000 | 2,785 | 379,144 | 25,161.48 | 1,122,011 | 1,751,155 |
| 28 Highlands | 250,000 | 2,185 | 297,461 | 12,377.32 | 551,935 | 1,099,396 |
| 29 Hillsborough | 250,000 | 20,705 | 2,818,732 | 222,510.66 | 9,922,287 | 12,991,019 |
| 30 Holmes | 250,000 | 248 | 33,762 | 3,084.59 | 137,549 | 421,311 |
| 31 Indian River | 250,000 | 2,099 | 285,753 | 17,175.29 | 765,888 | 1,301,641 |
| 32 Jackson | 250,000 | 374 | 50,915 | 5,670.54 | 252,863 | 553,778 |
| 33 Jefferson | 250,000 | 346 | 47,104 | 788.62 | 35,166 | 332,270 |
| 34 Lafayette | 250,000 | 47 | 6,398 | 1,155.09 | 51,508 | 307,906 |
| 35 Lake | 250,000 | 6,341 | 863,249 | 47,906.37 | 2,136,261 | 3,249,510 |
| 36 Lee | 250,000 | 10,218 | 1,391,055 | 98,852.70 | 4,408,080 | 6,049,135 |
| 37 Leon | 250,000 | 9,163 | 1,247,430 | 33,276.27 | 1,483,869 | 2,981,299 |
| 38 Levy | 250,000 | 1,095 | 149,071 | 5,627.81 | 250,958 | 650,029 |
| 39 Liberty | 250,000 | 60 | 8,168 | 1,279.50 | 57,056 | 315,224 |
| 40 Madison | 250,000 | 294 | 40,024 | 2,411.54 | 107,536 | 397,560 |
| 41 Manatee | 250,000 | 8,064 | 1,097,815 | 51,559.42 | 2,299,159 | 3,646,974 |
| 42 Marion | 250,000 | 7,569 | 1,030,427 | 44,547.99 | 1,986,502 | 3,266,929 |
| 43 Martin | 250,000 | 2,132 | 290,246 | 19,007.19 | 847,576 | 1,387,822 |
| 44 Monroe | 250,000 | 1,277 | 173,848 | 8,761.71 | 390,706 | 814,554 |
| 45 Nassau | 250,000 | 1,192 | 162,276 | 12,911.44 | 575,752 | 988,028 |
| 46 Okaloosa | 250,000 | 3,723 | 506,841 | 32,699.64 | 1,458,156 | 2,214,997 |
| 47 Okeechobee | 250,000 | 1,245 | 169,491 | 6,420.06 | 286,286 | 705,777 |
| 48 Orange | 250,000 | 39,690 | 5,403,307 | 209,817.19 | 9,356,255 | 15,009,562 |
| 49 Osceola | 250,000 | 7,433 | 1,011,912 | 77,009.79 | 3,434,052 | 4,695,964 |
| 50 Palm Beach | 250,000 | 33,719 | 4,590,428 | 193,837.37 | 8,643,676 | 13,484,104 |
| 51 Pasco | 250,000 | 8,620 | 1,173,507 | 83,209.46 | 3,710,510 | 5,134,017 |
| 52 Pinellas | 250,000 | 22,163 | 3,017,221 | 95,445.41 | 4,256,141 | 7,523,362 |
| 53 Polk | 250,000 | 12,117 | 1,649,581 | 115,080.50 | 5,131,717 | 7,031,298 |
| 54 Putnam | 250,000 | 1,498 | 203,934 | 10,248.07 | 456,986 | 910,920 |
| 55 St. Johns | 250,000 | 2,566 | 349,329 | 49,342.84 | 2,200,316 | 2,799,645 |
| 56 St. Lucie | 250,000 | 4,497 | 612,211 | 45,927.27 | 2,048,008 | 2,910,219 |
| 57 Santa Rosa | 250,000 | 1,731 | 235,654 | 29,487.40 | 1,314,914 | 1,800,568 |
| 58 Sarasota | 250,000 | 7,621 | 1,037,506 | 45,431.21 | 2,025,887 | 3,313,393 |
| 59 Seminole | 250,000 | 7,397 | 1,007,011 | 67,936.38 | 3,029,447 | 4,286,458 |
| 60 Sumter | 250,000 | 1,246 | 169,628 | 9,054.22 | 403,750 | 823,378 |
| 61 Suwannee | 250,000 | 913 | 124,294 | 6,085.37 | 271,361 | 645,655 |
| 62 Taylor | 250,000 | 689 | 93,799 | 2,635.11 | 117,506 | 461,305 |
| 63 Union | 250,000 | 134 | 18,242 | 2,290.27 | 102,129 | 370,371 |
| 64 Volusia | 250,000 | 10,956 | 1,491,525 | 63,898.14 | 2,840,454 | 4,581,979 |
| 65 Wakulla | 250,000 | 503 | 68,477 | 5,183.46 | 231,143 | 549,620 |
| 66 Walton | 250,000 | 984 | 133,960 | 11,297.35 | 503,776 | 887,736 |
| 67 Washington | 250,000 | 291 | 39,616 | 3,309.53 | 147,580 | 437,196 |
| 69 FAMU Lab School | 250,000 | 0 | 0 | 612.80 | 27,326 | 277,326 |
| 70 FAU - Palm Beach | 250,000 | 0 | 0 | 1,301.15 | 58,021 | 308,021 |
| 71 FAU - St. Lucie | 250,000 | 0 | 0 | 1,457.32 | 64,985 | 314,985 |
| 72 FSU Lab - Broward | 250,000 | 0 | 0 | 706.84 | 31,520 | 281,520 |
| 73 FSU Lab - Leon | 250,000 | 0 | 0 | 1,788.64 | 79,760 | 329,760 |
| 74 UF Lab School | 250,000 | 0 | 0 | 1,226.46 | 54,691 | 304,691 |
| 75 Virtual School | 0 | 0 | 0 | 0.00 | 0 | 0 |
| State | 18,250,000 | 464,805 | | 2,881,039.51 | 128,472,500 | 210,000,000 |

2022-23 FEFP Conference Calculation
Sparsity Supplement

| District | 2022-23 Nonvirtual Unweighted FTE ¹ | High School Centers | High School Centers Capped at 4 | Sparsity Index 1,000 Minimum ² | Sparsity Factor | 2022-23 Funded Nonvirtual Weighted FTE | Initial Computed Sparsity Supplement ³ | Funds Per FTE | Computed Sparsity Supplement |
|----------------------|--|---------------------|---------------------------------|---|-----------------|--|---|---------------|------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 29,510.37 | 7 | 4 | 7,378 | 0.0000 | 32,021.53 | 0 | 0.00 | 0 |
| 2 Baker | 4,836.27 | 1 | 1 | 4,836 | 0.0361 | 5,212.34 | 863,669 | 178.58 | 863,669 |
| 3 Bay | 25,972.94 | 5 | 4 | 6,493 | 0.0098 | 29,906.85 | 1,339,020 | 51.55 | 2,597,409 |
| 4 Bradford | 2,927.36 | 1 | 1 | 2,927 | 0.0857 | 3,134.91 | 1,232,747 | 421.11 | 1,232,747 |
| 5 Brevard | 74,351.82 | 16 | 3 | 24,784 | 0.0000 | 81,951.84 | 0 | 0.00 | 0 |
| 6 Broward | 262,581.95 | 31 | 3 | 87,527 | 0.0000 | 290,143.91 | 0 | 0.00 | 0 |
| 7 Calhoun | 2,003.00 | 2 | 2 | 1,002 | 0.1876 | 2,202.97 | 1,895,362 | 946.26 | 1,895,362 |
| 8 Charlotte | 16,566.51 | 3 | 3 | 5,522 | 0.0239 | 18,323.20 | 2,010,616 | 121.37 | 2,010,616 |
| 9 Citrus | 15,562.88 | 3 | 3 | 5,188 | 0.0296 | 16,746.17 | 2,273,145 | 146.06 | 2,273,145 |
| 10 Clay | 38,712.93 | 7 | 3 | 12,904 | 0.0000 | 41,934.13 | 0 | 0.00 | 0 |
| 11 Collier | 48,036.93 | 8 | 3 | 16,012 | 0.0000 | 54,024.82 | 0 | 0.00 | 0 |
| 12 Columbia | 10,211.15 | 2 | 2 | 5,106 | 0.0311 | 10,905.43 | 1,553,856 | 152.17 | 1,553,856 |
| 13 Dade | 347,005.06 | 50 | 3 | 115,668 | 0.0000 | 380,466.47 | 0 | 0.00 | 0 |
| 14 DeSoto | 4,525.51 | 1 | 1 | 4,526 | 0.0424 | 4,799.71 | 933,351 | 206.24 | 933,351 |
| 15 Dixie | 2,160.33 | 1 | 1 | 2,160 | 0.1166 | 2,338.56 | 1,251,196 | 579.17 | 1,251,196 |
| 16 Duval | 131,218.85 | 21 | 3 | 43,740 | 0.0000 | 143,095.58 | 0 | 0.00 | 0 |
| 17 Escambia | 38,805.31 | 7 | 3 | 12,935 | 0.0000 | 42,200.91 | 0 | 0.00 | 0 |
| 18 Flagler | 13,434.98 | 2 | 2 | 6,717 | 0.0069 | 14,521.10 | 460,303 | 34.26 | 1,343,519 |
| 19 Franklin | 1,127.52 | 1 | 1 | 1,128 | 0.1778 | 1,228.81 | 1,001,984 | 888.66 | 1,001,984 |
| 20 Gadsden | 4,646.28 | 1 | 1 | 4,646 | 0.0399 | 5,025.32 | 919,821 | 197.97 | 919,821 |
| 21 Gilchrist | 2,804.13 | 2 | 2 | 1,402 | 0.1585 | 3,162.79 | 2,299,964 | 820.21 | 2,299,964 |
| 22 Glades | 1,694.34 | 1 | 1 | 1,694 | 0.1407 | 1,799.66 | 1,161,338 | 685.42 | 1,161,338 |
| 23 Gulf | 1,865.59 | 2 | 2 | 1,000 | 0.1877 | 2,057.42 | 1,771,646 | 949.64 | 1,771,646 |
| 24 Hamilton | 1,602.43 | 1 | 1 | 1,602 | 0.1460 | 1,716.66 | 1,149,987 | 717.65 | 1,149,987 |
| 25 Hardee | 4,882.15 | 1 | 1 | 4,882 | 0.0352 | 5,231.79 | 845,531 | 173.19 | 845,531 |
| 26 Hendry | 7,388.14 | 2 | 2 | 3,694 | 0.0622 | 8,012.29 | 2,287,300 | 309.59 | 2,287,300 |
| 27 Hernando | 25,161.48 | 5 | 4 | 6,290 | 0.0125 | 27,571.61 | 1,577,231 | 62.68 | 2,516,257 |
| 28 Highlands | 12,377.32 | 3 | 3 | 4,126 | 0.0513 | 13,277.48 | 3,126,465 | 252.60 | 3,126,465 |
| 29 Hillsborough | 222,510.66 | 28 | 3 | 74,170 | 0.0000 | 245,275.52 | 0 | 0.00 | 0 |
| 30 Holmes | 3,084.59 | 4 | 3 | 1,028 | 0.1855 | 3,256.44 | 2,770,661 | 898.23 | 2,770,661 |
| 31 Indian River | 17,175.29 | 2 | 2 | 8,588 | 0.0000 | 18,696.97 | 0 | 0.00 | 0 |
| 32 Jackson | 5,670.54 | 5 | 3 | 1,890 | 0.1300 | 6,255.32 | 3,729,287 | 657.66 | 3,729,287 |
| 33 Jefferson | 788.62 | 1 | 1 | 1,000 | 0.1877 | 855.65 | 736,801 | 934.29 | 736,801 |
| 34 Lafayette | 1,155.09 | 1 | 1 | 1,155 | 0.1757 | 1,285.47 | 1,036,274 | 897.14 | 1,036,274 |
| 35 Lake | 47,906.37 | 8 | 3 | 15,969 | 0.0000 | 51,816.59 | 0 | 0.00 | 0 |
| 36 Lee | 98,852.70 | 15 | 3 | 32,951 | 0.0000 | 109,008.96 | 0 | 0.00 | 0 |
| 37 Leon | 33,276.27 | 5 | 3 | 11,092 | 0.0000 | 36,054.63 | 0 | 0.00 | 0 |
| 38 Levy | 5,627.81 | 4 | 3 | 1,876 | 0.1307 | 6,183.60 | 3,707,521 | 658.79 | 3,707,521 |
| 39 Liberty | 1,279.50 | 1 | 1 | 1,280 | 0.1668 | 1,452.98 | 1,111,522 | 868.72 | 1,111,522 |
| 40 Madison | 2,411.54 | 1 | 1 | 2,412 | 0.1055 | 2,566.81 | 1,241,672 | 514.89 | 1,241,672 |
| 41 Manatee | 51,559.42 | 7 | 3 | 17,186 | 0.0000 | 55,938.45 | 0 | 0.00 | 0 |
| 42 Marion | 44,547.99 | 7 | 3 | 14,849 | 0.0000 | 49,700.04 | 0 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 3 | 3 | 6,336 | 0.0118 | 21,266.57 | 1,155,090 | 60.77 | 1,900,742 |
| 44 Monroe | 8,761.71 | 3 | 3 | 2,921 | 0.0859 | 9,565.34 | 3,770,612 | 430.35 | 3,770,612 |
| 45 Nassau | 12,911.44 | 4 | 3 | 4,304 | 0.0472 | 13,930.46 | 3,017,575 | 233.71 | 3,017,575 |
| 46 Okaloosa | 32,699.64 | 6 | 3 | 10,900 | 0.0000 | 35,758.54 | 0 | 0.00 | 0 |
| 47 Okeechobee | 6,420.06 | 1 | 1 | 6,420 | 0.0107 | 6,853.95 | 337,056 | 52.50 | 642,009 |
| 48 Orange | 209,817.19 | 22 | 3 | 69,939 | 0.0000 | 236,939.56 | 0 | 0.00 | 0 |
| 49 Osceola | 77,009.79 | 9 | 3 | 25,670 | 0.0000 | 83,657.53 | 0 | 0.00 | 0 |
| 50 Palm Beach | 193,837.37 | 25 | 3 | 64,612 | 0.0000 | 217,331.05 | 0 | 0.00 | 0 |
| 51 Pasco | 83,209.46 | 14 | 3 | 27,736 | 0.0000 | 91,917.72 | 0 | 0.00 | 0 |
| 52 Pinellas | 95,445.41 | 16 | 3 | 31,815 | 0.0000 | 105,435.62 | 0 | 0.00 | 0 |
| 53 Polk | 115,080.50 | 17 | 3 | 38,360 | 0.0000 | 124,524.53 | 0 | 0.00 | 0 |
| 54 Putnam | 10,248.07 | 4 | 3 | 3,416 | 0.0701 | 11,036.37 | 3,547,521 | 346.16 | 3,547,521 |
| 55 St. Johns | 49,342.84 | 7 | 3 | 16,448 | 0.0000 | 54,816.83 | 0 | 0.00 | 0 |
| 56 St. Lucie | 45,927.27 | 6 | 3 | 15,309 | 0.0000 | 49,625.03 | 0 | 0.00 | 0 |
| 57 Santa Rosa | 29,487.40 | 6 | 4 | 7,372 | 0.0000 | 32,524.73 | 0 | 0.00 | 0 |
| 58 Sarasota | 45,431.21 | 7 | 3 | 15,144 | 0.0000 | 50,978.35 | 0 | 0.00 | 0 |
| 59 Seminole | 67,936.38 | 9 | 3 | 22,645 | 0.0000 | 73,908.34 | 0 | 0.00 | 0 |
| 60 Sumter | 9,054.22 | 2 | 2 | 4,527 | 0.0424 | 9,910.54 | 1,926,293 | 212.75 | 1,926,293 |
| 61 Suwannee | 6,085.37 | 2 | 2 | 3,043 | 0.0818 | 6,452.08 | 2,420,251 | 397.72 | 2,420,251 |
| 62 Taylor | 2,635.11 | 1 | 1 | 2,635 | 0.0964 | 2,939.90 | 1,300,638 | 493.58 | 1,300,638 |
| 63 Union | 2,290.27 | 1 | 1 | 2,290 | 0.1107 | 2,475.78 | 1,257,491 | 549.06 | 1,257,491 |
| 64 Volusia | 63,698.14 | 10 | 3 | 21,233 | 0.0000 | 69,581.99 | 0 | 0.00 | 0 |
| 65 Wakulla | 5,183.46 | 1 | 1 | 5,183 | 0.0297 | 5,603.18 | 762,896 | 147.18 | 762,896 |
| 66 Walton | 11,297.35 | 4 | 3 | 3,766 | 0.0603 | 12,163.76 | 3,365,300 | 297.88 | 3,365,300 |
| 67 Washington | 3,309.53 | 2 | 2 | 1,655 | 0.1429 | 3,710.91 | 2,432,988 | 735.15 | 2,432,988 |
| 69 FAMU Lab School | 612.80 | 1 | 1 | 1,000 | 0.1877 | 635.44 | 547,178 | 892.91 | 547,178 |
| 70 FAU - Palm Beach | 1,301.15 | 1 | 1 | 1,301 | 0.1653 | 1,332.61 | 1,010,514 | 776.63 | 1,010,514 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0 | 0 | 0.0000 | 1,539.44 | 0 | 0.00 | 0 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0 | 0 | 0.0000 | 877.38 | 0 | 0.00 | 0 |
| 73 FSU Lab - Leon | 1,788.64 | 1 | 1 | 1,789 | 0.1354 | 1,897.47 | 1,178,235 | 658.73 | 1,178,235 |
| 74 UF Lab School | 1,226.46 | 1 | 1 | 1,226 | 0.1706 | 1,287.09 | 1,007,113 | 821.15 | 1,007,113 |
| 75 Virtual School | 0.00 | 0 | 0 | 0 | 0.0000 | 0.00 | 0 | 0.00 | 0 |
| State | 2,881,039.51 | 462 | 165 | | | 3,171,839.78 | 73,325,021 | | 77,456,257 |

1. If unweighted nonvirtual FTE is greater than 30,000, district is not eligible for sparsity supplement.
 2. If sparsity index is greater than 7,308, sparsity factor is set to zero and district is not eligible for supplement.
 3. Funded weighted FTE x Base Student Allocation x Sparsity Factor.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 1)

| District | 0.748 | Potential | Potential | Per FTE | Discretionary | Wealth |
|----------------------|---------------|--------------|---------------|---------------|---------------------|-------------------------|
| | Potential | 2022-23 | Discretionary | Amount Above | Wealth | Adjusted |
| | Discretionary | Unweighted | Local Effort | State Average | Adjustment | Sparsity |
| | Local Effort | FTE | per FTE | | Amount ¹ | Supplement ² |
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 14,735,270 | 30,172.37 | 488.37 | 0.00 | 0 | 0 |
| 2 Baker | 964,779 | 4,837.86 | 199.42 | 0.00 | 0 | 863,669 |
| 3 Bay | 16,318,589 | 26,279.15 | 620.97 | 0.00 | 0 | 2,597,409 |
| 4 Bradford | 908,876 | 2,963.82 | 306.66 | 0.00 | 0 | 1,232,747 |
| 5 Brevard | 40,514,358 | 75,349.51 | 537.69 | 0.00 | 0 | 0 |
| 6 Broward | 182,173,914 | 263,621.47 | 691.04 | 0.00 | 0 | 0 |
| 7 Calhoun | 373,034 | 2,085.53 | 178.87 | 0.00 | 0 | 1,895,362 |
| 8 Charlotte | 17,743,037 | 16,776.84 | 1,057.59 | 412.57 | (2,010,616) | 0 |
| 9 Citrus | 9,397,281 | 15,955.44 | 588.97 | 0.00 | 0 | 2,273,145 |
| 10 Clay | 10,939,821 | 39,517.35 | 276.84 | 0.00 | 0 | 0 |
| 11 Collier | 86,608,362 | 48,534.91 | 1,784.45 | 0.00 | 0 | 0 |
| 12 Columbia | 2,692,013 | 10,373.91 | 259.50 | 0.00 | 0 | 1,553,856 |
| 13 Dade | 278,778,855 | 350,795.41 | 794.70 | 0.00 | 0 | 0 |
| 14 DeSoto | 1,650,133 | 4,590.74 | 359.45 | 0.00 | 0 | 933,351 |
| 15 Dixie | 482,582 | 2,174.07 | 221.97 | 0.00 | 0 | 1,251,196 |
| 16 Duval | 66,490,821 | 134,868.07 | 493.01 | 0.00 | 0 | 0 |
| 17 Escambia | 17,961,737 | 39,163.04 | 458.64 | 0.00 | 0 | 0 |
| 18 Flagler | 9,289,520 | 13,669.98 | 679.56 | 34.54 | (472,161) | 871,358 |
| 19 Franklin | 1,969,478 | 1,177.38 | 1,672.76 | 1,027.74 | (1,001,984) | 0 |
| 20 Gadsden | 1,358,183 | 4,682.44 | 290.06 | 0.00 | 0 | 919,821 |
| 21 Gilchrist | 807,278 | 2,857.08 | 282.55 | 0.00 | 0 | 2,299,964 |
| 22 Glades | 637,253 | 1,706.83 | 373.35 | 0.00 | 0 | 1,161,338 |
| 23 Gulf | 1,748,720 | 1,882.38 | 928.99 | 283.97 | (534,539) | 1,237,107 |
| 24 Hamilton | 793,930 | 1,649.37 | 481.35 | 0.00 | 0 | 1,149,987 |
| 25 Hardee | 1,457,699 | 4,926.93 | 295.86 | 0.00 | 0 | 845,531 |
| 26 Hendry | 2,259,379 | 13,771.40 | 164.06 | 0.00 | 0 | 2,287,300 |
| 27 Hernando | 9,476,372 | 25,661.77 | 369.28 | 0.00 | 0 | 2,516,257 |
| 28 Highlands | 4,873,479 | 12,735.17 | 382.68 | 0.00 | 0 | 3,126,465 |
| 29 Hillsborough | 103,030,425 | 229,392.45 | 449.14 | 0.00 | 0 | 0 |
| 30 Holmes | 421,374 | 3,159.29 | 133.38 | 0.00 | 0 | 2,770,661 |
| 31 Indian River | 17,144,707 | 17,315.61 | 990.13 | 0.00 | 0 | 0 |
| 32 Jackson | 1,439,084 | 5,740.81 | 250.68 | 0.00 | 0 | 3,729,287 |
| 33 Jefferson | 596,750 | 794.98 | 750.65 | 105.63 | (83,974) | 652,827 |
| 34 Lafayette | 238,598 | 1,157.91 | 206.06 | 0.00 | 0 | 1,036,274 |
| 35 Lake | 22,493,563 | 48,736.76 | 461.53 | 0.00 | 0 | 0 |
| 36 Lee | 83,012,090 | 99,908.05 | 830.88 | 0.00 | 0 | 0 |
| 37 Leon | 15,932,142 | 33,875.42 | 470.32 | 0.00 | 0 | 0 |
| 38 Levy | 1,957,449 | 5,687.12 | 344.19 | 0.00 | 0 | 3,707,521 |
| 39 Liberty | 260,916 | 1,291.55 | 202.02 | 0.00 | 0 | 1,111,522 |
| 40 Madison | 660,829 | 2,422.76 | 272.76 | 0.00 | 0 | 1,241,672 |
| 41 Manatee | 37,501,964 | 51,737.07 | 724.86 | 0.00 | 0 | 0 |
| 42 Marion | 19,094,143 | 45,361.88 | 420.93 | 0.00 | 0 | 0 |
| 43 Martin | 19,978,445 | 19,007.19 | 1,051.10 | 406.08 | (1,900,742) | 0 |
| 44 Monroe | 24,854,823 | 8,817.22 | 2,818.90 | 2,173.88 | (3,770,612) | 0 |
| 45 Nassau | 9,237,757 | 13,104.64 | 704.92 | 59.90 | (784,968) | 2,232,607 |
| 46 Okaloosa | 17,532,438 | 33,381.04 | 525.22 | 0.00 | 0 | 0 |
| 47 Okeechobee | 2,922,396 | 6,553.43 | 445.93 | 0.00 | 0 | 642,009 |
| 48 Orange | 132,836,299 | 214,553.60 | 619.13 | 0.00 | 0 | 0 |
| 49 Osceola | 28,465,158 | 78,752.26 | 361.45 | 0.00 | 0 | 0 |
| 50 Palm Beach | 181,169,933 | 194,563.49 | 931.16 | 0.00 | 0 | 0 |
| 51 Pasco | 30,157,234 | 85,550.75 | 352.51 | 0.00 | 0 | 0 |
| 52 Pinellas | 82,149,735 | 95,991.09 | 855.81 | 0.00 | 0 | 0 |
| 53 Polk | 37,995,699 | 116,184.44 | 327.03 | 0.00 | 0 | 0 |
| 54 Putnam | 4,005,957 | 10,362.25 | 386.59 | 0.00 | 0 | 3,547,521 |
| 55 St. Johns | 28,801,434 | 50,198.06 | 573.76 | 0.00 | 0 | 0 |
| 56 St. Lucie | 22,816,299 | 46,381.29 | 491.93 | 0.00 | 0 | 0 |
| 57 Santa Rosa | 10,546,853 | 31,175.15 | 338.31 | 0.00 | 0 | 0 |
| 58 Sarasota | 58,414,596 | 45,637.78 | 1,279.96 | 0.00 | 0 | 0 |
| 59 Seminole | 32,608,735 | 69,901.86 | 466.49 | 0.00 | 0 | 0 |
| 60 Sumter | 13,063,337 | 9,126.05 | 1,431.43 | 786.41 | (1,926,293) | 0 |
| 61 Suwannee | 1,729,416 | 6,295.41 | 274.71 | 0.00 | 0 | 2,420,251 |
| 62 Taylor | 1,329,835 | 2,658.49 | 500.22 | 0.00 | 0 | 1,300,638 |
| 63 Union | 246,079 | 2,290.27 | 107.45 | 0.00 | 0 | 1,257,491 |
| 64 Volusia | 37,001,732 | 65,663.77 | 563.50 | 0.00 | 0 | 0 |
| 65 Wakulla | 1,289,818 | 5,184.76 | 248.77 | 0.00 | 0 | 762,896 |
| 66 Walton | 20,839,803 | 11,400.62 | 1,827.95 | 1,182.93 | (3,365,300) | 0 |
| 67 Washington | 839,300 | 3,345.91 | 250.84 | 0.00 | 0 | 2,432,988 |
| 69 FAMU Lab School | 288,212 | 612.80 | 470.32 | 0.00 | 0 | 547,178 |
| 70 FAU - Palm Beach | 1,211,579 | 1,301.15 | 931.16 | 286.14 | (372,311) | 638,203 |
| 71 FAU - St. Lucie | 716,899 | 1,457.32 | 491.93 | 0.00 | 0 | 0 |
| 72 FSU Lab - Broward | 488,455 | 706.84 | 691.04 | 0.00 | 0 | 0 |
| 73 FSU Lab - Leon | 841,774 | 1,789.79 | 470.32 | 0.00 | 0 | 1,178,235 |
| 74 UF Lab School | 601,652 | 1,231.96 | 488.37 | 0.00 | 0 | 1,007,113 |
| 75 Virtual School | 32,225,020 | 50,922.08 | 632.83 | 0.00 | 0 | 0 |
| State | 1,924,395,489 | 2,983,464.64 | 645.02 | | (16,223,500) | 61,232,757 |

1. Column 2 x column 4 equals the wealth adjustment for districts with 30,000 and fewer nonvirtual FTE students.
2. Sum of column 5 and column 9 from previous Sparsity Supplement page. Negative numbers set to zero.

2022-23 FEFP Conference Calculation
Sparsity Supplement - Wealth Adjustment (part 2)

| District | Discretionary Wealth Adjustment | Total Formula Funds | 2022-23 Unweighted FTE | Total Funds per FTE | Total Funds per FTE Amount Below State Average | Total Funds Amount Below State Average | Discretionary Wealth Adj. Offset by Col. 6 | Computed Sparsity Supplement | Wealth Adjusted Sparsity Supplement |
|----------------------|---------------------------------|---------------------|------------------------|---------------------|--|--|--|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 0 | 238,764,508 | 30,172.37 | 7,913.35 | 0 | 0 | 0 | 0 | 0 |
| 2 Baker | 0 | 39,540,900 | 4,837.86 | 8,173.22 | 0 | 0 | 0 | 863,669 | 863,669 |
| 3 Bay | 0 | 216,750,394 | 26,279.15 | 8,248.00 | 0 | 0 | 0 | 2,597,409 | 2,597,409 |
| 4 Bradford | 0 | 24,900,516 | 2,963.82 | 8,401.49 | 0 | 0 | 0 | 1,232,747 | 1,232,747 |
| 5 Brevard | 0 | 607,018,789 | 75,349.51 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 6 Broward | 0 | 2,146,712,928 | 263,621.47 | 8,143.16 | 0 | 0 | 0 | 0 | 0 |
| 7 Calhoun | 0 | 18,100,298 | 2,085.53 | 8,678.99 | 0 | 0 | 0 | 1,895,362 | 1,895,362 |
| 8 Charlotte | (2,010,616) | 141,929,042 | 16,776.84 | 8,459.82 | 0 | 0 | (2,010,616) | 2,010,616 | 0 |
| 9 Citrus | 0 | 126,185,117 | 15,955.44 | 7,908.60 | 0 | 0 | 0 | 2,273,145 | 2,273,145 |
| 10 Clay | 0 | 311,302,089 | 39,517.35 | 7,877.61 | 0 | 0 | 0 | 0 | 0 |
| 11 Collier | 0 | 473,158,079 | 48,534.91 | 9,748.78 | 0 | 0 | 0 | 0 | 0 |
| 12 Columbia | 0 | 82,033,160 | 10,373.91 | 7,907.64 | 0 | 0 | 0 | 1,553,856 | 1,553,856 |
| 13 Dade | 0 | 2,889,215,023 | 350,795.41 | 8,236.18 | 0 | 0 | 0 | 0 | 0 |
| 14 DeSoto | 0 | 37,610,082 | 4,590.74 | 8,192.60 | 0 | 0 | 0 | 933,351 | 933,351 |
| 15 Dixie | 0 | 18,100,076 | 2,174.07 | 8,325.43 | 0 | 0 | 0 | 1,251,196 | 1,251,196 |
| 16 Duval | 0 | 1,081,721,844 | 134,868.07 | 8,020.59 | 0 | 0 | 0 | 0 | 0 |
| 17 Escambia | 0 | 312,693,369 | 39,163.04 | 7,984.40 | 0 | 0 | 0 | 0 | 0 |
| 18 Flagler | (472,161) | 108,001,256 | 13,669.98 | 7,900.62 | (242) | (3,305,538) | 0 | 1,343,519 | 1,343,519 |
| 19 Franklin | (1,001,984) | 10,592,680 | 1,177.38 | 8,996.82 | 0 | 0 | (1,001,984) | 1,001,984 | 0 |
| 20 Gadsden | 0 | 38,229,472 | 4,682.44 | 8,164.43 | 0 | 0 | 0 | 919,821 | 919,821 |
| 21 Gilchrist | 0 | 25,133,992 | 2,857.08 | 8,797.09 | 0 | 0 | 0 | 2,299,964 | 2,299,964 |
| 22 Glades | 0 | 14,918,957 | 1,706.83 | 8,740.74 | 0 | 0 | 0 | 1,161,338 | 1,161,338 |
| 23 Gulf | (534,539) | 16,350,738 | 1,882.38 | 8,686.20 | 0 | 0 | (534,539) | 1,771,646 | 1,237,107 |
| 24 Hamilton | 0 | 13,900,467 | 1,649.37 | 8,427.74 | 0 | 0 | 0 | 1,149,987 | 1,149,987 |
| 25 Hardee | 0 | 39,214,815 | 4,926.93 | 7,959.28 | 0 | 0 | 0 | 845,531 | 845,531 |
| 26 Hendry | 0 | 100,372,482 | 13,771.40 | 7,288.47 | 0 | 0 | 0 | 2,287,300 | 2,287,300 |
| 27 Hernando | 0 | 205,144,628 | 25,661.77 | 7,994.17 | 0 | 0 | 0 | 2,516,257 | 2,516,257 |
| 28 Highlands | 0 | 100,167,122 | 12,735.17 | 7,865.39 | 0 | 0 | 0 | 3,126,465 | 3,126,465 |
| 29 Hillsborough | 0 | 1,847,994,471 | 229,392.45 | 8,056.04 | 0 | 0 | 0 | 0 | 0 |
| 30 Holmes | 0 | 26,432,548 | 3,159.29 | 8,366.61 | 0 | 0 | 0 | 2,770,661 | 2,770,661 |
| 31 Indian River | 0 | 143,039,691 | 17,315.61 | 8,260.74 | 0 | 0 | 0 | 0 | 0 |
| 32 Jackson | 0 | 48,244,507 | 5,740.81 | 8,403.78 | 0 | 0 | 0 | 3,729,287 | 3,729,287 |
| 33 Jefferson | (83,974) | 7,710,581 | 794.98 | 9,699.09 | 0 | 0 | (83,974) | 736,801 | 652,827 |
| 34 Lafayette | 0 | 10,153,362 | 1,157.91 | 8,768.70 | 0 | 0 | 0 | 1,036,274 | 1,036,274 |
| 35 Lake | 0 | 382,626,345 | 48,736.76 | 7,850.88 | 0 | 0 | 0 | 0 | 0 |
| 36 Lee | 0 | 842,832,486 | 99,908.05 | 8,436.08 | 0 | 0 | 0 | 0 | 0 |
| 37 Leon | 0 | 270,072,443 | 33,875.42 | 7,972.52 | 0 | 0 | 0 | 0 | 0 |
| 38 Levy | 0 | 48,132,542 | 5,687.12 | 8,463.43 | 0 | 0 | 0 | 3,707,521 | 3,707,521 |
| 39 Liberty | 0 | 11,619,820 | 1,291.55 | 8,996.80 | 0 | 0 | 0 | 1,111,522 | 1,111,522 |
| 40 Madison | 0 | 19,820,060 | 2,422.76 | 8,180.78 | 0 | 0 | 0 | 1,241,672 | 1,241,672 |
| 41 Manatee | 0 | 416,617,292 | 51,737.07 | 8,052.59 | 0 | 0 | 0 | 0 | 0 |
| 42 Marion | 0 | 361,023,528 | 45,361.88 | 7,958.74 | 0 | 0 | 0 | 0 | 0 |
| 43 Martin | (1,900,742) | 164,723,644 | 19,007.19 | 8,666.39 | 0 | 0 | (1,900,742) | 1,900,742 | 0 |
| 44 Monroe | (3,770,612) | 93,510,734 | 8,817.22 | 10,605.47 | 0 | 0 | (3,770,612) | 3,770,612 | 0 |
| 45 Nassau | (784,968) | 105,939,156 | 13,104.64 | 8,084.10 | (58) | (764,394) | (20,574) | 3,017,575 | 2,997,001 |
| 46 Okaloosa | 0 | 271,065,682 | 33,381.04 | 8,120.35 | 0 | 0 | 0 | 0 | 0 |
| 47 Okeechobee | 0 | 53,002,822 | 6,553.43 | 8,087.80 | 0 | 0 | 0 | 642,009 | 642,009 |
| 48 Orange | 0 | 1,741,413,345 | 214,553.60 | 8,116.45 | 0 | 0 | 0 | 0 | 0 |
| 49 Osceola | 0 | 618,590,161 | 78,752.26 | 7,854.89 | 0 | 0 | 0 | 0 | 0 |
| 50 Palm Beach | 0 | 1,680,235,959 | 194,563.49 | 8,635.93 | 0 | 0 | 0 | 0 | 0 |
| 51 Pasco | 0 | 684,423,989 | 85,550.75 | 8,000.21 | 0 | 0 | 0 | 0 | 0 |
| 52 Pinellas | 0 | 798,216,260 | 95,991.09 | 8,315.52 | 0 | 0 | 0 | 0 | 0 |
| 53 Polk | 0 | 918,773,119 | 116,184.44 | 7,907.88 | 0 | 0 | 0 | 0 | 0 |
| 54 Putnam | 0 | 84,044,815 | 10,362.25 | 8,110.67 | 0 | 0 | 0 | 3,547,521 | 3,547,521 |
| 55 St. Johns | 0 | 405,649,680 | 50,198.06 | 8,080.98 | 0 | 0 | 0 | 0 | 0 |
| 56 St. Lucie | 0 | 372,756,233 | 46,381.29 | 8,036.78 | 0 | 0 | 0 | 0 | 0 |
| 57 Santa Rosa | 0 | 246,922,119 | 31,175.15 | 7,920.48 | 0 | 0 | 0 | 0 | 0 |
| 58 Sarasota | 0 | 410,484,023 | 45,637.78 | 8,994.39 | 0 | 0 | 0 | 0 | 0 |
| 59 Seminole | 0 | 552,754,256 | 69,901.86 | 7,907.58 | 0 | 0 | 0 | 0 | 0 |
| 60 Sumter | (1,926,293) | 78,644,189 | 9,126.05 | 8,617.55 | 0 | 0 | (1,926,293) | 1,926,293 | 0 |
| 61 Suwannee | 0 | 48,599,386 | 6,295.41 | 7,719.81 | 0 | 0 | 0 | 2,420,251 | 2,420,251 |
| 62 Taylor | 0 | 22,358,837 | 2,658.49 | 8,410.35 | 0 | 0 | 0 | 1,300,638 | 1,300,638 |
| 63 Union | 0 | 19,185,354 | 2,290.27 | 8,376.90 | 0 | 0 | 0 | 1,257,491 | 1,257,491 |
| 64 Volusia | 0 | 515,976,971 | 65,663.77 | 7,857.86 | 0 | 0 | 0 | 0 | 0 |
| 65 Wakulla | 0 | 41,366,194 | 5,184.76 | 7,978.42 | 0 | 0 | 0 | 762,896 | 762,896 |
| 66 Walton | (3,365,300) | 103,406,184 | 11,400.62 | 9,070.22 | 0 | 0 | (3,365,300) | 3,365,300 | 0 |
| 67 Washington | 0 | 28,796,514 | 3,345.91 | 8,606.48 | 0 | 0 | 0 | 2,432,988 | 2,432,988 |
| 69 FAMU Lab School | 0 | 5,486,880 | 612.80 | 8,953.79 | 0 | 0 | 0 | 547,178 | 547,178 |
| 70 FAU - Palm Beach | (372,311) | 11,338,062 | 1,301.15 | 8,713.88 | 0 | 0 | (372,311) | 1,010,514 | 638,203 |
| 71 FAU - St. Lucie | 0 | 11,286,411 | 1,457.32 | 7,744.63 | 0 | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 6,501,652 | 706.84 | 9,198.19 | 0 | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 14,475,686 | 1,789.79 | 8,087.92 | 0 | 0 | 0 | 1,178,235 | 1,178,235 |
| 74 UF Lab School | 0 | 10,566,491 | 1,231.96 | 8,576.98 | 0 | 0 | 0 | 1,007,113 | 1,007,113 |
| 75 Virtual School | 0 | 298,079,937 | 50,922.08 | 5,853.65 | 0 | 0 | 0 | 0 | 0 |
| State | (16,223,500) | 24,292,655,244 | 2,983,465 | 8,142.43 | (4,069,932) | (14,986,945) | 77,456,257 | 62,469,312 | |

2022-23 FEFP Conference Calculation
State-Funded Discretionary Contribution

| District | 2022-23 | Potential | Potential | Per FTE | Total Discretionary Contribution ¹ |
|----------------------|-------------------|-------------------------------|-------------------------|--|---|
| | Unweighted FTE | Discretionary Local Effort | 0.748 DLE Per FTE | 0.748 Amount in Lab School District | |
| | -1- | -2- | -3- | 4- | -5- |
| 1 Alachua | 30,172.37 | 14,735,270 | 488.37 | 0.00 | 0 |
| 2 Baker | 4,837.86 | 964,779 | 199.42 | 0.00 | 0 |
| 3 Bay | 26,279.15 | 16,318,589 | 620.97 | 0.00 | 0 |
| 4 Bradford | 2,963.82 | 908,876 | 306.66 | 0.00 | 0 |
| 5 Brevard | 75,349.51 | 40,514,358 | 537.69 | 0.00 | 0 |
| 6 Broward | 263,621.47 | 182,173,914 | 691.04 | 0.00 | 0 |
| 7 Calhoun | 2,085.53 | 373,034 | 178.87 | 0.00 | 0 |
| 8 Charlotte | 16,776.84 | 17,743,037 | 1,057.59 | 0.00 | 0 |
| 9 Citrus | 15,955.44 | 9,397,281 | 588.97 | 0.00 | 0 |
| 10 Clay | 39,517.35 | 10,939,821 | 276.84 | 0.00 | 0 |
| 11 Collier | 48,534.91 | 86,608,362 | 1,784.45 | 0.00 | 0 |
| 12 Columbia | 10,373.91 | 2,692,013 | 259.50 | 0.00 | 0 |
| 13 Dade | 350,795.41 | 278,778,855 | 794.70 | 0.00 | 0 |
| 14 DeSoto | 4,590.74 | 1,650,133 | 359.45 | 0.00 | 0 |
| 15 Dixie | 2,174.07 | 482,582 | 221.97 | 0.00 | 0 |
| 16 Duval | 134,868.07 | 66,490,821 | 493.01 | 0.00 | 0 |
| 17 Escambia | 39,163.04 | 17,961,737 | 458.64 | 0.00 | 0 |
| 18 Flagler | 13,669.98 | 9,289,520 | 679.56 | 0.00 | 0 |
| 19 Franklin | 1,177.38 | 1,969,478 | 1,672.76 | 0.00 | 0 |
| 20 Gadsden | 4,682.44 | 1,358,183 | 290.06 | 0.00 | 0 |
| 21 Gilchrist | 2,857.08 | 807,278 | 282.55 | 0.00 | 0 |
| 22 Glades | 1,706.83 | 637,253 | 373.35 | 0.00 | 0 |
| 23 Gulf | 1,882.38 | 1,748,720 | 928.99 | 0.00 | 0 |
| 24 Hamilton | 1,649.37 | 793,930 | 481.35 | 0.00 | 0 |
| 25 Hardee | 4,926.93 | 1,457,699 | 295.86 | 0.00 | 0 |
| 26 Hendry | 13,771.40 | 2,259,379 | 164.06 | 0.00 | 0 |
| 27 Hernando | 25,661.77 | 9,476,372 | 369.28 | 0.00 | 0 |
| 28 Highlands | 12,735.17 | 4,873,479 | 382.68 | 0.00 | 0 |
| 29 Hillsborough | 229,392.45 | 103,030,425 | 449.14 | 0.00 | 0 |
| 30 Holmes | 3,159.29 | 421,374 | 133.38 | 0.00 | 0 |
| 31 Indian River | 17,315.61 | 17,144,707 | 990.13 | 0.00 | 0 |
| 32 Jackson | 5,740.81 | 1,439,084 | 250.68 | 0.00 | 0 |
| 33 Jefferson | 794.98 | 596,750 | 750.65 | 0.00 | 0 |
| 34 Lafayette | 1,157.91 | 238,598 | 206.06 | 0.00 | 0 |
| 35 Lake | 48,736.76 | 22,493,563 | 461.53 | 0.00 | 0 |
| 36 Lee | 99,908.05 | 83,012,090 | 830.88 | 0.00 | 0 |
| 37 Leon | 33,875.42 | 15,932,142 | 470.32 | 0.00 | 0 |
| 38 Levy | 5,687.12 | 1,957,449 | 344.19 | 0.00 | 0 |
| 39 Liberty | 1,291.55 | 260,916 | 202.02 | 0.00 | 0 |
| 40 Madison | 2,422.76 | 660,829 | 272.76 | 0.00 | 0 |
| 41 Manatee | 51,737.07 | 37,501,964 | 724.86 | 0.00 | 0 |
| 42 Marion | 45,361.88 | 19,094,143 | 420.93 | 0.00 | 0 |
| 43 Martin | 19,007.19 | 19,978,445 | 1,051.10 | 0.00 | 0 |
| 44 Monroe | 8,817.22 | 24,854,823 | 2,818.90 | 0.00 | 0 |
| 45 Nassau | 13,104.64 | 9,237,757 | 704.92 | 0.00 | 0 |
| 46 Okaloosa | 33,381.04 | 17,532,438 | 525.22 | 0.00 | 0 |
| 47 Okeechobee | 6,553.43 | 2,922,396 | 445.93 | 0.00 | 0 |
| 48 Orange | 214,553.60 | 132,836,299 | 619.13 | 0.00 | 0 |
| 49 Osceola | 78,752.26 | 28,465,158 | 361.45 | 0.00 | 0 |
| 50 Palm Beach | 194,563.49 | 181,169,933 | 931.16 | 0.00 | 0 |
| 51 Pasco | 85,550.75 | 30,157,234 | 352.51 | 0.00 | 0 |
| 52 Pinellas | 95,991.09 | 82,149,735 | 855.81 | 0.00 | 0 |
| 53 Polk | 116,184.44 | 37,995,699 | 327.03 | 0.00 | 0 |
| 54 Putnam | 10,362.25 | 4,005,957 | 386.59 | 0.00 | 0 |
| 55 St. Johns | 50,198.06 | 28,801,434 | 573.76 | 0.00 | 0 |
| 56 St. Lucie | 46,381.29 | 22,816,299 | 491.93 | 0.00 | 0 |
| 57 Santa Rosa | 31,175.15 | 10,546,853 | 338.31 | 0.00 | 0 |
| 58 Sarasota | 45,637.78 | 58,414,596 | 1,279.96 | 0.00 | 0 |
| 59 Seminole | 69,901.86 | 32,608,735 | 466.49 | 0.00 | 0 |
| 60 Sumter | 9,126.05 | 13,063,337 | 1,431.43 | 0.00 | 0 |
| 61 Suwannee | 6,295.41 | 1,729,416 | 274.71 | 0.00 | 0 |
| 62 Taylor | 2,658.49 | 1,329,835 | 500.22 | 0.00 | 0 |
| 63 Union | 2,290.27 | 246,079 | 107.45 | 0.00 | 0 |
| 64 Volusia | 65,663.77 | 37,001,732 | 563.50 | 0.00 | 0 |
| 65 Wakulla | 5,184.76 | 1,289,818 | 248.77 | 0.00 | 0 |
| 66 Walton | 11,400.62 | 20,839,803 | 1,827.95 | 0.00 | 0 |
| 67 Washington | 3,345.91 | 839,300 | 250.84 | 0.00 | 0 |
| 69 FAMU Lab School | 612.80 | 0 | 0.00 | 470.32 | 288,212 |
| 70 FAU - Palm Beach | 1,301.15 | 0 | 0.00 | 931.16 | 1,211,579 |
| 71 FAU - St. Lucie | 1,457.32 | 0 | 0.00 | 491.93 | 716,899 |
| 72 FSU Lab - Broward | 706.84 | 0 | 0.00 | 691.04 | 488,455 |
| 73 FSU Lab - Leon | 1,789.79 | 0 | 0.00 | 470.32 | 841,774 |
| 74 UF Lab School | 1,231.96 | 0 | 0.00 | 488.37 | 601,652 |
| 75 Virtual School | 50,922.08 | 0 | 0.00 | 632.83 | 32,225,020 |
| State | 2,983,464.64 | 1,888,021,898 | 632.83 | 4,175.97 | 36,373,591 |

1. Discretionary funds per unweighted FTE for school district in which laboratory school district is located x unweighted FTE for laboratory school district. The statewide average discretionary funds per unweighted FTE is used for the Florida Virtual School.

2022-23 FEFP Conference Calculation
Student Transportation Allocation

| District | Adjusted ESE Allocation Factor | ESE Transportation Allocation | Adjusted Base Allocation Factor | Base Transportation Allocation | Total Transportation Allocation |
|----------------------|--------------------------------|-------------------------------|---------------------------------|--------------------------------|---------------------------------|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 522.62 | 524,710 | 6,787.40 | 4,074,344 | 4,599,054 |
| 2 Baker | 130.74 | 131,263 | 2,786.96 | 1,672,958 | 1,804,221 |
| 3 Bay | 642.01 | 644,578 | 6,101.66 | 3,662,707 | 4,307,285 |
| 4 Bradford | 65.35 | 65,611 | 1,139.45 | 683,990 | 749,601 |
| 5 Brevard | 1,253.88 | 1,258,896 | 19,014.16 | 11,413,829 | 12,672,725 |
| 6 Broward | 1,855.64 | 1,863,063 | 51,473.53 | 30,898,555 | 32,761,618 |
| 7 Calhoun | 45.45 | 45,632 | 685.70 | 411,612 | 457,244 |
| 8 Charlotte | 849.35 | 852,747 | 5,405.34 | 3,244,720 | 4,097,467 |
| 9 Citrus | 214.75 | 215,609 | 7,765.09 | 4,661,232 | 4,876,841 |
| 10 Clay | 1,491.69 | 1,497,657 | 11,636.51 | 6,985,170 | 8,482,827 |
| 11 Collier | 972.90 | 976,792 | 14,547.38 | 8,732,508 | 9,709,300 |
| 12 Columbia | 265.63 | 266,693 | 3,451.74 | 2,072,012 | 2,338,705 |
| 13 Dade | 5,835.09 | 5,858,430 | 26,636.83 | 15,989,569 | 21,847,999 |
| 14 DeSoto | 186.59 | 187,336 | 1,065.72 | 639,731 | 827,067 |
| 15 Dixie | 26.62 | 26,726 | 886.77 | 532,311 | 559,037 |
| 16 Duval | 4,137.55 | 4,154,100 | 26,606.27 | 15,971,224 | 20,125,324 |
| 17 Escambia | 1,085.96 | 1,090,304 | 13,502.17 | 8,105,089 | 9,195,393 |
| 18 Flagler | 306.58 | 307,806 | 4,358.16 | 2,616,118 | 2,923,924 |
| 19 Franklin | 1.54 | 1,546 | 536.11 | 321,816 | 323,362 |
| 20 Gadsden | 211.96 | 212,808 | 2,271.66 | 1,363,633 | 1,576,441 |
| 21 Gilchrist | 15.34 | 15,401 | 897.35 | 538,662 | 554,063 |
| 22 Glades | 1.68 | 1,687 | 427.05 | 256,350 | 258,037 |
| 23 Gulf | 26.05 | 26,154 | 636.86 | 382,295 | 408,449 |
| 24 Hamilton | 29.57 | 29,688 | 946.04 | 567,889 | 597,577 |
| 25 Hardee | 101.48 | 101,886 | 2,016.92 | 1,210,718 | 1,312,604 |
| 26 Hendry | 136.77 | 137,317 | 2,696.32 | 1,618,548 | 1,755,865 |
| 27 Hernando | 167.60 | 168,270 | 8,934.74 | 5,363,350 | 5,531,620 |
| 28 Highlands | 479.69 | 481,609 | 4,619.79 | 2,773,170 | 3,254,779 |
| 29 Hillsborough | 4,626.93 | 4,645,438 | 54,075.48 | 32,460,454 | 37,105,892 |
| 30 Holmes | 3.17 | 3,183 | 1,258.08 | 755,201 | 758,384 |
| 31 Indian River | 389.40 | 390,958 | 4,060.66 | 2,437,535 | 2,828,493 |
| 32 Jackson | 300.55 | 301,752 | 2,634.13 | 1,581,217 | 1,882,969 |
| 33 Jefferson | 9.25 | 9,287 | 575.53 | 345,479 | 354,766 |
| 34 Lafayette | 0.00 | 0 | 387.06 | 232,345 | 232,345 |
| 35 Lake | 1,376.26 | 1,381,765 | 14,290.13 | 8,578,086 | 9,959,851 |
| 36 Lee | 2,935.68 | 2,947,423 | 42,843.66 | 25,718,212 | 28,665,635 |
| 37 Leon | 547.78 | 549,971 | 7,111.90 | 4,269,135 | 4,819,106 |
| 38 Levy | 187.87 | 188,621 | 2,155.18 | 1,293,712 | 1,482,333 |
| 39 Liberty | 50.44 | 50,642 | 386.90 | 232,248 | 282,890 |
| 40 Madison | 48.53 | 48,724 | 871.71 | 523,270 | 571,994 |
| 41 Manatee | 646.03 | 648,614 | 13,095.56 | 7,861,009 | 8,509,623 |
| 42 Marion | 1,965.39 | 1,973,252 | 17,129.53 | 10,282,522 | 12,255,774 |
| 43 Martin | 223.67 | 224,565 | 5,955.40 | 3,574,910 | 3,799,475 |
| 44 Monroe | 124.81 | 125,309 | 1,865.51 | 1,119,829 | 1,245,138 |
| 45 Nassau | 354.30 | 355,717 | 5,658.15 | 3,396,477 | 3,752,194 |
| 46 Okaloosa | 1,171.26 | 1,175,945 | 10,676.04 | 6,408,618 | 7,584,563 |
| 47 Okeechobee | 134.73 | 135,269 | 2,850.65 | 1,711,189 | 1,846,458 |
| 48 Orange | 2,425.65 | 2,435,353 | 53,575.22 | 32,160,158 | 34,595,511 |
| 49 Osceola | 2,251.85 | 2,260,857 | 25,732.43 | 15,446,675 | 17,707,532 |
| 50 Palm Beach | 5,061.81 | 5,082,057 | 41,573.97 | 24,956,042 | 30,038,099 |
| 51 Pasco | 2,198.65 | 2,207,445 | 29,042.75 | 17,433,796 | 19,641,241 |
| 52 Pinellas | 2,280.39 | 2,289,512 | 19,707.34 | 11,829,931 | 14,119,443 |
| 53 Polk | 3,640.20 | 3,654,761 | 43,673.91 | 26,216,595 | 29,871,356 |
| 54 Putnam | 282.31 | 283,439 | 3,903.01 | 2,342,901 | 2,626,340 |
| 55 St. Johns | 953.71 | 957,525 | 20,665.68 | 12,405,204 | 13,362,729 |
| 56 St. Lucie | 1,509.55 | 1,515,588 | 16,076.79 | 9,650,583 | 11,166,171 |
| 57 Santa Rosa | 993.48 | 997,454 | 12,369.23 | 7,425,007 | 8,422,461 |
| 58 Sarasota | 948.41 | 952,204 | 13,102.22 | 7,865,007 | 8,817,211 |
| 59 Seminole | 372.03 | 373,518 | 24,931.73 | 14,966,031 | 15,339,549 |
| 60 Sumter | 155.32 | 155,941 | 2,045.89 | 1,228,108 | 1,384,049 |
| 61 Suwannee | 126.47 | 126,976 | 2,279.19 | 1,368,153 | 1,495,129 |
| 62 Taylor | 88.42 | 88,774 | 1,165.75 | 699,777 | 788,551 |
| 63 Union | 19.70 | 19,779 | 1,086.93 | 652,463 | 672,242 |
| 64 Volusia | 1,116.27 | 1,120,735 | 20,050.03 | 12,035,641 | 13,156,376 |
| 65 Wakulla | 222.11 | 222,998 | 2,650.59 | 1,591,097 | 1,814,095 |
| 66 Walton | 275.31 | 276,411 | 4,733.49 | 2,841,422 | 3,117,833 |
| 67 Washington | 90.75 | 91,113 | 1,558.84 | 935,741 | 1,026,854 |
| 69 FAMU Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0 | 0.00 | 0 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0 | 0.00 | 0 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0 | 0.00 | 0 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0 | 0.00 | 0 | 0 |
| 74 UF Lab School | 0.00 | 0 | 0.00 | 0 | 0 |
| 75 Virtual School | 0.00 | 0 | 0.00 | 0 | 0 |
| State | 61,168.52 | 61,413,194 | 755,639.93 | 453,595,890 | 515,009,084 |

2022-23 FEFP Conference Calculation
Supplemental Academic Instruction (SAI)

| District | 2021-22 | 2021-22 | 2021-22 | 2022-23 | Change in FTE | Workload Adjustment | Supplemental Academic Instruction Allocation |
|----------------------|-------------------|-------------------|------------------|---------------------------------|------------------|------------------------|---|
| | SAI Allocation | Unweighted FTE | Funds Per FTE | Nonvirtual Unweighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- |
| 1 Alachua | 8,171,196 | 29,368.47 | 278.23 | 29,510.37 | 141.90 | 35,428 | 8,206,624 |
| 2 Baker | 1,741,604 | 4,854.76 | 358.74 | 4,836.27 | (18.49) | (6,633) | 1,734,971 |
| 3 Bay | 7,190,294 | 25,834.14 | 278.33 | 25,972.94 | 138.80 | 34,654 | 7,224,948 |
| 4 Bradford | 878,280 | 2,879.94 | 304.96 | 2,927.36 | 47.42 | 11,839 | 890,119 |
| 5 Brevard | 19,856,675 | 73,759.06 | 269.21 | 74,351.82 | 592.76 | 147,994 | 20,004,669 |
| 6 Broward | 57,174,939 | 262,289.18 | 217.98 | 262,581.95 | 292.77 | 73,096 | 57,248,035 |
| 7 Calhoun | 461,477 | 2,072.30 | 222.69 | 2,003.00 | (69.30) | (15,432) | 446,045 |
| 8 Charlotte | 3,627,788 | 16,372.51 | 221.58 | 16,566.51 | 194.00 | 48,436 | 3,676,224 |
| 9 Citrus | 3,403,463 | 15,700.94 | 216.77 | 15,562.88 | (138.06) | (29,927) | 3,373,536 |
| 10 Clay | 9,968,504 | 38,820.59 | 256.78 | 38,712.93 | (107.66) | (27,645) | 9,940,859 |
| 11 Collier | 10,743,919 | 47,478.47 | 226.29 | 48,036.93 | 558.46 | 139,431 | 10,883,350 |
| 12 Columbia | 3,767,681 | 10,143.84 | 371.43 | 10,211.15 | 67.31 | 16,805 | 3,784,486 |
| 13 Dade | 111,981,408 | 340,648.40 | 328.73 | 347,005.06 | 6,356.66 | 1,587,067 | 113,568,475 |
| 14 DeSoto | 1,777,362 | 4,619.49 | 384.75 | 4,525.51 | (93.98) | (36,159) | 1,741,203 |
| 15 Dixie | 466,288 | 2,131.54 | 218.76 | 2,160.33 | 28.79 | 7,188 | 473,476 |
| 16 Duval | 32,737,849 | 132,333.68 | 247.39 | 131,218.85 | (1,114.83) | (275,798) | 32,462,051 |
| 17 Escambia | 10,199,712 | 38,792.75 | 262.93 | 38,805.31 | 12.56 | 3,136 | 10,202,848 |
| 18 Flagler | 2,867,355 | 13,364.38 | 214.55 | 13,434.98 | 70.60 | 17,627 | 2,884,982 |
| 19 Franklin | 256,435 | 1,179.70 | 217.37 | 1,127.52 | (52.18) | (11,342) | 245,093 |
| 20 Gadsden | 1,335,525 | 4,714.60 | 283.27 | 4,646.28 | (68.32) | (19,353) | 1,316,172 |
| 21 Gilchrist | 607,451 | 2,758.82 | 220.19 | 2,804.13 | 45.31 | 11,313 | 618,764 |
| 22 Glades | 415,568 | 1,713.49 | 242.53 | 1,694.34 | (19.15) | (4,644) | 410,924 |
| 23 Gulf | 383,156 | 1,903.11 | 201.33 | 1,865.59 | (37.52) | (7,554) | 375,602 |
| 24 Hamilton | 351,285 | 1,637.35 | 214.54 | 1,602.43 | (34.92) | (7,492) | 343,793 |
| 25 Hardee | 1,072,173 | 4,939.10 | 217.08 | 4,882.15 | (56.95) | (12,363) | 1,059,810 |
| 26 Hendry | 3,362,670 | 13,326.22 | 252.33 | 7,388.14 | (5,938.08) | (1,498,356) | 1,864,314 |
| 27 Hernando | 5,741,007 | 24,336.31 | 235.90 | 25,161.48 | 825.17 | 206,020 | 5,947,027 |
| 28 Highlands | 2,512,919 | 12,530.86 | 200.54 | 12,377.32 | (153.54) | (30,791) | 2,482,128 |
| 29 Hillsborough | 51,568,767 | 223,611.75 | 230.62 | 222,510.66 | (1,101.09) | (253,933) | 51,314,834 |
| 30 Holmes | 666,177 | 3,079.98 | 216.29 | 3,084.59 | 4.61 | 1,151 | 667,328 |
| 31 Indian River | 3,745,737 | 17,219.39 | 217.53 | 17,175.29 | (44.10) | (9,593) | 3,736,144 |
| 32 Jackson | 1,151,912 | 5,823.47 | 197.81 | 5,670.54 | (152.93) | (30,251) | 1,121,661 |
| 33 Jefferson | 301,820 | 755.75 | 399.36 | 788.62 | 32.87 | 8,207 | 310,027 |
| 34 Lafayette | 197,569 | 1,151.79 | 171.53 | 1,155.09 | 3.30 | 824 | 198,393 |
| 35 Lake | 10,742,367 | 46,707.55 | 229.99 | 47,906.37 | 1,198.82 | 299,309 | 11,041,676 |
| 36 Lee | 22,912,406 | 97,209.16 | 235.70 | 98,852.70 | 1,643.54 | 410,343 | 23,322,749 |
| 37 Leon | 9,398,779 | 33,172.17 | 283.33 | 33,276.27 | 104.10 | 25,991 | 9,424,770 |
| 38 Levy | 1,280,788 | 5,605.42 | 228.49 | 5,627.81 | 22.39 | 5,590 | 1,286,378 |
| 39 Liberty | 262,434 | 1,270.09 | 206.63 | 1,279.50 | 9.41 | 2,349 | 264,783 |
| 40 Madison | 635,174 | 2,388.67 | 265.91 | 2,411.54 | 22.87 | 5,710 | 640,884 |
| 41 Manatee | 12,555,282 | 50,645.04 | 247.91 | 51,559.42 | 914.38 | 228,293 | 12,783,575 |
| 42 Marion | 13,096,487 | 44,274.12 | 295.80 | 44,547.99 | 273.87 | 68,377 | 13,164,864 |
| 43 Martin | 4,011,068 | 18,543.82 | 216.30 | 19,007.19 | 463.37 | 115,690 | 4,126,758 |
| 44 Monroe | 1,874,591 | 8,616.34 | 217.56 | 8,761.71 | 145.37 | 36,295 | 1,910,886 |
| 45 Nassau | 2,773,121 | 12,657.79 | 219.08 | 12,911.44 | 253.65 | 63,329 | 2,836,450 |
| 46 Okaloosa | 8,893,129 | 32,591.86 | 272.86 | 32,699.64 | 107.78 | 26,909 | 8,920,038 |
| 47 Okeechobee | 1,966,685 | 6,319.08 | 311.23 | 6,420.06 | 100.98 | 25,212 | 1,991,897 |
| 48 Orange | 48,556,320 | 209,157.20 | 232.15 | 209,817.19 | 659.99 | 164,780 | 48,721,100 |
| 49 Osceola | 16,392,595 | 75,055.39 | 218.41 | 77,009.79 | 1,954.40 | 487,955 | 16,880,550 |
| 50 Palm Beach | 42,067,191 | 190,767.03 | 220.52 | 193,837.37 | 3,070.34 | 766,572 | 42,833,763 |
| 51 Pasco | 21,559,068 | 81,675.00 | 263.96 | 83,209.46 | 1,534.46 | 383,109 | 21,942,177 |
| 52 Pinellas | 22,744,532 | 96,332.15 | 236.11 | 95,445.41 | (886.74) | (209,368) | 22,535,164 |
| 53 Polk | 28,372,217 | 112,267.81 | 252.72 | 115,080.50 | 2,812.69 | 702,244 | 29,074,461 |
| 54 Putnam | 2,959,196 | 10,232.43 | 289.20 | 10,248.07 | 15.64 | 3,905 | 2,963,101 |
| 55 St. Johns | 9,548,917 | 47,700.35 | 200.19 | 49,342.84 | 1,642.49 | 410,080 | 9,958,997 |
| 56 St. Lucie | 10,876,329 | 44,393.99 | 245.00 | 45,927.27 | 1,533.28 | 382,814 | 11,259,143 |
| 57 Santa Rosa | 8,465,810 | 30,370.21 | 278.75 | 29,487.40 | (882.81) | (246,083) | 8,219,727 |
| 58 Sarasota | 9,061,801 | 44,707.01 | 202.69 | 45,431.21 | 724.20 | 180,811 | 9,242,612 |
| 59 Seminole | 15,997,700 | 67,605.38 | 236.63 | 67,936.38 | 331.00 | 82,641 | 16,080,341 |
| 60 Sumter | 1,800,879 | 8,900.78 | 202.33 | 9,054.22 | 153.44 | 38,309 | 1,839,188 |
| 61 Suwannee | 1,273,813 | 6,092.34 | 209.08 | 6,085.37 | (6.97) | (1,457) | 1,272,356 |
| 62 Taylor | 573,487 | 2,649.23 | 216.47 | 2,635.11 | (14.12) | (3,057) | 570,430 |
| 63 Union | 499,180 | 2,272.40 | 219.67 | 2,290.27 | 17.87 | 4,462 | 503,642 |
| 64 Volusia | 16,926,696 | 63,837.23 | 265.15 | 63,698.14 | (139.09) | (36,880) | 16,889,816 |
| 65 Wakulla | 938,381 | 5,071.75 | 185.02 | 5,183.46 | 111.71 | 27,891 | 966,272 |
| 66 Walton | 2,239,944 | 11,008.56 | 203.47 | 11,297.35 | 288.79 | 72,102 | 2,312,046 |
| 67 Washington | 930,595 | 3,292.95 | 282.60 | 3,309.53 | 16.58 | 4,140 | 934,735 |
| 69 FAMU Lab School | 322,956 | 612.80 | 527.02 | 612.80 | 0.00 | 0 | 322,956 |
| 70 FAU - Palm Beach | 329,430 | 1,289.62 | 255.45 | 1,301.15 | 11.53 | 2,879 | 332,309 |
| 71 FAU - St. Lucie | 415,759 | 1,426.55 | 291.44 | 1,457.32 | 30.77 | 7,682 | 423,441 |
| 72 FSU Lab - Broward | 144,945 | 706.84 | 205.06 | 706.84 | 0.00 | 0 | 144,945 |
| 73 FSU Lab - Leon | 303,748 | 1,789.79 | 169.71 | 1,788.64 | (1.15) | (195) | 303,553 |
| 74 UF Lab School | 314,865 | 1,231.96 | 255.58 | 1,226.46 | (5.50) | (1,406) | 313,459 |
| 75 Virtual School | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| State | 714,704,630 | 2,862,593.99 | 249.67 | 2,881,039.51 | 18,445.52 | 4,610,277 | 719,314,907 |

2022-23 FEFP Conference Calculation
Teacher Salary Increase Allocation

| District | 2022-23 Base Funding | \$550 Million Recurring Funds for Maintaining 2021-22 Increases | Additional \$250 Million for 2022-23 Increases | 50% for Classroom Teacher Minimum Base Salary | 50% for Instructional Personnel | Total Teacher Salary Increase Allocation |
|----------------------|----------------------|---|--|---|---------------------------------|--|
| | -1- | -2- | -3- | -4- | -5- | -6- |
| 1 Alachua | 146,967,455 | 5,374,905 | 2,443,138 | 1,221,569 | 1,221,569 | 7,818,043 |
| 2 Baker | 22,976,483 | 840,298 | 381,953 | 190,977 | 190,976 | 1,222,251 |
| 3 Bay | 134,304,069 | 4,911,778 | 2,232,627 | 1,116,313 | 1,116,314 | 7,144,405 |
| 4 Bradford | 13,846,821 | 506,407 | 230,185 | 115,093 | 115,092 | 736,592 |
| 5 Brevard | 376,958,979 | 13,786,172 | 6,266,442 | 3,133,221 | 3,133,221 | 20,052,614 |
| 6 Broward | 1,362,083,792 | 49,814,230 | 22,642,832 | 11,321,416 | 11,321,416 | 72,457,062 |
| 7 Calhoun | 9,693,176 | 354,500 | 161,136 | 80,568 | 80,568 | 515,636 |
| 8 Charlotte | 83,714,592 | 3,061,616 | 1,391,644 | 695,822 | 695,822 | 4,453,260 |
| 9 Citrus | 74,194,645 | 2,713,452 | 1,233,387 | 616,694 | 616,693 | 3,946,839 |
| 10 Clay | 192,154,171 | 7,027,477 | 3,194,308 | 1,597,154 | 1,597,154 | 10,221,785 |
| 11 Collier | 263,324,424 | 9,630,320 | 4,377,418 | 2,188,709 | 2,188,709 | 14,007,738 |
| 12 Columbia | 47,778,408 | 1,747,356 | 794,252 | 397,126 | 397,126 | 2,541,608 |
| 13 Dade | 1,793,434,931 | 65,589,635 | 29,813,471 | 14,906,735 | 14,906,736 | 95,403,106 |
| 14 DeSoto | 21,537,015 | 787,653 | 358,024 | 179,012 | 179,012 | 1,145,677 |
| 15 Dixie | 9,992,164 | 365,434 | 166,106 | 83,053 | 83,053 | 531,540 |
| 16 Duval | 677,651,168 | 24,783,109 | 11,265,049 | 5,632,525 | 5,632,524 | 36,048,158 |
| 17 Escambia | 190,308,061 | 6,959,961 | 3,163,618 | 1,581,809 | 1,581,809 | 10,123,579 |
| 18 Flagler | 64,740,870 | 2,367,708 | 1,076,231 | 538,115 | 538,116 | 3,443,939 |
| 19 Franklin | 5,441,822 | 199,019 | 90,463 | 45,232 | 45,231 | 289,482 |
| 20 Gadsden | 21,910,491 | 801,312 | 364,233 | 182,116 | 182,117 | 1,165,545 |
| 21 Gilchrist | 13,903,517 | 508,480 | 231,127 | 115,564 | 115,563 | 739,607 |
| 22 Glades | 8,092,734 | 295,968 | 134,531 | 67,266 | 67,265 | 430,499 |
| 23 Gulf | 8,933,807 | 326,728 | 148,513 | 74,256 | 74,257 | 475,241 |
| 24 Hamilton | 7,421,975 | 271,437 | 123,380 | 61,690 | 61,690 | 394,817 |
| 25 Hardee | 23,135,615 | 846,117 | 384,599 | 192,299 | 192,300 | 1,230,716 |
| 26 Hendry | 65,921,920 | 2,410,901 | 1,095,864 | 547,932 | 547,932 | 3,506,765 |
| 27 Hernando | 123,473,935 | 4,515,698 | 2,052,590 | 1,026,295 | 1,026,295 | 6,568,288 |
| 28 Highlands | 59,379,401 | 2,171,628 | 987,104 | 493,552 | 493,552 | 3,158,732 |
| 29 Hillsborough | 1,166,361,669 | 42,656,266 | 19,389,212 | 9,694,606 | 9,694,606 | 62,045,478 |
| 30 Holmes | 14,151,393 | 517,546 | 235,248 | 117,624 | 117,624 | 752,794 |
| 31 Indian River | 86,343,214 | 3,157,750 | 1,435,341 | 717,671 | 717,670 | 4,593,091 |
| 32 Jackson | 26,759,741 | 978,659 | 444,845 | 222,423 | 222,422 | 1,423,504 |
| 33 Jefferson | 3,715,497 | 135,883 | 61,765 | 30,883 | 30,882 | 197,648 |
| 34 Lafayette | 5,429,427 | 198,565 | 90,257 | 45,129 | 45,128 | 288,822 |
| 35 Lake | 235,471,819 | 8,611,693 | 3,914,406 | 1,957,203 | 1,957,203 | 12,526,099 |
| 36 Lee | 513,761,077 | 18,789,308 | 8,540,595 | 4,270,297 | 4,270,298 | 27,329,903 |
| 37 Leon | 163,581,498 | 5,982,515 | 2,719,325 | 1,359,662 | 1,359,663 | 8,701,840 |
| 38 Levy | 27,015,845 | 988,026 | 449,102 | 224,551 | 224,551 | 1,437,128 |
| 39 Liberty | 6,213,522 | 227,241 | 103,292 | 51,646 | 51,646 | 330,533 |
| 40 Madison | 10,870,575 | 397,559 | 180,709 | 90,354 | 90,355 | 578,268 |
| 41 Manatee | 255,826,130 | 9,356,092 | 4,252,769 | 2,126,385 | 2,126,384 | 13,608,861 |
| 42 Marion | 219,548,611 | 8,029,348 | 3,649,704 | 1,824,852 | 1,824,852 | 11,679,052 |
| 43 Martin | 99,158,219 | 3,626,422 | 1,648,374 | 824,187 | 824,187 | 5,274,796 |
| 44 Monroe | 46,414,546 | 1,697,476 | 771,580 | 385,790 | 385,790 | 2,469,056 |
| 45 Nassau | 63,966,889 | 2,339,402 | 1,063,364 | 531,682 | 531,682 | 3,402,766 |
| 46 Okaloosa | 165,509,194 | 6,053,015 | 2,751,370 | 1,375,685 | 1,375,685 | 8,804,385 |
| 47 Okeechobee | 30,908,942 | 1,130,404 | 513,820 | 256,910 | 256,910 | 1,644,224 |
| 48 Orange | 1,119,315,261 | 40,935,681 | 18,607,128 | 9,303,564 | 9,303,564 | 59,542,809 |
| 49 Osceola | 387,024,556 | 14,154,291 | 6,433,769 | 3,216,884 | 3,216,885 | 20,588,060 |
| 50 Palm Beach | 1,044,270,152 | 38,191,126 | 17,359,602 | 8,679,801 | 8,679,801 | 55,550,728 |
| 51 Pasco | 424,558,398 | 15,526,981 | 7,057,719 | 3,528,859 | 3,528,860 | 22,584,700 |
| 52 Pinellas | 486,803,700 | 17,803,421 | 8,092,464 | 4,046,232 | 4,046,232 | 25,895,885 |
| 53 Polk | 559,405,532 | 20,458,621 | 9,299,373 | 4,649,687 | 4,649,686 | 29,757,994 |
| 54 Putnam | 48,378,171 | 1,769,290 | 804,223 | 402,111 | 402,112 | 2,573,513 |
| 55 St. Johns | 256,117,183 | 9,366,737 | 4,257,608 | 2,128,804 | 2,128,804 | 13,624,345 |
| 56 St. Lucie | 228,297,891 | 8,349,327 | 3,795,149 | 1,897,574 | 1,897,575 | 12,144,476 |
| 57 Santa Rosa | 151,276,789 | 5,532,506 | 2,514,775 | 1,257,388 | 1,257,387 | 8,047,281 |
| 58 Sarasota | 238,407,125 | 8,719,043 | 3,963,201 | 1,981,601 | 1,981,600 | 12,682,244 |
| 59 Seminole | 346,577,851 | 12,675,071 | 5,761,396 | 2,880,698 | 2,880,698 | 18,436,467 |
| 60 Sumter | 44,461,131 | 1,626,036 | 739,107 | 369,554 | 369,553 | 2,365,143 |
| 61 Suwannee | 28,289,323 | 1,034,599 | 470,272 | 235,136 | 235,136 | 1,504,871 |
| 62 Taylor | 12,527,106 | 458,142 | 208,246 | 104,123 | 104,123 | 666,388 |
| 63 Union | 10,692,986 | 391,065 | 177,757 | 88,878 | 88,879 | 568,822 |
| 64 Volusia | 316,907,163 | 11,589,952 | 5,268,160 | 2,634,080 | 2,634,080 | 16,858,112 |
| 65 Wakulla | 24,347,362 | 890,434 | 404,743 | 202,371 | 202,372 | 1,295,177 |
| 66 Walton | 55,400,057 | 2,026,095 | 920,952 | 460,476 | 460,476 | 2,947,047 |
| 67 Washington | 15,993,988 | 584,933 | 265,879 | 132,939 | 132,940 | 850,812 |
| 69 FAMU Lab School | 2,832,814 | 103,602 | 47,092 | 23,546 | 23,546 | 150,694 |
| 70 FAU - Palm Beach | 6,380,974 | 233,365 | 106,075 | 53,038 | 53,037 | 339,440 |
| 71 FAU - St. Lucie | 7,016,124 | 256,594 | 116,634 | 58,317 | 58,317 | 373,228 |
| 72 FSU Lab - Broward | 4,103,781 | 150,084 | 68,220 | 34,110 | 34,110 | 218,304 |
| 73 FSU Lab - Leon | 8,464,115 | 309,550 | 140,705 | 70,352 | 70,353 | 450,255 |
| 74 UF Lab School | 5,808,618 | 212,433 | 96,561 | 48,280 | 48,281 | 308,994 |
| 75 Virtual School | 240,854,602 | 8,808,552 | 4,003,887 | 2,001,944 | 2,001,943 | 12,812,439 |
| State | 15,038,797,002 | 550,000,000 | 250,000,000 | 125,000,000 | 125,000,000 | 800,000,000 |

2022-23 FEFP Conference Calculation
 Teachers Classroom Supply Assistance Program

| District | 2022-23 Appropriated Nonvirtual UFTE | Teachers Classroom Supply Assistance |
|----------------------|---|---|
| | -1- | -2- |
| 1 Alachua | 29,510.37 | 554,588 |
| 2 Baker | 4,836.27 | 90,888 |
| 3 Bay | 25,972.94 | 488,109 |
| 4 Bradford | 2,927.36 | 55,014 |
| 5 Brevard | 74,351.82 | 1,397,294 |
| 6 Broward | 262,581.95 | 4,934,703 |
| 7 Calhoun | 2,003.00 | 37,642 |
| 8 Charlotte | 16,566.51 | 311,334 |
| 9 Citrus | 15,562.88 | 292,473 |
| 10 Clay | 38,712.93 | 727,532 |
| 11 Collier | 48,036.93 | 902,758 |
| 12 Columbia | 10,211.15 | 191,898 |
| 13 Dade | 347,005.06 | 6,521,266 |
| 14 DeSoto | 4,525.51 | 85,048 |
| 15 Dixie | 2,160.33 | 40,599 |
| 16 Duval | 131,218.85 | 2,465,996 |
| 17 Escambia | 38,805.31 | 729,268 |
| 18 Flagler | 13,434.98 | 252,484 |
| 19 Franklin | 1,127.52 | 21,190 |
| 20 Gadsden | 4,646.28 | 87,318 |
| 21 Gilchrist | 2,804.13 | 52,698 |
| 22 Glades | 1,694.34 | 31,842 |
| 23 Gulf | 1,865.59 | 35,060 |
| 24 Hamilton | 1,602.43 | 30,114 |
| 25 Hardee | 4,882.15 | 91,750 |
| 26 Hendry | 7,388.14 | 138,845 |
| 27 Hernando | 25,161.48 | 472,860 |
| 28 Highlands | 12,377.32 | 232,607 |
| 29 Hillsborough | 222,510.66 | 4,181,643 |
| 30 Holmes | 3,084.59 | 57,969 |
| 31 Indian River | 17,175.29 | 322,775 |
| 32 Jackson | 5,670.54 | 106,566 |
| 33 Jefferson | 788.62 | 14,821 |
| 34 Lafayette | 1,155.09 | 21,708 |
| 35 Lake | 47,906.37 | 900,304 |
| 36 Lee | 98,852.70 | 1,857,739 |
| 37 Leon | 33,276.27 | 625,361 |
| 38 Levy | 5,627.81 | 105,763 |
| 39 Liberty | 1,279.50 | 24,046 |
| 40 Madison | 2,411.54 | 45,320 |
| 41 Manatee | 51,559.42 | 968,956 |
| 42 Marion | 44,547.99 | 837,190 |
| 43 Martin | 19,007.19 | 357,202 |
| 44 Monroe | 8,761.71 | 164,659 |
| 45 Nassau | 12,911.44 | 242,645 |
| 46 Okaloosa | 32,699.64 | 614,524 |
| 47 Okeechobee | 6,420.06 | 120,652 |
| 48 Orange | 209,817.19 | 3,943,094 |
| 49 Osceola | 77,009.79 | 1,447,245 |
| 50 Palm Beach | 193,837.37 | 3,642,786 |
| 51 Pasco | 83,209.46 | 1,563,755 |
| 52 Pinellas | 95,445.41 | 1,793,706 |
| 53 Polk | 115,080.50 | 2,162,708 |
| 54 Putnam | 10,248.07 | 192,592 |
| 55 St. Johns | 49,342.84 | 927,300 |
| 56 St. Lucie | 45,927.27 | 863,111 |
| 57 Santa Rosa | 29,487.40 | 554,157 |
| 58 Sarasota | 45,431.21 | 853,789 |
| 59 Seminole | 67,936.38 | 1,276,728 |
| 60 Sumter | 9,054.22 | 170,156 |
| 61 Suwannee | 6,085.37 | 114,362 |
| 62 Taylor | 2,635.11 | 49,522 |
| 63 Union | 2,290.27 | 43,041 |
| 64 Volusia | 63,698.14 | 1,197,079 |
| 65 Wakulla | 5,183.46 | 97,413 |
| 66 Walton | 11,297.35 | 212,311 |
| 67 Washington | 3,309.53 | 62,196 |
| 69 FAMU Lab School | 612.80 | 11,516 |
| 70 FAU - Palm Beach | 1,301.15 | 24,453 |
| 71 FAU - St. Lucie | 1,457.32 | 27,387 |
| 72 FSU Lab - Broward | 706.84 | 13,284 |
| 73 FSU Lab - Leon | 1,788.64 | 33,614 |
| 74 UF Lab School | 1,226.46 | 23,049 |
| 75 Virtual School | 0.00 | 0 |

State 2,881,039.51 54,143,375

2022-23 FEFP Conference Calculation
Turnaround Supplemental Services Allocation

| District | Turnaround | Improved | Total FTE | Supplemental |
|----------------------|--------------------------|----------------|-------------------------|---|
| | Option Schools FTE | Schools FTE | for Eligible Schools | Services Allocation \$500 per FTE |
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 939.30 | 659.62 | 1,598.92 | 799,460 |
| 2 Baker | 0.00 | 0.00 | 0.00 | 0 |
| 3 Bay | 0.00 | 462.97 | 462.97 | 231,485 |
| 4 Bradford | 0.00 | 0.00 | 0.00 | 0 |
| 5 Brevard | 0.00 | 1,021.14 | 1,021.14 | 510,570 |
| 6 Broward | 333.51 | 297.09 | 630.60 | 315,300 |
| 7 Calhoun | 0.00 | 0.00 | 0.00 | 0 |
| 8 Charlotte | 0.00 | 0.00 | 0.00 | 0 |
| 9 Citrus | 0.00 | 0.00 | 0.00 | 0 |
| 10 Clay | 587.10 | 0.00 | 587.10 | 293,550 |
| 11 Collier | 0.00 | 0.00 | 0.00 | 0 |
| 12 Columbia | 0.00 | 0.00 | 0.00 | 0 |
| 13 Dade | 0.00 | 357.65 | 357.65 | 178,825 |
| 14 DeSoto | 0.00 | 489.18 | 489.18 | 244,590 |
| 15 Dixie | 0.00 | 0.00 | 0.00 | 0 |
| 16 Duval | 1,927.46 | 1,806.38 | 3,733.84 | 1,866,920 |
| 17 Escambia | 1,448.99 | 1,255.13 | 2,704.12 | 1,352,060 |
| 18 Flagler | 0.00 | 0.00 | 0.00 | 0 |
| 19 Franklin | 0.00 | 0.00 | 0.00 | 0 |
| 20 Gadsden | 337.10 | 655.56 | 992.66 | 496,330 |
| 21 Gilchrist | 0.00 | 0.00 | 0.00 | 0 |
| 22 Glades | 0.00 | 0.00 | 0.00 | 0 |
| 23 Gulf | 0.00 | 0.00 | 0.00 | 0 |
| 24 Hamilton | 0.00 | 0.00 | 0.00 | 0 |
| 25 Hardee | 0.00 | 0.00 | 0.00 | 0 |
| 26 Hendry | 0.00 | 404.99 | 404.99 | 202,495 |
| 27 Hernando | 0.00 | 0.00 | 0.00 | 0 |
| 28 Highlands | 0.00 | 0.00 | 0.00 | 0 |
| 29 Hillsborough | 7,572.58 | 5,229.37 | 12,801.95 | 6,400,975 |
| 30 Holmes | 0.00 | 0.00 | 0.00 | 0 |
| 31 Indian River | 0.00 | 0.00 | 0.00 | 0 |
| 32 Jackson | 0.00 | 0.00 | 0.00 | 0 |
| 33 Jefferson | 0.00 | 0.00 | 0.00 | 0 |
| 34 Lafayette | 0.00 | 0.00 | 0.00 | 0 |
| 35 Lake | 535.27 | 0.00 | 535.27 | 267,635 |
| 36 Lee | 0.00 | 1,687.92 | 1,687.92 | 843,960 |
| 37 Leon | 495.28 | 745.11 | 1,240.39 | 620,195 |
| 38 Levy | 0.00 | 0.00 | 0.00 | 0 |
| 39 Liberty | 0.00 | 0.00 | 0.00 | 0 |
| 40 Madison | 0.00 | 0.00 | 0.00 | 0 |
| 41 Manatee | 0.00 | 2,419.86 | 2,419.86 | 1,209,930 |
| 42 Marion | 701.67 | 1,854.50 | 2,556.17 | 1,278,085 |
| 43 Martin | 0.00 | 0.00 | 0.00 | 0 |
| 44 Monroe | 0.00 | 0.00 | 0.00 | 0 |
| 45 Nassau | 0.00 | 0.00 | 0.00 | 0 |
| 46 Okaloosa | 0.00 | 0.00 | 0.00 | 0 |
| 47 Okeechobee | 0.00 | 0.00 | 0.00 | 0 |
| 48 Orange | 398.84 | 3,046.84 | 3,445.68 | 1,722,840 |
| 49 Osceola | 0.00 | 0.00 | 0.00 | 0 |
| 50 Palm Beach | 0.00 | 985.61 | 985.61 | 492,805 |
| 51 Pasco | 0.00 | 0.00 | 0.00 | 0 |
| 52 Pinellas | 1,169.80 | 1,494.18 | 2,663.98 | 1,331,990 |
| 53 Polk | 1,318.67 | 1,587.71 | 2,906.38 | 1,453,190 |
| 54 Putnam | 0.00 | 1,207.22 | 1,207.22 | 603,610 |
| 55 St. Johns | 0.00 | 0.00 | 0.00 | 0 |
| 56 St. Lucie | 453.25 | 679.39 | 1,132.64 | 566,320 |
| 57 Santa Rosa | 0.00 | 0.00 | 0.00 | 0 |
| 58 Sarasota | 0.00 | 0.00 | 0.00 | 0 |
| 59 Seminole | 0.00 | 600.91 | 600.91 | 300,455 |
| 60 Sumter | 0.00 | 0.00 | 0.00 | 0 |
| 61 Suwannee | 0.00 | 0.00 | 0.00 | 0 |
| 62 Taylor | 0.00 | 76.66 | 76.66 | 38,330 |
| 63 Union | 0.00 | 0.00 | 0.00 | 0 |
| 64 Volusia | 1,522.29 | 0.00 | 1,522.29 | 761,145 |
| 65 Wakulla | 0.00 | 0.00 | 0.00 | 0 |
| 66 Walton | 0.00 | 0.00 | 0.00 | 0 |
| 67 Washington | 0.00 | 0.00 | 0.00 | 0 |
| 69 FAMU Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 70 FAU - Palm Beach | 0.00 | 0.00 | 0.00 | 0 |
| 71 FAU - St. Lucie | 0.00 | 0.00 | 0.00 | 0 |
| 72 FSU Lab - Broward | 0.00 | 0.00 | 0.00 | 0 |
| 73 FSU Lab - Leon | 0.00 | 0.00 | 0.00 | 0 |
| 74 UF Lab School | 0.00 | 0.00 | 0.00 | 0 |
| 75 Virtual School | 0.00 | 0.00 | 0.00 | 0 |
| State | 19,741.11 | 29,024.99 | 48,766.10 | 24,383,050 |

2022-23 FEFP Conference Calculation
 Required Local Effort, 90% Adjustment, Millage and Total - Page 1

| District | 2021 | 2021 | 2021 | 2021-22 | Equalization | 2022 | 2022 | 2022 |
|----------------------|-------------------|--------|------------|---------------|--------------|-------------------|------------|-------|
| | School | | | | | | | |
| | Taxable | Levels | Factors | RLE | Amount | Taxable | Rate | RLE |
| | Value | | | | | Value | Adjustment | Mills |
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- |
| 1 Alachua | 19,450,039,700 | 97.2 | (0.014403) | 67,331,369 | (969,774) | 20,520,373,756 | (0.049) | 3.557 |
| 2 Baker | 1,234,103,728 | 96.8 | (0.010331) | 4,272,171 | (44,136) | 1,343,553,361 | (0.034) | 3.572 |
| 3 Bay | 20,927,114,396 | 96.0 | (0.002083) | 72,444,648 | (150,902) | 22,725,307,613 | (0.007) | 3.599 |
| 4 Bradford | 1,187,127,236 | 95.4 | 0.004193 | 4,109,550 | 17,231 | 1,265,702,764 | 0.014 | 3.620 |
| 5 Brevard | 51,744,719,346 | 96.3 | (0.005192) | 179,127,800 | (930,032) | 56,420,395,985 | (0.017) | 3.589 |
| 6 Broward | 237,281,403,542 | 98.5 | (0.027411) | 821,411,272 | (22,515,704) | 253,695,847,899 | (0.092) | 3.514 |
| 7 Calhoun | 497,456,976 | 93.7 | 0.022412 | 1,722,077 | 38,595 | 519,487,536 | 0.077 | 3.683 |
| 8 Charlotte | 22,303,193,085 | 94.4 | 0.014831 | 77,208,302 | 1,145,076 | 24,708,997,813 | 0.048 | 3.654 |
| 9 Citrus | 12,327,027,812 | 95.9 | (0.001043) | 42,673,212 | (44,508) | 13,086,676,855 | (0.004) | 3.602 |
| 10 Clay | 14,393,742,499 | 98.9 | (0.031345) | 49,827,682 | (1,561,849) | 15,234,822,670 | (0.107) | 3.499 |
| 11 Collier | 109,231,304,563 | 96.4 | (0.006224) | 378,132,561 | (2,353,497) | 120,611,020,848 | (0.020) | 3.586 |
| 12 Columbia | 3,523,764,418 | 94.7 | 0.011616 | 12,198,427 | 141,697 | 3,748,903,779 | 0.039 | 3.645 |
| 13 Dade | 366,114,505,026 | 93.0 | 0.030108 | 1,267,400,549 | 38,158,896 | 388,228,128,887 | 0.102 | 3.708 |
| 14 DeSoto | 2,167,331,307 | 97.3 | (0.015416) | 7,502,781 | (115,663) | 2,297,979,186 | (0.052) | 3.554 |
| 15 Dixie | 629,901,938 | 96.6 | (0.008282) | 2,180,569 | (18,059) | 672,045,006 | (0.028) | 3.578 |
| 16 Duval | 85,200,472,649 | 96.6 | (0.008282) | 294,943,588 | (2,442,723) | 92,595,282,579 | (0.027) | 3.579 |
| 17 Escambia | 23,238,782,742 | 94.3 | 0.015907 | 80,447,089 | 1,279,672 | 25,013,559,167 | 0.053 | 3.659 |
| 18 Flagler | 12,009,996,238 | 94.6 | 0.012685 | 41,575,725 | 527,388 | 12,936,608,164 | 0.042 | 3.648 |
| 19 Franklin | 2,520,902,580 | 95.5 | 0.003141 | 8,726,760 | 27,411 | 2,742,700,201 | 0.010 | 3.616 |
| 20 Gadsden | 1,841,104,229 | 96.4 | (0.006224) | 6,373,461 | (39,668) | 1,891,409,679 | (0.022) | 3.584 |
| 21 Gilchrist | 1,042,420,693 | 96.3 | (0.005192) | 3,608,610 | (18,736) | 1,124,217,394 | (0.017) | 3.589 |
| 22 Glades | 836,590,452 | 96.4 | (0.006224) | 2,896,075 | (18,025) | 887,439,813 | (0.021) | 3.585 |
| 23 Gulf | 2,297,504,604 | 93.2 | 0.027897 | 7,953,410 | 221,876 | 2,435,271,643 | 0.095 | 3.701 |
| 24 Hamilton | 1,062,504,434 | 98.8 | (0.030364) | 3,678,135 | (111,683) | 1,105,628,270 | (0.105) | 3.501 |
| 25 Hardee | 1,980,572,341 | 96.7 | (0.009307) | 6,856,266 | (63,811) | 2,029,995,744 | (0.033) | 3.573 |
| 26 Hendry | 2,927,344,418 | 99.2 | (0.034274) | 10,133,764 | (347,325) | 3,146,417,240 | (0.115) | 3.491 |
| 27 Hernando | 12,325,775,216 | 95.3 | 0.005247 | 42,668,876 | 223,884 | 13,196,819,602 | 0.018 | 3.624 |
| 28 Highlands | 6,185,523,853 | 94.5 | 0.013757 | 21,412,799 | 294,576 | 6,786,818,809 | 0.045 | 3.651 |
| 29 Hillsborough | 132,466,639,274 | 96.8 | (0.010331) | 458,567,713 | (4,737,463) | 143,480,426,626 | (0.034) | 3.572 |
| 30 Holmes | 564,232,590 | 96.6 | (0.008282) | 1,953,238 | (16,177) | 586,806,746 | (0.029) | 3.577 |
| 31 Indian River | 21,931,594,268 | 96.6 | (0.008282) | 75,921,916 | (628,785) | 23,875,762,609 | (0.027) | 3.579 |
| 32 Jackson | 1,897,616,261 | 96.2 | (0.004158) | 6,569,092 | (27,314) | 2,004,072,630 | (0.014) | 3.592 |
| 33 Jefferson | 779,304,741 | 98.3 | (0.025432) | 2,697,766 | (68,610) | 831,035,300 | (0.086) | 3.520 |
| 34 Lafayette | 319,411,913 | 98.2 | (0.024440) | 1,105,727 | (27,024) | 332,271,861 | (0.085) | 3.521 |
| 35 Lake | 29,437,846,012 | 96.3 | (0.005192) | 101,906,758 | (529,100) | 31,324,591,815 | (0.018) | 3.588 |
| 36 Lee | 104,783,192,492 | 94.4 | 0.014831 | 362,734,264 | 5,379,712 | 115,602,844,272 | 0.048 | 3.654 |
| 37 Leon | 20,984,168,466 | 97.3 | (0.015416) | 72,642,155 | (1,119,851) | 22,187,140,031 | (0.053) | 3.553 |
| 38 Levy | 2,534,572,204 | 96.9 | (0.011352) | 8,774,081 | (99,603) | 2,725,948,224 | (0.038) | 3.568 |
| 39 Liberty | 333,010,674 | 101.6 | (0.057087) | 1,152,803 | (65,810) | 363,351,669 | (0.189) | 3.417 |
| 40 Madison | 868,640,178 | 97.6 | (0.018443) | 3,007,024 | (55,459) | 920,272,410 | (0.063) | 3.543 |
| 41 Manatee | 47,561,332,473 | 95.4 | 0.004193 | 164,645,918 | 690,360 | 52,225,328,280 | 0.014 | 3.620 |
| 42 Marion | 24,621,207,526 | 96.2 | (0.004158) | 85,232,711 | (354,398) | 26,590,550,776 | (0.014) | 3.592 |
| 43 Martin | 26,662,980,446 | 96.6 | (0.008282) | 92,300,839 | (764,436) | 27,822,032,144 | (0.029) | 3.577 |
| 44 Monroe | 34,206,781,366 | 93.3 | 0.026795 | 118,415,667 | 3,172,948 | 34,612,887,850 | 0.095 | 3.701 |
| 45 Nassau | 12,037,222,805 | 96.1 | (0.003122) | 41,669,976 | (130,094) | 12,864,523,195 | (0.011) | 3.595 |
| 46 Okaloosa | 22,582,918,750 | 93.7 | 0.022412 | 78,176,645 | 1,752,095 | 24,415,716,559 | 0.075 | 3.681 |
| 47 Okeechobee | 3,566,383,399 | 97.0 | (0.012371) | 12,345,963 | (152,732) | 4,069,736,409 | (0.039) | 3.567 |
| 48 Orange | 172,054,493,169 | 97.7 | (0.019447) | 595,611,362 | (11,582,854) | 184,988,161,276 | (0.065) | 3.541 |
| 49 Osceola | 36,507,101,648 | 95.8 | 0.000000 | 126,378,824 | 0 | 39,640,650,545 | 0.000 | 3.606 |
| 50 Palm Beach | 234,880,832,408 | 95.7 | 0.001045 | 813,101,070 | 849,691 | 252,297,700,383 | 0.004 | 3.610 |
| 51 Pasco | 39,210,563,613 | 95.6 | 0.002092 | 135,737,561 | 283,963 | 41,997,039,731 | 0.007 | 3.613 |
| 52 Pinellas | 106,042,089,211 | 97.3 | (0.015416) | 367,092,263 | (5,659,094) | 114,401,925,682 | (0.052) | 3.554 |
| 53 Polk | 48,706,408,048 | 95.5 | 0.003141 | 168,609,895 | 529,604 | 52,912,905,808 | 0.010 | 3.616 |
| 54 Putnam | 5,226,110,046 | 97.3 | (0.015416) | 18,091,539 | (278,899) | 5,578,705,482 | (0.052) | 3.554 |
| 55 St. Johns | 37,077,961,902 | 96.7 | (0.009307) | 128,355,005 | (1,194,600) | 40,108,949,231 | (0.031) | 3.575 |
| 56 St. Lucie | 28,976,198,885 | 97.0 | (0.012371) | 100,308,646 | (1,240,918) | 31,774,034,363 | (0.041) | 3.565 |
| 57 Santa Rosa | 13,725,721,786 | 94.6 | 0.012685 | 47,515,155 | 602,730 | 14,687,573,365 | 0.043 | 3.649 |
| 58 Sarasota | 74,590,082,549 | 94.3 | 0.015907 | 258,212,964 | 4,107,394 | 81,348,312,816 | 0.053 | 3.659 |
| 59 Seminole | 43,198,579,162 | 97.5 | (0.017436) | 149,543,113 | (2,607,434) | 45,411,005,981 | (0.060) | 3.546 |
| 60 Sumter | 16,621,377,521 | 95.8 | 0.000000 | 57,539,220 | 0 | 18,192,035,361 | 0.000 | 3.606 |
| 61 Suwannee | 2,184,384,494 | 93.5 | 0.024599 | 7,561,815 | 186,013 | 2,408,389,437 | 0.080 | 3.686 |
| 62 Taylor | 1,783,079,392 | 98.1 | (0.023445) | 6,172,593 | (144,716) | 1,851,930,894 | (0.081) | 3.525 |
| 63 Union | 309,339,491 | 94.2 | 0.016985 | 1,070,859 | 18,189 | 342,690,184 | 0.055 | 3.661 |
| 64 Volusia | 47,552,413,610 | 96.8 | (0.010331) | 164,615,043 | (1,700,638) | 51,528,704,143 | (0.034) | 3.572 |
| 65 Wakulla | 1,724,421,599 | 94.5 | 0.013757 | 5,969,534 | 82,123 | 1,796,203,212 | 0.048 | 3.654 |
| 66 Walton | 27,089,595,978 | 92.3 | 0.037920 | 93,777,680 | 3,556,050 | 29,021,561,569 | 0.128 | 3.734 |
| 67 Washington | 1,106,044,630 | 93.8 | 0.021322 | 3,828,861 | 81,639 | 1,168,811,093 | 0.073 | 3.679 |
| 69 FAMU Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 74 UF Lab School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| 75 Virtual School | 0 | 0.0 | 0.000000 | 0 | 0 | 0 | 0.000 | 0.000 |
| State | 2,443,188,085,001 | 95.8 | | 8,457,730,786 | (1,563,291) | 2,629,264,001,685 | | 3.606 |

2022-23 FEFP Conference Calculation
Required Local Effort, 90% Adjustment, Millage and Total - Page 2

| District | 2022 School Taxable Value | Equalized Required Local Effort | Gross State & Local FEFP | 90% Gross State & Local FEFP | RLE Amount Above 90% FEFP | Equalized Millage | Less: Millage to 90% | 2021-22 Adjusted RLE Millage | 2022-23 Total Required Local Effort |
|----------------------|---------------------------|---------------------------------|--------------------------|------------------------------|---------------------------|-------------------|----------------------|------------------------------|-------------------------------------|
| | -1- | -2- | -3- | -4- | -5- | -6- | -7- | -8- | -9- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 195,736,382 | 176,162,744 | 0 | 3.557 | 0.000 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 33,974,986 | 30,577,487 | 0 | 3.572 | 0.000 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 173,929,267 | 156,536,340 | 0 | 3.599 | 0.000 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 21,223,665 | 19,101,299 | 0 | 3.620 | 0.000 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 493,031,445 | 443,728,301 | 0 | 3.589 | 0.000 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 1,695,760,538 | 1,526,184,484 | 0 | 3.514 | 0.000 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 15,863,536 | 14,277,182 | 0 | 3.683 | 0.000 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 107,831,856 | 97,048,670 | 0 | 3.654 | 0.000 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 102,384,724 | 92,146,252 | 0 | 3.602 | 0.000 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 262,701,133 | 236,431,020 | 0 | 3.499 | 0.000 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 415,210,676 | 334,831,703 | 301,348,533 | 113,862,143 | 3.586 | 0.983 | 2.603 | 301,348,533 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 69,822,284 | 62,840,056 | 0 | 3.645 | 0.000 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 2,256,589,137 | 2,030,930,223 | 0 | 3.708 | 0.000 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 31,677,008 | 28,509,307 | 0 | 3.554 | 0.000 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 2,308,394 | 15,628,313 | 14,065,482 | 0 | 3.578 | 0.000 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 882,514,242 | 794,262,818 | 0 | 3.579 | 0.000 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 257,073,851 | 231,366,466 | 0 | 3.659 | 0.000 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 86,471,109 | 77,823,998 | 0 | 3.648 | 0.000 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 9,520,900 | 7,559,664 | 6,803,698 | 2,717,202 | 3.616 | 1.032 | 2.584 | 6,803,698 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 32,472,096 | 29,224,886 | 0 | 3.584 | 0.000 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 21,606,637 | 19,445,973 | 0 | 3.589 | 0.000 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3,054,213 | 12,642,994 | 11,378,695 | 0 | 3.585 | 0.000 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 12,801,862 | 11,521,676 | 0 | 3.701 | 0.000 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 11,675,793 | 10,508,214 | 0 | 3.501 | 0.000 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 33,140,617 | 29,826,555 | 0 | 3.573 | 0.000 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 90,862,224 | 81,776,002 | 0 | 3.491 | 0.000 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 171,470,163 | 154,323,147 | 0 | 3.624 | 0.000 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 83,631,066 | 75,267,959 | 0 | 3.651 | 0.000 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 1,519,081,024 | 1,367,172,922 | 0 | 3.572 | 0.000 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 2,015,047 | 23,211,507 | 20,890,356 | 0 | 3.577 | 0.000 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 108,717,400 | 97,845,660 | 0 | 3.579 | 0.000 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 41,516,575 | 37,364,918 | 0 | 3.592 | 0.000 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 6,363,284 | 5,726,956 | 0 | 3.520 | 0.000 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 8,867,719 | 7,980,947 | 0 | 3.521 | 0.000 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 313,695,727 | 282,326,154 | 0 | 3.588 | 0.000 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 658,830,795 | 592,947,716 | 0 | 3.654 | 0.000 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 222,119,711 | 199,907,740 | 0 | 3.553 | 0.000 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 40,905,387 | 36,814,848 | 0 | 3.568 | 0.000 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 1,191,910 | 10,181,298 | 9,163,168 | 0 | 3.417 | 0.000 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3,130,104 | 16,992,336 | 15,293,102 | 0 | 3.543 | 0.000 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 328,133,121 | 295,319,809 | 0 | 3.620 | 0.000 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 298,603,158 | 268,742,842 | 0 | 3.592 | 0.000 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 125,111,419 | 112,600,277 | 0 | 3.577 | 0.000 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 122,978,206 | 59,379,211 | 53,441,290 | 69,536,916 | 3.701 | 2.093 | 1.608 | 53,441,290 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 84,838,977 | 76,355,079 | 0 | 3.595 | 0.000 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 221,085,848 | 198,977,263 | 0 | 3.681 | 0.000 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 44,070,626 | 39,663,563 | 0 | 3.567 | 0.000 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 1,389,939,696 | 1,250,945,726 | 0 | 3.541 | 0.000 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 513,911,888 | 462,520,699 | 0 | 3.606 | 0.000 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 1,295,732,609 | 1,166,159,348 | 0 | 3.610 | 0.000 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 571,557,569 | 514,401,812 | 0 | 3.613 | 0.000 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 620,031,278 | 558,028,150 | 0 | 3.554 | 0.000 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 768,887,846 | 691,999,061 | 0 | 3.616 | 0.000 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 70,456,914 | 63,411,223 | 0 | 3.554 | 0.000 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 327,493,940 | 294,744,546 | 0 | 3.575 | 0.000 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 305,090,178 | 274,581,160 | 0 | 3.565 | 0.000 | 3.565 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 207,627,894 | 186,865,105 | 0 | 3.649 | 0.000 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 285,747,338 | 305,514,146 | 274,962,731 | 10,784,607 | 3.659 | 0.138 | 3.521 | 274,962,731 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 453,282,580 | 407,954,322 | 0 | 3.546 | 0.000 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 62,976,460 | 56,850,136 | 51,165,122 | 11,811,338 | 3.606 | 0.676 | 2.930 | 51,165,122 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 41,347,876 | 37,213,088 | 0 | 3.686 | 0.000 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 18,619,831 | 16,757,848 | 0 | 3.525 | 0.000 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 1,204,405 | 16,812,721 | 15,131,449 | 0 | 3.661 | 0.000 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 417,599,196 | 375,839,276 | 0 | 3.572 | 0.000 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 35,150,630 | 31,635,567 | 0 | 3.654 | 0.000 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 104,031,850 | 71,612,064 | 64,450,858 | 39,580,992 | 3.734 | 1.421 | 2.313 | 64,450,858 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 24,804,493 | 22,324,044 | 0 | 3.679 | 0.000 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0 | 4,910,030 | 4,419,027 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 10,044,175 | 9,039,758 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 9,848,491 | 8,863,642 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 5,760,733 | 5,184,660 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 12,801,904 | 11,521,714 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0 | 9,416,202 | 8,474,582 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| 75 Virtual School | 0 | 0 | 298,079,937 | 268,271,943 | 0 | 0.000 | 0.000 | 0.000 | 0 |
| State | 2,629,264,001,685 | 9,100,453,235 | 19,509,798,375 | 17,558,818,538 | 248,293,198 | | | 3.606 | 8,852,197,815 |

2022-23 FEFP Conference Calculation
Required Local Effort Taxes

| District | 2022-23 School Taxable Value | Equalized Required Local Effort Millage Rate | Total Required Local Effort Taxes |
|----------------------|---------------------------------------|---|--|
| | -1- | -2- | -3- |
| 1 Alachua | 20,520,373,756 | 3.557 | 70,071,331 |
| 2 Baker | 1,343,553,361 | 3.572 | 4,607,206 |
| 3 Bay | 22,725,307,613 | 3.599 | 78,516,847 |
| 4 Bradford | 1,265,702,764 | 3.620 | 4,398,570 |
| 5 Brevard | 56,420,395,985 | 3.589 | 194,393,089 |
| 6 Broward | 253,695,847,899 | 3.514 | 855,827,721 |
| 7 Calhoun | 519,487,536 | 3.683 | 1,836,742 |
| 8 Charlotte | 24,708,997,813 | 3.654 | 86,675,211 |
| 9 Citrus | 13,086,676,855 | 3.602 | 45,252,682 |
| 10 Clay | 15,234,822,670 | 3.499 | 51,174,379 |
| 11 Collier | 120,611,020,848 | 2.603 | 301,392,468 |
| 12 Columbia | 3,748,903,779 | 3.645 | 13,118,164 |
| 13 Dade | 388,228,128,887 | 3.708 | 1,381,967,906 |
| 14 DeSoto | 2,297,979,186 | 3.554 | 7,840,337 |
| 15 Dixie | 672,045,006 | 3.578 | 2,308,394 |
| 16 Duval | 92,595,282,579 | 3.579 | 318,142,576 |
| 17 Escambia | 25,013,559,167 | 3.659 | 87,863,628 |
| 18 Flagler | 12,936,608,164 | 3.648 | 45,305,037 |
| 19 Franklin | 2,742,700,201 | 2.584 | 6,803,652 |
| 20 Gadsden | 1,891,409,679 | 3.584 | 6,507,660 |
| 21 Gilchrist | 1,124,217,394 | 3.589 | 3,873,424 |
| 22 Glades | 887,439,813 | 3.585 | 3,054,213 |
| 23 Gulf | 2,435,271,643 | 3.701 | 8,652,423 |
| 24 Hamilton | 1,105,628,270 | 3.501 | 3,715,972 |
| 25 Hardee | 2,029,995,744 | 3.573 | 6,963,048 |
| 26 Hendry | 3,146,417,240 | 3.491 | 10,544,777 |
| 27 Hernando | 13,196,819,602 | 3.624 | 45,912,263 |
| 28 Highlands | 6,786,818,809 | 3.651 | 23,787,528 |
| 29 Hillsborough | 143,480,426,626 | 3.572 | 492,011,601 |
| 30 Holmes | 586,806,746 | 3.577 | 2,015,047 |
| 31 Indian River | 23,875,762,069 | 3.579 | 82,033,298 |
| 32 Jackson | 2,004,072,630 | 3.592 | 6,910,684 |
| 33 Jefferson | 831,035,300 | 3.520 | 2,808,234 |
| 34 Lafayette | 332,271,861 | 3.521 | 1,123,132 |
| 35 Lake | 31,324,591,815 | 3.588 | 107,896,930 |
| 36 Lee | 115,602,844,272 | 3.654 | 405,516,281 |
| 37 Leon | 22,187,140,031 | 3.553 | 75,677,672 |
| 38 Levy | 2,725,948,224 | 3.568 | 9,337,136 |
| 39 Liberty | 363,351,669 | 3.417 | 1,191,910 |
| 40 Madison | 920,272,410 | 3.543 | 3,130,104 |
| 41 Manatee | 52,225,328,280 | 3.620 | 181,493,461 |
| 42 Marion | 26,590,550,776 | 3.592 | 91,692,728 |
| 43 Martin | 27,822,032,144 | 3.577 | 95,538,633 |
| 44 Monroe | 34,612,887,850 | 1.608 | 53,431,223 |
| 45 Nassau | 12,864,523,195 | 3.595 | 44,398,042 |
| 46 Okaloosa | 24,415,716,559 | 3.681 | 86,279,283 |
| 47 Okeechobee | 4,069,736,409 | 3.567 | 13,936,080 |
| 48 Orange | 184,988,161,276 | 3.541 | 628,841,356 |
| 49 Osceola | 39,640,650,545 | 3.606 | 137,226,418 |
| 50 Palm Beach | 252,297,700,383 | 3.610 | 874,362,910 |
| 51 Pasco | 41,997,039,731 | 3.613 | 145,665,892 |
| 52 Pinellas | 114,401,925,682 | 3.554 | 390,321,066 |
| 53 Polk | 52,912,905,808 | 3.616 | 183,679,745 |
| 54 Putnam | 5,578,705,482 | 3.554 | 19,033,651 |
| 55 St. Johns | 40,108,949,231 | 3.575 | 137,653,914 |
| 56 St. Lucie | 31,774,034,363 | 3.565 | 108,743,455 |
| 57 Santa Rosa | 14,687,573,365 | 3.649 | 51,451,157 |
| 58 Sarasota | 81,348,312,816 | 3.521 | 274,970,313 |
| 59 Seminole | 45,411,005,981 | 3.546 | 154,586,330 |
| 60 Sumter | 18,192,035,361 | 2.930 | 51,170,557 |
| 61 Suwannee | 2,408,389,437 | 3.686 | 8,522,231 |
| 62 Taylor | 1,851,930,894 | 3.525 | 6,266,934 |
| 63 Union | 342,690,184 | 3.661 | 1,204,405 |
| 64 Volusia | 51,528,704,143 | 3.572 | 176,698,110 |
| 65 Wakulla | 1,796,203,212 | 3.654 | 6,300,793 |
| 66 Walton | 29,021,561,569 | 2.313 | 64,441,797 |
| 67 Washington | 1,168,811,093 | 3.679 | 4,128,054 |
| 69 FAMU Lab School | 0 | 0.000 | 0 |
| 70 FAU - Palm Beach | 0 | 0.000 | 0 |
| 71 FAU - St. Lucie | 0 | 0.000 | 0 |
| 72 FSU Lab - Broward | 0 | 0.000 | 0 |
| 73 FSU Lab - Leon | 0 | 0.000 | 0 |
| 74 UF Lab School | 0 | 0.000 | 0 |
| 75 Virtual School | 0 | 0.000 | 0 |
| State | 2,629,264,001,685 | 3.606 | 8,852,197,815 |

2022-23 FEFP Conference Calculation
Millage Rates

| District | Required | 0.748 | Total |
|----------------------|--------------|---------------|--------|
| | Local Effort | Actual | Actual |
| | Mills | Discretionary | FEFP |
| | -1- | -2- | -3- |
| 1 Alachua | 3.557 | 0.748 | 4.305 |
| 2 Baker | 3.572 | 0.748 | 4.320 |
| 3 Bay | 3.599 | 0.748 | 4.347 |
| 4 Bradford | 3.620 | 0.748 | 4.368 |
| 5 Brevard | 3.589 | 0.748 | 4.337 |
| 6 Broward | 3.514 | 0.748 | 4.262 |
| 7 Calhoun | 3.683 | 0.748 | 4.431 |
| 8 Charlotte | 3.654 | 0.748 | 4.402 |
| 9 Citrus | 3.602 | 0.748 | 4.350 |
| 10 Clay | 3.499 | 0.748 | 4.247 |
| 11 Collier | 2.603 | 0.748 | 3.351 |
| 12 Columbia | 3.645 | 0.748 | 4.393 |
| 13 Dade | 3.708 | 0.748 | 4.456 |
| 14 DeSoto | 3.554 | 0.748 | 4.302 |
| 15 Dixie | 3.578 | 0.748 | 4.326 |
| 16 Duval | 3.579 | 0.748 | 4.327 |
| 17 Escambia | 3.659 | 0.748 | 4.407 |
| 18 Flagler | 3.648 | 0.748 | 4.396 |
| 19 Franklin | 2.584 | 0.748 | 3.332 |
| 20 Gadsden | 3.584 | 0.748 | 4.332 |
| 21 Gilchrist | 3.589 | 0.748 | 4.337 |
| 22 Glades | 3.585 | 0.748 | 4.333 |
| 23 Gulf | 3.701 | 0.748 | 4.449 |
| 24 Hamilton | 3.501 | 0.748 | 4.249 |
| 25 Hardee | 3.573 | 0.748 | 4.321 |
| 26 Hendry | 3.491 | 0.748 | 4.239 |
| 27 Hernando | 3.624 | 0.748 | 4.372 |
| 28 Highlands | 3.651 | 0.748 | 4.399 |
| 29 Hillsborough | 3.572 | 0.748 | 4.320 |
| 30 Holmes | 3.577 | 0.748 | 4.325 |
| 31 Indian River | 3.579 | 0.748 | 4.327 |
| 32 Jackson | 3.592 | 0.748 | 4.340 |
| 33 Jefferson | 3.520 | 0.748 | 4.268 |
| 34 Lafayette | 3.521 | 0.748 | 4.269 |
| 35 Lake | 3.588 | 0.748 | 4.336 |
| 36 Lee | 3.654 | 0.748 | 4.402 |
| 37 Leon | 3.553 | 0.748 | 4.301 |
| 38 Levy | 3.568 | 0.748 | 4.316 |
| 39 Liberty | 3.417 | 0.748 | 4.165 |
| 40 Madison | 3.543 | 0.748 | 4.291 |
| 41 Manatee | 3.620 | 0.748 | 4.368 |
| 42 Marion | 3.592 | 0.748 | 4.340 |
| 43 Martin | 3.577 | 0.748 | 4.325 |
| 44 Monroe | 1.608 | 0.748 | 2.356 |
| 45 Nassau | 3.595 | 0.748 | 4.343 |
| 46 Okaloosa | 3.681 | 0.748 | 4.429 |
| 47 Okeechobee | 3.567 | 0.748 | 4.315 |
| 48 Orange | 3.541 | 0.748 | 4.289 |
| 49 Osceola | 3.606 | 0.748 | 4.354 |
| 50 Palm Beach | 3.610 | 0.748 | 4.358 |
| 51 Pasco | 3.613 | 0.748 | 4.361 |
| 52 Pinellas | 3.554 | 0.748 | 4.302 |
| 53 Polk | 3.616 | 0.748 | 4.364 |
| 54 Putnam | 3.554 | 0.748 | 4.302 |
| 55 St. Johns | 3.575 | 0.748 | 4.323 |
| 56 St. Lucie | 3.565 | 0.748 | 4.313 |
| 57 Santa Rosa | 3.649 | 0.748 | 4.397 |
| 58 Sarasota | 3.521 | 0.748 | 4.269 |
| 59 Seminole | 3.546 | 0.748 | 4.294 |
| 60 Sumter | 2.930 | 0.748 | 3.678 |
| 61 Suwannee | 3.686 | 0.748 | 4.434 |
| 62 Taylor | 3.525 | 0.748 | 4.273 |
| 63 Union | 3.661 | 0.748 | 4.409 |
| 64 Volusia | 3.572 | 0.748 | 4.320 |
| 65 Wakulla | 3.654 | 0.748 | 4.402 |
| 66 Walton | 2.313 | 0.748 | 3.061 |
| 67 Washington | 3.679 | 0.748 | 4.427 |
| 69 FAMU Lab School | 0.000 | 0.000 | 0.000 |
| 70 FAU - Palm Beach | 0.000 | 0.000 | 0.000 |
| 71 FAU - St. Lucie | 0.000 | 0.000 | 0.000 |
| 72 FSU Lab - Broward | 0.000 | 0.000 | 0.000 |
| 73 FSU Lab - Leon | 0.000 | 0.000 | 0.000 |
| 74 UF Lab School | 0.000 | 0.000 | 0.000 |
| 75 Virtual School | 0.000 | 0.000 | 0.000 |
| State | 3.606 | 0.748 | 4.354 |

2022-23 FEFP Conference Calculation
Local Effort Taxes

| District | 2022 School Taxable Value | Total Required Local Effort Taxes | 0.748 Actual Discretionary Local Effort | Total Local Effort Taxes |
|----------------------|---------------------------|-----------------------------------|---|--------------------------|
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 20,520,373,756 | 70,071,331 | 14,735,270 | 84,806,601 |
| 2 Baker | 1,343,553,361 | 4,607,206 | 964,779 | 5,571,985 |
| 3 Bay | 22,725,307,613 | 78,516,847 | 16,318,589 | 94,835,436 |
| 4 Bradford | 1,265,702,764 | 4,398,570 | 908,876 | 5,307,446 |
| 5 Brevard | 56,420,395,985 | 194,393,089 | 40,514,358 | 234,907,447 |
| 6 Broward | 253,695,847,899 | 855,827,721 | 182,173,914 | 1,038,001,635 |
| 7 Calhoun | 519,487,536 | 1,836,742 | 373,034 | 2,209,776 |
| 8 Charlotte | 24,708,997,813 | 86,675,211 | 17,743,037 | 104,418,248 |
| 9 Citrus | 13,086,676,855 | 45,252,682 | 9,397,281 | 54,649,963 |
| 10 Clay | 15,234,822,670 | 51,174,379 | 10,939,821 | 62,114,200 |
| 11 Collier | 120,611,020,848 | 301,392,468 | 86,608,362 | 388,000,830 |
| 12 Columbia | 3,748,903,779 | 13,118,164 | 2,692,013 | 15,810,177 |
| 13 Dade | 388,228,128,887 | 1,381,967,906 | 278,778,855 | 1,660,746,761 |
| 14 DeSoto | 2,297,979,186 | 7,840,337 | 1,650,133 | 9,490,470 |
| 15 Dixie | 672,045,006 | 2,308,394 | 482,582 | 2,790,976 |
| 16 Duval | 92,595,282,579 | 318,142,576 | 66,490,821 | 384,633,397 |
| 17 Escambia | 25,013,559,167 | 87,863,628 | 17,961,737 | 105,825,365 |
| 18 Flagler | 12,936,608,164 | 45,305,037 | 9,289,520 | 54,594,557 |
| 19 Franklin | 2,742,700,201 | 6,803,652 | 1,969,478 | 8,773,130 |
| 20 Gadsden | 1,891,409,679 | 6,507,660 | 1,358,183 | 7,865,843 |
| 21 Gilchrist | 1,124,217,394 | 3,873,424 | 807,278 | 4,680,702 |
| 22 Glades | 887,439,813 | 3,054,213 | 637,253 | 3,691,466 |
| 23 Gulf | 2,435,271,643 | 8,652,423 | 1,748,720 | 10,401,143 |
| 24 Hamilton | 1,105,628,270 | 3,715,972 | 793,930 | 4,509,902 |
| 25 Hardee | 2,029,995,744 | 6,963,048 | 1,457,699 | 8,420,747 |
| 26 Hendry | 3,146,417,240 | 10,544,777 | 2,259,379 | 12,804,156 |
| 27 Hernando | 13,196,819,602 | 45,912,263 | 9,476,372 | 55,388,635 |
| 28 Highlands | 6,786,818,809 | 23,787,528 | 4,873,479 | 28,661,007 |
| 29 Hillsborough | 143,480,426,626 | 492,011,601 | 103,030,425 | 595,042,026 |
| 30 Holmes | 586,806,746 | 2,015,047 | 421,374 | 2,436,421 |
| 31 Indian River | 23,875,762,069 | 82,033,298 | 17,144,707 | 99,178,005 |
| 32 Jackson | 2,004,072,630 | 6,910,684 | 1,439,084 | 8,349,768 |
| 33 Jefferson | 831,035,300 | 2,808,234 | 596,750 | 3,404,984 |
| 34 Lafayette | 332,271,861 | 1,123,132 | 238,598 | 1,361,730 |
| 35 Lake | 31,324,591,815 | 107,896,930 | 22,493,563 | 130,390,493 |
| 36 Lee | 115,602,844,272 | 405,516,281 | 83,012,090 | 488,528,371 |
| 37 Leon | 22,187,140,031 | 75,677,672 | 15,932,142 | 91,609,814 |
| 38 Levy | 2,725,948,224 | 9,337,136 | 1,957,449 | 11,294,585 |
| 39 Liberty | 363,351,669 | 1,191,910 | 260,916 | 1,452,826 |
| 40 Madison | 920,272,410 | 3,130,104 | 660,829 | 3,790,933 |
| 41 Manatee | 52,225,328,280 | 181,493,461 | 37,501,964 | 218,995,425 |
| 42 Marion | 26,590,550,776 | 91,692,728 | 19,094,143 | 110,786,871 |
| 43 Martin | 27,822,032,144 | 95,538,633 | 19,978,445 | 115,517,078 |
| 44 Monroe | 34,612,887,850 | 53,431,223 | 24,854,823 | 78,286,046 |
| 45 Nassau | 12,864,523,195 | 44,398,042 | 9,237,757 | 53,635,799 |
| 46 Okaloosa | 24,415,716,559 | 86,279,283 | 17,532,438 | 103,811,721 |
| 47 Okeechobee | 4,069,736,409 | 13,936,080 | 2,922,396 | 16,858,476 |
| 48 Orange | 184,988,161,276 | 628,841,356 | 132,836,299 | 761,677,655 |
| 49 Osceola | 39,640,650,545 | 137,226,418 | 28,465,158 | 165,691,576 |
| 50 Palm Beach | 252,297,700,383 | 874,362,910 | 181,169,933 | 1,055,532,843 |
| 51 Pasco | 41,997,039,731 | 145,665,892 | 30,157,234 | 175,823,126 |
| 52 Pinellas | 114,401,925,682 | 390,321,066 | 82,149,735 | 472,470,801 |
| 53 Polk | 52,912,905,808 | 183,679,745 | 37,995,699 | 221,675,444 |
| 54 Putnam | 5,578,705,482 | 19,033,651 | 4,005,957 | 23,039,608 |
| 55 St. Johns | 40,108,949,231 | 137,653,914 | 28,801,434 | 166,455,348 |
| 56 St. Lucie | 31,774,034,363 | 108,743,455 | 22,816,299 | 131,559,754 |
| 57 Santa Rosa | 14,687,573,365 | 51,451,157 | 10,546,853 | 61,998,010 |
| 58 Sarasota | 81,348,312,816 | 274,970,313 | 58,414,596 | 333,384,909 |
| 59 Seminole | 45,411,005,981 | 154,586,330 | 32,608,735 | 187,195,065 |
| 60 Sumter | 18,192,035,361 | 51,170,557 | 13,063,337 | 64,233,894 |
| 61 Suwannee | 2,408,389,437 | 8,522,231 | 1,729,416 | 10,251,647 |
| 62 Taylor | 1,851,930,894 | 6,266,934 | 1,329,835 | 7,596,769 |
| 63 Union | 342,690,184 | 1,204,405 | 246,079 | 1,450,484 |
| 64 Volusia | 51,528,704,143 | 176,698,110 | 37,001,732 | 213,699,842 |
| 65 Wakulla | 1,796,203,212 | 6,300,793 | 1,289,818 | 7,590,611 |
| 66 Walton | 29,021,561,569 | 64,441,797 | 20,839,803 | 85,281,600 |
| 67 Washington | 1,168,811,093 | 4,128,054 | 839,300 | 4,967,354 |
| 69 FAMU Lab School | 0 | 0 | 0 | 0 |
| 70 FAU - Palm Beach | 0 | 0 | 0 | 0 |
| 71 FAU - St. Lucie | 0 | 0 | 0 | 0 |
| 72 FSU Lab - Broward | 0 | 0 | 0 | 0 |
| 73 FSU Lab - Leon | 0 | 0 | 0 | 0 |
| 74 UF Lab School | 0 | 0 | 0 | 0 |
| 75 Virtual School | 0 | 0 | 0 | 0 |
| State | 2,629,264,001,685 | 8,852,197,815 | 1,888,021,898 | 10,740,219,713 |

2022-23 FEFP Conference Calculation
Grades PK-3 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$964.60 x WFTE | District Cost Differential | Grades PK-3 Class Size Reduction Allocation |
|--------------------------------|----------------------------------|--------------------------------|-----------------------|----------------------------------|--|
| | Grades PK-3 Unweighted FTE | Grades PK-3 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 9,671.01 | 10,954.24 | 10,566,460 | 0.9796 | 10,350,904 |
| 2 Baker | 1,609.40 | 1,862.71 | 1,796,770 | 0.9606 | 1,725,977 |
| 3 Bay | 8,414.73 | 10,279.97 | 9,916,059 | 0.9687 | 9,605,686 |
| 4 Bradford | 1,008.29 | 1,160.92 | 1,119,823 | 0.9513 | 1,065,288 |
| 5 Brevard | 22,965.53 | 26,549.65 | 25,609,792 | 0.9904 | 25,363,938 |
| 6 Broward | 79,706.12 | 93,511.77 | 90,201,453 | 1.0196 | 91,969,401 |
| 7 Calhoun | 649.75 | 764.55 | 737,485 | 0.9222 | 680,109 |
| 8 Charlotte | 5,059.80 | 5,931.01 | 5,721,052 | 0.9845 | 5,632,376 |
| 9 Citrus | 4,998.81 | 5,659.78 | 5,459,424 | 0.9430 | 5,148,237 |
| 10 Clay | 11,772.01 | 13,548.55 | 13,068,931 | 0.9798 | 12,804,939 |
| 11 Collier | 14,751.72 | 17,706.89 | 17,080,066 | 1.0523 | 17,973,353 |
| 12 Columbia | 3,596.25 | 4,102.69 | 3,957,455 | 0.9407 | 3,722,778 |
| 13 Dade | 105,873.23 | 122,780.94 | 118,434,495 | 1.0166 | 120,400,508 |
| 14 DeSoto | 1,416.02 | 1,607.68 | 1,550,768 | 0.9645 | 1,495,716 |
| 15 Dixie | 719.76 | 831.48 | 802,046 | 0.9258 | 742,534 |
| 16 Duval | 45,108.60 | 51,807.87 | 49,973,871 | 1.0058 | 50,263,719 |
| 17 Escambia | 12,704.10 | 14,526.41 | 14,012,175 | 0.9746 | 13,656,266 |
| 18 Flagler | 3,853.64 | 4,399.43 | 4,243,690 | 0.9560 | 4,056,968 |
| 19 Franklin | 407.30 | 475.73 | 458,889 | 0.9275 | 425,620 |
| 20 Gadsden | 1,582.60 | 1,816.98 | 1,752,659 | 0.9435 | 1,653,634 |
| 21 Gilchrist | 1,002.25 | 1,205.20 | 1,162,536 | 0.9424 | 1,095,574 |
| 22 Glades | 584.09 | 670.13 | 646,407 | 0.9734 | 629,213 |
| 23 Gulf | 574.25 | 675.30 | 651,394 | 0.9389 | 611,594 |
| 24 Hamilton | 507.63 | 597.56 | 576,406 | 0.9168 | 528,449 |
| 25 Hardee | 1,619.56 | 1,847.25 | 1,781,857 | 0.9557 | 1,702,921 |
| 26 Hendry | 2,216.80 | 2,558.02 | 2,467,466 | 0.9823 | 2,423,792 |
| 27 Hernando | 8,067.65 | 9,521.26 | 9,184,207 | 0.9587 | 8,804,899 |
| 28 Highlands | 4,147.91 | 4,734.87 | 4,567,256 | 0.9489 | 4,333,869 |
| 29 Hillsborough | 71,452.48 | 83,275.41 | 80,327,460 | 1.0072 | 80,905,818 |
| 30 Holmes | 1,043.71 | 1,176.58 | 1,134,929 | 0.9259 | 1,050,831 |
| 31 Indian River | 5,260.13 | 6,098.79 | 5,882,893 | 0.9990 | 5,877,010 |
| 32 Jackson | 1,988.51 | 2,289.99 | 2,208,924 | 0.9219 | 2,036,407 |
| 33 Jefferson | 268.51 | 311.60 | 300,569 | 0.9396 | 282,415 |
| 34 Lafayette | 392.02 | 443.87 | 428,157 | 0.9187 | 393,348 |
| 35 Lake | 15,344.06 | 17,489.07 | 16,869,957 | 0.9746 | 16,441,460 |
| 36 Lee | 30,795.01 | 35,854.19 | 34,584,952 | 1.0173 | 35,183,272 |
| 37 Leon | 11,128.64 | 12,645.06 | 12,197,425 | 0.9718 | 11,853,458 |
| 38 Levy | 2,038.91 | 2,330.88 | 2,248,367 | 0.9431 | 2,120,435 |
| 39 Liberty | 451.47 | 534.33 | 515,415 | 0.9245 | 476,501 |
| 40 Madison | 773.55 | 874.46 | 843,504 | 0.9189 | 775,096 |
| 41 Manatee | 16,546.20 | 18,974.39 | 18,302,697 | 0.9937 | 18,187,390 |
| 42 Marion | 14,358.94 | 17,068.02 | 16,463,812 | 0.9472 | 15,594,523 |
| 43 Martin | 5,514.96 | 6,435.51 | 6,207,693 | 1.0164 | 6,309,499 |
| 44 Monroe | 2,808.40 | 3,290.21 | 3,173,737 | 1.0516 | 3,337,502 |
| 45 Nassau | 4,126.04 | 4,692.67 | 4,526,549 | 0.9870 | 4,467,704 |
| 46 Okaloosa | 10,892.64 | 12,545.41 | 12,101,302 | 0.9900 | 11,980,289 |
| 47 Okeechobee | 2,117.54 | 2,407.80 | 2,322,564 | 0.9638 | 2,238,487 |
| 48 Orange | 64,236.49 | 78,256.30 | 75,486,027 | 1.0091 | 76,172,950 |
| 49 Osceola | 22,662.92 | 26,448.56 | 25,512,281 | 0.9870 | 25,180,621 |
| 50 Palm Beach | 58,819.23 | 68,209.40 | 65,794,787 | 1.0438 | 68,676,599 |
| 51 Pasco | 26,242.06 | 30,988.54 | 29,891,546 | 0.9813 | 29,332,574 |
| 52 Pinellas | 29,647.64 | 34,511.27 | 33,289,571 | 1.0011 | 33,326,190 |
| 53 Polk | 35,754.40 | 41,436.13 | 39,969,291 | 0.9704 | 38,786,200 |
| 54 Putnam | 3,594.98 | 4,089.92 | 3,945,137 | 0.9455 | 3,730,127 |
| 55 St. Johns | 14,755.50 | 17,114.29 | 16,508,444 | 1.0023 | 16,546,413 |
| 56 St. Lucie | 13,593.36 | 15,528.29 | 14,978,589 | 0.9935 | 14,881,228 |
| 57 Santa Rosa | 8,896.93 | 10,625.84 | 10,249,685 | 0.9627 | 9,867,372 |
| 58 Sarasota | 13,567.92 | 15,881.65 | 15,319,440 | 1.0153 | 15,553,827 |
| 59 Seminole | 20,823.27 | 23,758.12 | 22,917,083 | 0.9951 | 22,804,789 |
| 60 Sumter | 2,951.32 | 3,402.03 | 3,281,598 | 0.9708 | 3,185,775 |
| 61 Suwannee | 2,014.79 | 2,284.34 | 2,203,474 | 0.9251 | 2,038,434 |
| 62 Taylor | 949.12 | 1,079.18 | 1,040,977 | 0.9215 | 959,260 |
| 63 Union | 835.26 | 943.05 | 909,666 | 0.9415 | 856,451 |
| 64 Volusia | 20,222.28 | 23,375.11 | 22,547,631 | 0.9639 | 21,733,662 |
| 65 Wakulla | 1,820.79 | 2,123.66 | 2,048,482 | 0.9470 | 1,939,912 |
| 66 Walton | 3,910.26 | 4,436.60 | 4,279,544 | 0.9844 | 4,212,783 |
| 67 Washington | 1,122.37 | 1,317.34 | 1,270,706 | 0.9303 | 1,182,138 |
| 69 FAMU Lab School | 175.40 | 197.50 | 190,509 | 0.9718 | 185,137 |
| 70 FAU - Palm Beach | 240.47 | 271.29 | 261,686 | 1.0438 | 273,148 |
| 71 FAU - St. Lucie | 598.76 | 676.87 | 652,909 | 0.9935 | 648,665 |
| 72 FSU Lab - Broward | 442.73 | 500.65 | 482,927 | 1.0196 | 492,392 |
| 73 FSU Lab - Leon | 445.66 | 502.06 | 484,287 | 0.9718 | 470,630 |
| 74 UF Lab School | 217.70 | 245.13 | 236,452 | 0.9796 | 231,628 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 900,432.14 | 1,049,030.20 | 1,011,894,527 | | 1,011,648,612 |

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades 4-8 Class Size Reduction Allocation

| District | 2022-23 Grades 4-8 Unweighted FTE | 2022-23 Grades 4-8 Weighted FTE | \$920.98 x WFTE | District Cost Differential | Grades 4-8 Class Size Reduction Allocation |
|--------------------------------|--|--|-----------------------|----------------------------------|---|
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 11,345.32 | 11,422.78 | 10,520,152 | 0.9796 | 10,305,541 |
| 2 Baker | 1,802.55 | 1,808.41 | 1,665,509 | 0.9606 | 1,599,888 |
| 3 Bay | 10,132.75 | 10,947.79 | 10,082,696 | 0.9687 | 9,767,108 |
| 4 Bradford | 1,180.01 | 1,197.36 | 1,102,745 | 0.9513 | 1,049,041 |
| 5 Brevard | 29,208.72 | 30,029.78 | 27,656,827 | 0.9904 | 27,391,321 |
| 6 Broward | 101,056.58 | 104,170.47 | 95,938,919 | 1.0196 | 97,819,322 |
| 7 Calhoun | 758.99 | 775.01 | 713,769 | 0.9222 | 658,238 |
| 8 Charlotte | 6,089.49 | 6,265.99 | 5,770,851 | 0.9845 | 5,681,403 |
| 9 Citrus | 5,948.41 | 6,067.01 | 5,587,595 | 0.9430 | 5,269,102 |
| 10 Clay | 14,770.53 | 15,129.31 | 13,933,792 | 0.9798 | 13,652,329 |
| 11 Collier | 18,175.39 | 18,979.34 | 17,479,593 | 1.0523 | 18,393,776 |
| 12 Columbia | 3,881.97 | 3,906.77 | 3,598,057 | 0.9407 | 3,384,692 |
| 13 Dade | 133,914.41 | 138,669.73 | 127,712,048 | 1.0166 | 129,832,068 |
| 14 DeSoto | 1,898.71 | 1,916.97 | 1,765,491 | 0.9645 | 1,702,816 |
| 15 Dixie | 810.85 | 821.61 | 756,686 | 0.9258 | 700,540 |
| 16 Duval | 50,735.62 | 52,223.02 | 48,096,357 | 1.0058 | 48,375,316 |
| 17 Escambia | 14,653.68 | 14,965.96 | 13,783,350 | 0.9746 | 13,433,253 |
| 18 Flagler | 5,126.86 | 5,221.30 | 4,808,713 | 0.9560 | 4,597,130 |
| 19 Franklin | 464.09 | 476.49 | 438,838 | 0.9275 | 407,022 |
| 20 Gadsden | 1,776.43 | 1,818.93 | 1,675,198 | 0.9435 | 1,580,549 |
| 21 Gilchrist | 1,096.41 | 1,141.06 | 1,050,893 | 0.9424 | 990,362 |
| 22 Glades | 822.45 | 834.64 | 768,687 | 0.9734 | 748,240 |
| 23 Gulf | 728.59 | 785.03 | 722,997 | 0.9389 | 678,822 |
| 24 Hamilton | 595.88 | 604.29 | 556,539 | 0.9168 | 510,235 |
| 25 Hardee | 1,868.12 | 1,896.35 | 1,746,500 | 0.9557 | 1,669,130 |
| 26 Hendry | 2,719.86 | 2,789.49 | 2,569,065 | 0.9823 | 2,523,593 |
| 27 Hernando | 9,697.45 | 9,920.00 | 9,136,122 | 0.9587 | 8,758,800 |
| 28 Highlands | 4,697.11 | 4,797.78 | 4,418,659 | 0.9489 | 4,192,866 |
| 29 Hillsborough | 86,038.08 | 89,153.23 | 82,108,342 | 1.0072 | 82,699,522 |
| 30 Holmes | 1,150.08 | 1,150.62 | 1,059,698 | 0.9259 | 981,174 |
| 31 Indian River | 6,582.33 | 6,749.43 | 6,216,090 | 0.9990 | 6,209,874 |
| 32 Jackson | 2,163.97 | 2,275.74 | 2,095,911 | 0.9219 | 1,932,220 |
| 33 Jefferson | 313.01 | 329.18 | 303,168 | 0.9396 | 284,857 |
| 34 Lafayette | 429.06 | 430.89 | 396,841 | 0.9187 | 364,578 |
| 35 Lake | 18,319.81 | 18,765.75 | 17,282,880 | 0.9746 | 16,843,895 |
| 36 Lee | 37,630.80 | 38,972.56 | 35,892,948 | 1.0173 | 36,513,896 |
| 37 Leon | 12,549.15 | 12,763.80 | 11,755,205 | 0.9718 | 11,423,708 |
| 38 Levy | 2,115.68 | 2,137.32 | 1,968,429 | 0.9431 | 1,856,425 |
| 39 Liberty | 449.87 | 488.58 | 449,972 | 0.9245 | 415,999 |
| 40 Madison | 912.49 | 923.49 | 850,516 | 0.9189 | 781,539 |
| 41 Manatee | 19,645.36 | 20,211.70 | 18,614,571 | 0.9937 | 18,497,299 |
| 42 Marion | 16,878.18 | 17,853.87 | 16,443,057 | 0.9472 | 15,574,864 |
| 43 Martin | 7,592.27 | 8,134.27 | 7,491,500 | 1.0164 | 7,614,361 |
| 44 Monroe | 3,383.70 | 3,490.59 | 3,214,764 | 1.0516 | 3,380,646 |
| 45 Nassau | 4,990.02 | 5,068.00 | 4,667,527 | 0.9870 | 4,606,849 |
| 46 Okaloosa | 12,771.19 | 13,190.80 | 12,148,463 | 0.9900 | 12,026,978 |
| 47 Okeechobee | 2,411.13 | 2,441.93 | 2,248,969 | 0.9638 | 2,167,556 |
| 48 Orange | 82,395.08 | 87,236.78 | 80,343,330 | 1.0091 | 81,074,454 |
| 49 Osceola | 30,129.35 | 31,231.34 | 28,763,440 | 0.9870 | 28,389,515 |
| 50 Palm Beach | 74,498.29 | 77,295.98 | 71,188,052 | 1.0438 | 74,306,089 |
| 51 Pasco | 33,024.57 | 34,205.74 | 31,502,802 | 0.9813 | 30,913,700 |
| 52 Pinellas | 35,792.83 | 37,005.67 | 34,081,482 | 1.0011 | 34,118,972 |
| 53 Polk | 44,643.26 | 45,960.23 | 42,328,453 | 0.9704 | 41,075,531 |
| 54 Putnam | 3,972.65 | 4,016.12 | 3,698,766 | 0.9455 | 3,497,183 |
| 55 St. Johns | 19,702.49 | 20,205.66 | 18,609,009 | 1.0023 | 18,651,810 |
| 56 St. Lucie | 17,586.61 | 17,866.12 | 16,454,339 | 0.9935 | 16,347,386 |
| 57 Santa Rosa | 11,525.35 | 11,960.47 | 11,015,354 | 0.9627 | 10,604,481 |
| 58 Sarasota | 17,856.09 | 18,470.17 | 17,010,657 | 1.0153 | 17,270,920 |
| 59 Seminole | 26,283.12 | 26,790.25 | 24,673,284 | 0.9951 | 24,552,385 |
| 60 Sumter | 3,549.33 | 3,623.09 | 3,336,793 | 0.9708 | 3,239,359 |
| 61 Suwannee | 2,287.55 | 2,300.52 | 2,118,733 | 0.9251 | 1,960,040 |
| 62 Taylor | 1,062.05 | 1,077.08 | 991,969 | 0.9215 | 914,099 |
| 63 Union | 894.13 | 903.09 | 831,728 | 0.9415 | 783,072 |
| 64 Volusia | 24,388.87 | 25,070.79 | 23,089,696 | 0.9639 | 22,256,158 |
| 65 Wakulla | 1,911.33 | 1,957.10 | 1,802,450 | 0.9470 | 1,706,920 |
| 66 Walton | 4,248.30 | 4,306.84 | 3,966,514 | 0.9844 | 3,904,636 |
| 67 Washington | 1,230.95 | 1,295.49 | 1,193,120 | 0.9303 | 1,109,960 |
| 69 FAMU Lab School | 253.74 | 253.74 | 233,689 | 0.9718 | 227,099 |
| 70 FAU - Palm Beach | 381.83 | 382.00 | 351,814 | 1.0438 | 367,223 |
| 71 FAU - St. Lucie | 854.70 | 858.71 | 790,855 | 0.9935 | 785,714 |
| 72 FSU Lab - Broward | 259.03 | 259.58 | 239,068 | 1.0196 | 243,754 |
| 73 FSU Lab - Leon | 689.69 | 689.84 | 635,329 | 0.9718 | 617,413 |
| 74 UF Lab School | 518.81 | 527.61 | 485,918 | 0.9796 | 476,005 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |

State 1,112,223.41 1,149,864.43 1,059,002,143 1,059,242,621

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
Grades 9-12 Class Size Reduction Allocation

| District | 2022-23 | 2022-23 | \$923.21 x WFTE | District Cost Differential | Grades 9-12 Class Size Reduction Allocation |
|--------------------------------|----------------------------------|--------------------------------|-----------------------|----------------------------------|--|
| | Grades 9-12 Unweighted FTE | Grades 9-12 Weighted FTE | | | |
| | -1- | -2- | -3- | -4- | -5- |
| 1 Alachua | 8,366.41 | 8,443.84 | 7,795,438 | 0.9796 | 7,636,411 |
| 2 Baker | 1,424.32 | 1,438.00 | 1,327,576 | 0.9606 | 1,275,270 |
| 3 Bay | 7,396.03 | 7,972.31 | 7,360,116 | 0.9687 | 7,129,744 |
| 4 Bradford | 739.06 | 744.26 | 687,108 | 0.9513 | 653,646 |
| 5 Brevard | 22,076.64 | 22,658.49 | 20,918,545 | 0.9904 | 20,717,727 |
| 6 Broward | 81,607.73 | 83,915.16 | 77,471,315 | 1.0196 | 78,989,753 |
| 7 Calhoun | 594.26 | 617.09 | 569,704 | 0.9222 | 525,381 |
| 8 Charlotte | 5,417.22 | 5,545.57 | 5,119,726 | 0.9845 | 5,040,370 |
| 9 Citrus | 4,458.87 | 4,578.26 | 4,226,695 | 0.9430 | 3,985,773 |
| 10 Clay | 12,063.69 | 12,385.97 | 11,434,851 | 0.9798 | 11,203,867 |
| 11 Collier | 15,044.25 | 15,799.26 | 14,586,035 | 1.0523 | 15,348,885 |
| 12 Columbia | 2,732.93 | 2,776.62 | 2,563,403 | 0.9407 | 2,411,393 |
| 13 Dade | 107,042.96 | 110,400.17 | 101,922,541 | 1.0166 | 103,614,455 |
| 14 DeSoto | 1,210.78 | 1,217.84 | 1,124,322 | 0.9645 | 1,084,409 |
| 15 Dixie | 629.72 | 638.94 | 589,876 | 0.9258 | 546,107 |
| 16 Duval | 35,205.73 | 36,699.38 | 33,881,235 | 1.0058 | 34,077,746 |
| 17 Escambia | 11,327.12 | 11,745.64 | 10,843,692 | 0.9746 | 10,568,262 |
| 18 Flagler | 4,454.48 | 4,598.62 | 4,245,492 | 0.9560 | 4,058,690 |
| 19 Franklin | 256.13 | 269.65 | 248,944 | 0.9275 | 230,896 |
| 20 Gadsden | 1,287.25 | 1,337.48 | 1,234,775 | 0.9435 | 1,165,010 |
| 21 Gilchrist | 705.47 | 728.87 | 672,900 | 0.9424 | 634,141 |
| 22 Glades | 287.80 | 290.72 | 268,396 | 0.9734 | 261,257 |
| 23 Gulf | 562.75 | 588.07 | 542,912 | 0.9389 | 509,740 |
| 24 Hamilton | 463.15 | 463.21 | 427,640 | 0.9168 | 392,060 |
| 25 Hardee | 1,394.47 | 1,410.44 | 1,302,132 | 0.9557 | 1,244,448 |
| 26 Hendry | 2,451.48 | 2,540.05 | 2,345,000 | 0.9823 | 2,303,494 |
| 27 Hernando | 7,325.76 | 7,495.80 | 6,920,198 | 0.9587 | 6,634,394 |
| 28 Highlands | 3,532.30 | 3,579.59 | 3,304,713 | 0.9489 | 3,135,842 |
| 29 Hillsborough | 64,660.85 | 66,975.54 | 61,832,488 | 1.0072 | 62,277,682 |
| 30 Holmes | 890.80 | 898.06 | 829,098 | 0.9259 | 767,662 |
| 31 Indian River | 5,332.83 | 5,519.65 | 5,095,796 | 0.9990 | 5,090,700 |
| 32 Jackson | 1,491.03 | 1,551.18 | 1,432,065 | 0.9219 | 1,320,221 |
| 33 Jefferson | 207.10 | 211.28 | 195,056 | 0.9396 | 183,275 |
| 34 Lafayette | 334.01 | 340.88 | 314,704 | 0.9187 | 289,119 |
| 35 Lake | 14,233.38 | 14,616.89 | 13,494,459 | 0.9746 | 13,151,700 |
| 36 Lee | 30,309.20 | 31,189.32 | 28,794,292 | 1.0173 | 29,292,433 |
| 37 Leon | 9,491.81 | 9,745.50 | 8,997,143 | 0.9718 | 8,743,424 |
| 38 Levy | 1,473.22 | 1,484.87 | 1,370,847 | 0.9431 | 1,292,846 |
| 39 Liberty | 324.28 | 334.04 | 308,389 | 0.9245 | 285,106 |
| 40 Madison | 704.51 | 719.36 | 664,120 | 0.9189 | 610,260 |
| 41 Manatee | 15,200.93 | 15,584.93 | 14,388,163 | 0.9937 | 14,297,518 |
| 42 Marion | 13,144.03 | 13,902.04 | 12,834,502 | 0.9472 | 12,156,840 |
| 43 Martin | 5,899.96 | 6,085.06 | 5,617,788 | 1.0164 | 5,709,920 |
| 44 Monroe | 2,569.61 | 2,635.38 | 2,433,009 | 1.0516 | 2,558,552 |
| 45 Nassau | 3,795.38 | 3,898.41 | 3,599,051 | 0.9870 | 3,552,263 |
| 46 Okaloosa | 8,922.77 | 9,234.50 | 8,525,383 | 0.9900 | 8,440,129 |
| 47 Okeechobee | 1,788.57 | 1,802.40 | 1,663,994 | 0.9638 | 1,603,757 |
| 48 Orange | 62,997.00 | 65,896.53 | 60,836,335 | 1.0091 | 61,389,946 |
| 49 Osceola | 24,158.19 | 24,849.40 | 22,941,215 | 0.9870 | 22,642,979 |
| 50 Palm Beach | 60,394.56 | 62,627.45 | 57,818,288 | 1.0438 | 60,350,729 |
| 51 Pasco | 23,847.61 | 24,794.98 | 22,890,973 | 0.9813 | 22,462,912 |
| 52 Pinellas | 29,834.60 | 30,934.10 | 28,558,670 | 1.0011 | 28,590,085 |
| 53 Polk | 34,519.30 | 35,750.03 | 33,004,785 | 0.9704 | 32,027,843 |
| 54 Putnam | 2,680.44 | 2,697.50 | 2,490,359 | 0.9455 | 2,354,634 |
| 55 St. Johns | 14,796.74 | 15,298.36 | 14,123,599 | 1.0023 | 14,156,083 |
| 56 St. Lucie | 14,659.25 | 14,850.64 | 13,710,259 | 0.9935 | 13,621,142 |
| 57 Santa Rosa | 9,065.12 | 9,311.16 | 8,596,156 | 0.9627 | 8,275,519 |
| 58 Sarasota | 14,007.20 | 14,648.48 | 13,523,623 | 1.0153 | 13,730,534 |
| 59 Seminole | 20,829.99 | 21,232.24 | 19,601,816 | 0.9951 | 19,505,767 |
| 60 Sumter | 2,553.57 | 2,572.47 | 2,374,930 | 0.9708 | 2,305,582 |
| 61 Suwannee | 1,783.03 | 1,783.97 | 1,646,979 | 0.9251 | 1,523,620 |
| 62 Taylor | 623.94 | 629.82 | 581,456 | 0.9215 | 535,812 |
| 63 Union | 560.88 | 560.32 | 517,293 | 0.9415 | 487,031 |
| 64 Volusia | 18,976.47 | 19,537.67 | 18,037,372 | 0.9639 | 17,386,223 |
| 65 Wakulla | 1,451.34 | 1,462.82 | 1,350,490 | 0.9470 | 1,278,914 |
| 66 Walton | 3,110.54 | 3,121.56 | 2,881,855 | 0.9844 | 2,836,898 |
| 67 Washington | 956.21 | 1,002.05 | 925,103 | 0.9303 | 860,623 |
| 69 FAMU Lab School | 183.66 | 183.48 | 169,391 | 0.9718 | 164,614 |
| 70 FAU - Palm Beach | 678.85 | 678.17 | 626,093 | 1.0438 | 653,516 |
| 71 FAU - St. Lucie | 3.86 | 3.86 | 3,564 | 0.9935 | 3,541 |
| 72 FSU Lab - Broward | 5.08 | 5.07 | 4,681 | 1.0196 | 4,773 |
| 73 FSU Lab - Leon | 653.29 | 652.87 | 602,736 | 0.9718 | 585,739 |
| 74 UF Lab School | 489.95 | 489.46 | 451,874 | 0.9796 | 442,656 |
| 75 Virtual School ¹ | 0.00 | 0.00 | 0 | 1.0000 | 0 |
| State | 864,653.70 | 893,183.05 | 824,595,522 | | 825,180,293 |

1. The Florida Virtual School does not receive Class Size Reduction funds.

2022-23 FEFP Conference Calculation
 Grades PK-12 Class Size Reduction Allocation

| District | Grades PK-3 | Grades 4-8 | Grades 9-12 | Class Size |
|----------------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------------|
| | Class Size Reduction Allocation | Class Size Reduction Allocation | Class Size Reduction Allocation | Reduction Allocation |
| | -1- | -2- | -3- | -4- |
| 1 Alachua | 10,350,904 | 10,305,541 | 7,636,411 | 28,292,856 |
| 2 Baker | 1,725,977 | 1,599,888 | 1,275,270 | 4,601,135 |
| 3 Bay | 9,605,686 | 9,767,108 | 7,129,744 | 26,502,538 |
| 4 Bradford | 1,065,288 | 1,049,041 | 653,646 | 2,767,975 |
| 5 Brevard | 25,363,938 | 27,391,321 | 20,717,727 | 73,472,986 |
| 6 Broward | 91,969,401 | 97,819,322 | 78,989,753 | 268,778,476 |
| 7 Calhoun | 680,109 | 658,238 | 525,381 | 1,863,728 |
| 8 Charlotte | 5,632,376 | 5,681,403 | 5,040,370 | 16,354,149 |
| 9 Citrus | 5,148,237 | 5,269,102 | 3,985,773 | 14,403,112 |
| 10 Clay | 12,804,939 | 13,652,329 | 11,203,867 | 37,661,135 |
| 11 Collier | 17,973,353 | 18,393,776 | 15,348,885 | 51,716,014 |
| 12 Columbia | 3,722,778 | 3,384,692 | 2,411,393 | 9,518,863 |
| 13 Dade | 120,400,508 | 129,832,068 | 103,614,455 | 353,847,031 |
| 14 DeSoto | 1,495,716 | 1,702,816 | 1,084,409 | 4,282,941 |
| 15 Dixie | 742,534 | 700,540 | 546,107 | 1,989,181 |
| 16 Duval | 50,263,719 | 48,375,316 | 34,077,746 | 132,716,781 |
| 17 Escambia | 13,656,266 | 13,433,253 | 10,568,262 | 37,657,781 |
| 18 Flagler | 4,056,968 | 4,597,130 | 4,058,690 | 12,712,788 |
| 19 Franklin | 425,620 | 407,022 | 230,896 | 1,063,538 |
| 20 Gadsden | 1,653,634 | 1,580,549 | 1,165,010 | 4,399,193 |
| 21 Gilchrist | 1,095,574 | 990,362 | 634,141 | 2,720,077 |
| 22 Glades | 629,213 | 748,240 | 261,257 | 1,638,710 |
| 23 Gulf | 611,594 | 678,822 | 509,740 | 1,800,156 |
| 24 Hamilton | 528,449 | 510,235 | 392,060 | 1,430,744 |
| 25 Hardee | 1,702,921 | 1,669,130 | 1,244,448 | 4,616,499 |
| 26 Hendry | 2,423,792 | 2,523,593 | 2,303,494 | 7,250,879 |
| 27 Hernando | 8,804,899 | 8,758,800 | 6,634,394 | 24,198,093 |
| 28 Highlands | 4,333,869 | 4,192,866 | 3,135,842 | 11,662,577 |
| 29 Hillsborough | 80,905,818 | 82,699,522 | 62,277,682 | 225,883,022 |
| 30 Holmes | 1,050,831 | 981,174 | 767,662 | 2,799,667 |
| 31 Indian River | 5,877,010 | 6,209,874 | 5,090,700 | 17,177,584 |
| 32 Jackson | 2,036,407 | 1,932,220 | 1,320,221 | 5,288,848 |
| 33 Jefferson | 282,415 | 284,857 | 183,275 | 750,547 |
| 34 Lafayette | 393,348 | 364,578 | 289,119 | 1,047,045 |
| 35 Lake | 16,441,460 | 16,843,895 | 13,151,700 | 46,437,055 |
| 36 Lee | 35,183,272 | 36,513,896 | 29,292,433 | 100,989,601 |
| 37 Leon | 11,853,458 | 11,423,708 | 8,743,424 | 32,020,590 |
| 38 Levy | 2,120,435 | 1,856,425 | 1,292,846 | 5,269,706 |
| 39 Liberty | 476,501 | 415,999 | 285,106 | 1,177,606 |
| 40 Madison | 775,096 | 781,539 | 610,260 | 2,166,895 |
| 41 Manatee | 18,187,390 | 18,497,299 | 14,297,518 | 50,982,207 |
| 42 Marion | 15,594,523 | 15,574,864 | 12,156,840 | 43,326,227 |
| 43 Martin | 6,309,499 | 7,614,361 | 5,709,920 | 19,633,780 |
| 44 Monroe | 3,337,502 | 3,380,646 | 2,558,552 | 9,276,700 |
| 45 Nassau | 4,467,704 | 4,606,849 | 3,552,263 | 12,626,816 |
| 46 Okaloosa | 11,980,289 | 12,026,978 | 8,440,129 | 32,447,396 |
| 47 Okeechobee | 2,238,487 | 2,167,556 | 1,603,757 | 6,009,800 |
| 48 Orange | 76,172,950 | 81,074,454 | 61,389,946 | 218,637,350 |
| 49 Osceola | 25,180,621 | 28,389,515 | 22,642,979 | 76,213,115 |
| 50 Palm Beach | 68,676,599 | 74,306,089 | 60,350,729 | 203,333,417 |
| 51 Pasco | 29,332,574 | 30,913,700 | 22,462,912 | 82,709,186 |
| 52 Pinellas | 33,326,190 | 34,118,972 | 28,590,085 | 96,035,247 |
| 53 Polk | 38,786,200 | 41,075,531 | 32,027,843 | 111,889,574 |
| 54 Putnam | 3,730,127 | 3,497,183 | 2,354,634 | 9,581,944 |
| 55 St. Johns | 16,546,413 | 18,651,810 | 14,156,083 | 49,354,306 |
| 56 St. Lucie | 14,881,228 | 16,347,386 | 13,621,142 | 44,849,756 |
| 57 Santa Rosa | 9,867,372 | 10,604,481 | 8,275,519 | 28,747,372 |
| 58 Sarasota | 15,553,827 | 17,270,920 | 13,730,534 | 46,555,281 |
| 59 Seminole | 22,804,789 | 24,552,385 | 19,505,767 | 66,862,941 |
| 60 Sumter | 3,185,775 | 3,239,359 | 2,305,582 | 8,730,716 |
| 61 Suwannee | 2,038,434 | 1,960,040 | 1,523,620 | 5,522,094 |
| 62 Taylor | 959,260 | 914,099 | 535,812 | 2,409,171 |
| 63 Union | 856,451 | 783,072 | 487,031 | 2,126,554 |
| 64 Volusia | 21,733,662 | 22,256,158 | 17,386,223 | 61,376,043 |
| 65 Wakulla | 1,939,912 | 1,706,920 | 1,278,914 | 4,925,746 |
| 66 Walton | 4,212,783 | 3,904,636 | 2,836,898 | 10,954,317 |
| 67 Washington | 1,182,138 | 1,109,960 | 860,623 | 3,152,721 |
| 69 FAMU Lab School | 185,137 | 227,099 | 164,614 | 576,850 |
| 70 FAU - Palm Beach | 273,148 | 367,223 | 653,516 | 1,293,887 |
| 71 FAU - St. Lucie | 648,665 | 785,714 | 3,541 | 1,437,920 |
| 72 FSU Lab - Broward | 492,392 | 243,754 | 4,773 | 740,919 |
| 73 FSU Lab - Leon | 470,630 | 617,413 | 585,739 | 1,673,782 |
| 74 UF Lab School | 231,628 | 476,005 | 442,656 | 1,150,289 |
| 75 Virtual School | 0 | 0 | 0 | 0 |
| State | 1,011,648,612 | 1,059,242,621 | 825,180,293 | 2,896,071,526 |



APPENDIX II

2021-2022 FEFP 4th Calc. - First page

2021-22 FEFP FOURTH CALCULATION
 STATEWIDE SUMMARY
 COMPARISON TO 2021-22 THIRD CALCULATION

| | 2021-22 FEFP Third Calculation | 2021-22 FEFP Fourth Calculation | Difference | Percentage Difference |
|--|---|--|--------------------|--------------------------|
| MAJOR FEFP FORMULA COMPONENTS | | | | |
| Unweighted FTE | 2,912,887.37 | 2,923,394.34 | 10,506.97 | 0.36% |
| Weighted FTE | 3,208,129.06 | 3,219,866.23 | 11,737.17 | 0.37% |
| School Taxable Value | 2,443,188,085,001 | 2,443,188,085,001 | 0 | 0.00% |
| Required Local Effort Millage | 3.606 | 3.606 | 0.000 | 0.00% |
| Discretionary Millage | 0.748 | 0.748 | 0.000 | 0.00% |
| Total Millage | 4.354 | 4.354 | 0.000 | 0.00% |
| Base Student Allocation | 4,372.91 | 4,372.91 | 0.00 | 0.00% |
| FEFP DETAIL | | | | |
| WFTE x BSA x DCD (Base FEFP Funding) | 14,035,196,104 | 14,086,526,026 | 51,329,922 | 0.37% |
| Sparsity Supplement | 53,468,748 | 53,469,554 | 806 | 0.00% |
| State-Funded Discretionary Contribution | 34,236,438 | 35,416,300 | 1,179,862 | 3.45% |
| 0.748 Mills Discretionary Compression | 286,222,675 | 286,727,609 | 504,934 | 0.18% |
| DJJ Supplemental Allocation | 4,814,376 | 4,927,080 | 112,704 | 2.34% |
| Safe Schools | 180,000,000 | 180,000,000 | 0 | 0.00% |
| ESE Guaranteed Allocation | 1,064,584,063 | 1,064,584,063 | 0 | 0.00% |
| Supplemental Academic Instruction | 714,704,630 | 714,704,630 | 0 | 0.00% |
| Instructional Materials | 241,135,805 | 241,135,805 | 0 | 0.00% |
| Student Transportation | 458,641,984 | 458,641,984 | 0 | 0.00% |
| Teachers Classroom Supply Assistance | 54,143,375 | 54,143,375 | 0 | 0.00% |
| Reading Allocation | 130,000,000 | 130,000,000 | 0 | 0.00% |
| Digital Classroom Allocation | 8,000,000 | 8,000,000 | 0 | 0.00% |
| Federally Connected Student Supplement | 14,081,975 | 13,441,931 | (640,044) | -4.55% |
| Mental Health Assistance Allocation | 120,000,000 | 120,000,000 | 0 | 0.00% |
| Total Funds Compression and Hold Harmless Allocation | 47,949,110 | 47,961,529 | 12,419 | 0.03% |
| Turnaround Supplemental Services Allocation | 9,716,655 | 9,818,725 | 102,070 | 1.05% |
| Teacher Salary Increase Allocation | 550,000,000 | 550,000,000 | 0 | 0.00% |
| TOTAL FEFP | 18,006,895,938 | 18,059,498,611 | 52,602,673 | 0.29% |
| Less: Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| GROSS STATE FEFP | 9,787,927,023 | 9,840,529,696 | 52,602,673 | 0.54% |
| Proration to Appropriation (Less Student Reserve Allocation) | (186,190,845) | (238,789,442) | (52,598,597) | 28.25% |
| Student Reserve Allocation (Proration Offset) | 186,190,845 | 238,789,442 | 52,598,597 | 28.25% |
| Additional Student Reserve Allocation | 0 | 186,388,064 | 186,388,064 | 0.00% |
| NET STATE FEFP | 9,787,927,023 | 10,026,917,760 | 238,990,737 | 2.44% |
| STATE CATEGORICAL PROGRAMS | | | | |
| Class Size Reduction Allocation | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| Discretionary Lottery/School Recognition | 0 | 0 | 0 | 0.00% |
| TOTAL STATE CATEGORICAL FUNDING | 2,837,752,505 | 2,837,752,505 | 0 | 0.00% |
| TOTAL STATE FUNDING | 12,625,679,528 | 12,864,670,265 | 238,990,737 | 1.89% |
| LOCAL FUNDING | | | | |
| Total Required Local Effort | 8,218,968,915 | 8,218,968,915 | 0 | 0.00% |
| Total Discretionary Taxes from 0.748 Mills | 1,754,404,499 | 1,754,404,499 | 0 | 0.00% |
| TOTAL LOCAL FUNDING | 9,973,373,414 | 9,973,373,414 | 0 | 0.00% |
| TOTAL FUNDING | 22,599,052,942 | 22,838,043,679 | 238,990,737 | 1.06% |
| Total Funds per UFTE | 7,758.30 | 7,812.17 | 53.87 | 0.69% |

Florida Legislation Effective July 1

July 1, 2022 marks not only the beginning of the new Fiscal Year for the State of Florida, but also the effective date on 147 bills passed during the Legislative Session earlier this year. Eight bills from the 2022 session that would've been among those effective July 1 were vetoed by the governor. The most noteworthy of the bills taking effect on the first of the month are listed below by category, and a complete listing of legislation going into effect from this year's session can be found [here](#).

For questions, please contact a member of Shumaker Advisors' State Team:

- Alan Suskey, asuskey@shumakeradvisors.com
- RJ Myers, rmyers@shumakeradvisors.com
- Michael "MJ" Johnston, mjohnston@shumakeradvisors.com
- JD White, jwhite@shumakeradvisors.com

Environment/Energy

HB 909 Pollution Control Standards and Liability

- Gives the Secretary of the Florida Department of Environmental Protection the sole authority to set pollutant standards across the state, removing such authority from local governments.

HB 7053 Statewide Flooding and Sea Level Rise Resilience

- Codifies the Statewide Office of Resilience within the Executive Office of the Governor, makes updates to the Resilient Florida Grant Program, and requires certain assessments of flooding susceptibility and resilience throughout the state.

HB 965 Environmental Management

- Through the Department of Environmental protection, allows for additional water quality enhancement initiatives, including designated areas, permits, and credits.

SB 882 Inventories of Critical Wetlands

- Requires water management districts to work with local governments to develop lists of critical wetlands for acquisition through the Land Acquisition Trust Fund, and provides certain criteria for notification and acquisition of such wetlands.

HB 105 Regulation of Smoking by Counties and Municipalities

- Allows local governments to regulate the use of cigarettes and other specified tobacco products on public parks and beaches.

HB 481 Temporary Underground Power Panels

- Prohibits certain municipalities from creating ordinances that restrict or prohibit the installation of temporary underground power panels.

SB 1764 Municipal Solid Waste-to-Energy Program

- Creates the Municipal Solid Waste-to-Energy program within the Department of Agriculture and Consumer Services

Education

HB 1421 School Safety

- Implements recommendations of the Marjory Stoneman Douglas High School Commission on School Safety, including new drill requirements, safety and security protocols, and threat assessment practices, among other things.

HB 1467 K-12 Education

- Establishes term limits for district school board members and provides new requirements for the selection and adoption of certain instructional materials.

HB 1557 Parental Rights in Education

- Florida's infamous "Don't Say Gay" bill expands parents' rights to their childrens' information at school, and effectively prevents teachers from educating students on anything related to sexual orientation or gender identity up to a certain grade level.

HB 899 Mental Health of Students

- Brings charter schools' mental health reporting requirements into line with those of public schools, and further specifies information that must be obtained by the Department of Children and Families for their yearly report.

SB 758 Education

- Creates the Charter School Review Commission within the Department of Education, removing the review requirement from the docket of public school districts.

SB 236 Children with Developmental Delays

- Bringing state practice into line with that of the federal level, students with developmental delays will be provided care beyond the age of nine

HB 225 Charter School Charters

- Implements new requirements for notices of nonrenewal or revocation of a charter school's charter.

HB 7 Individual Freedom

- Aligned with a priority of Governor DeSantis to prevent the instruction of Critical Race Theory in Florida's public schools, it prohibits instruction on race, gender, etc. in a manner that inflicts guilt or shame on any person because of their demographic.

SB 1048 Student Assessments

- Updates Florida's state testing protocols to move toward more frequent coordinated screening and progress monitoring, and provides that school improvement grades will not be assigned for the upcoming school year.

Health Care

HB 5 Reducing Fetal and Infant Mortality

- Restricts abortion in the state beyond 15 weeks with minimal exception, although is currently facing legal questioning in the Florida Supreme Court.

SB 544 Drug-related Overdose Prevention

- Expands the list of individuals authorized to administer emergency opioid antagonists, such as Narcan, and decreases associated liabilities.

SB 312 Telehealth

- Updates limitations on which controlled substances may be prescribed via telehealth services.

HB 1209 Administration of Vaccines

- Allows pharmacy technicians to administer vaccines, and expands pharmacists' ability to administer certain vaccinations.

SB 282 Mental Health and Substance Use Disorders

- Allows for the use of peer specialists, individuals who have previously been subject to rehabilitation, to offer services in recovery programs for substance abuse or mental illness patients.

Infrastructure/Public Safety

HB 423 Building Regulation

- Updates requirements for building codes and related regulations for permits and plan examiners, etc.

HB 7065 Child Welfare

- Seeks to expand responsible fatherhood throughout the state with a variety of programs and initiatives through the Department of Children and Families.

HB 7055 Cybersecurity

- Updates protocols for state agencies and local governments in cybersecurity breaches and ransomware events and provides new requirements for such events.

HB 3 Law Enforcement

- Provides new incentives, bonuses, and programs for law enforcement officers and their families.

SB 254 Religious Institutions

- Creates an exemption for religious institutions under emergency orders, in which they may continue to provide services as an essential business.

Budget/Taxation/Insurance

HB 5003 Implementing the 2022-2023 General Appropriations Act

- Puts the state budget for FY 2022-2023 into law, and allows appropriations to be appropriately dispersed throughout the fiscal year.

HB 7071 Taxation

- The largest tax package in Florida's history will provide tax breaks on children's books and diapers, tickets to Nascar and FIFA events, and in various other tax categories. The bill provides tax breaks totaling approximately \$1.2 billion for Floridians.

HB 837 Hurricane Loss Mitigation Program

- Revises Florida's Hurricane Loss Mitigation program and saves it from repeal, additionally providing new administration for mobile and manufactured homes.

HB 1023 Insolvent Insurers

- Makes minor changes to procedures of the Florida Insurance Guaranty Association and Florida Workers' Compensation Insurance Guaranty Association (FWCIGA), and requires that claims data from insolvent insurers be used in the ratemaking process for workers' compensation insurance.

Other

SB 1006 State Symbols

- Designates the Strawberry Shortcake as Florida's official state dessert, which notably does not replace the state's official pie, Key Lime Pie.

HB 921 Campaign Financing

- Places new restrictions on the financing and use of funds in political campaigns in Florida, including on the donation of funds by a foreign national and on the use of public funds for advertisement.

SHUMAKER
ADVISORS

Subject: Re: [fsbaa] Challenged Materials Policies
Date: 7/7/2022 12:50 PM
From: "Odom, Ellen" <eodom@ecsdfi.us>
To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

THanks Brian!
Ellen

On Thu, Jul 7, 2022 at 11:26 AM Brian Moore <bmoore@fadss.org> wrote:

I think I read that part as being that they just need to be able to proffer evidence to someone according to the process established by the board. The process we had in Alachua didn't include any Board review unless the Superintendent recommended removing the book. If Superintendent denied appeal from principal's decision and allowed book to stay, that was the end of it. So, I would think that the meaningful opportunity for the parent to proffer evidence would be with the review committee making the initial recommendation. They are essentially the fact finders in that process.

Complaint to principal

Principal forms committee

Committee reviews and makes recommendation to principal

If principal recommends removal, send to superintendent to prepare action for board to approve removal

If principal recommends keeping the book, advise parent of decision, can appeal to super.

Super gets appeal

If super says keep book, it is over.

If super says remove book, it goes to Board to approve.

The current NEOLA template appears to have it start at the superintendent level with parent/resident being able to appeal decision to board. I would still rather proffer evidence at the fact-finding level, not the appellate level. I wouldn't want new evidence being introduced to the Board. That's why all the NEOLA policies I have seen make the complainant put in writing a bunch of information up front.

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Odom, Ellen
Sent: Thursday, July 7, 2022 11:24 AM
To: fsbaa@googlegroups.com
Subject: [fsbaa] Challenged Materials Policies

Good morning!

Section 1006.28(2)(a) states that our procedures for challenging materials must allow the complainant to proffer evidence to the school board that the materials are inappropriate for an enumerated reason. Does anyone read that to allow the proffering of evidence to a district level review committee with final adoption or rejection by the School Board? Or does this contemplate that, regardless of the initial review proceedings, a complainant has a stand-alone right to present evidence directly to the school board? The language of the statute (to me) suggests the latter. Just trying to be as clear as possible in crafting our HB 1467 policy.

Thanks!

Ellen Odom

--

Ellen D. Odom

General Counsel

School Board of Escambia County, Florida

850-469-6362

eodom@ecsdfl.us

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. Florida has broad public records laws and virtually all written communications are public records unless specifically deemed confidential pursuant to state or federal law.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2D%3DxxB3Yqq1_j57QOCt_rKZqjir9eY%3Djvwh9Vd0SrHvMQ%40mail.gmail.com.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB245070DED17E3BF0D25E2FCAD5839%40BN8PR18MB2450.namprd18.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CAGtnJ2BoxmY9phWtkuYm85cceLmuefrfOomAXRJJi4tuYEinvw%40mail.gmail.com>.

Subject: Re: [fsbaa] Re: HB 1467 --selection of school library media materials procedures must include consultation with school community stakeholders
Date: 7/19/2022 3:17 PM
From: "Harvey, Walter J." <Walter.Harvey@dadeschools.net>
To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

Miami-Dade intends to advertise in community and through the various school partners and PTAs for participants. If the applicant pool is too large, Miami-Dade intends to use a random lottery process to select the final list of participants

Regards,
Walter Harvey

Sent from my iPhone

On Jul 19, 2022, at 11:08 AM, Odom, Ellen <eodom@ecsdfl.us> wrote:

CAUTION: This email originated outside of dadeschools.net. Do not click on links or attachments unless you are expecting the email or recognize the sender and know the message is safe.

If you'd like, I could make everything crystal clear by restating the statute in bullet points.

On Tue, Jul 19, 2022 at 9:44 AM 'Gibbs.Paul@General Counsel' via FSBA <fsbaa@googlegroups.com> wrote:

Bruce, I don't know if they have fully decided what they want to propose to the Board here as the procedure. I think they are looking to use our school committees like others. I want to check how frequently ours meet like the others have mentioned.

Paul Gibbs

Get Outlook for iOS

From: 'Bruce Harris' via FSBA <fsbaa@googlegroups.com>
Sent: Tuesday, July 19, 2022 9:34:19 AM
To: fsbaa@googlegroups.com <fsbaa@googlegroups.com>
Subject: [fsbaa] Re: HB 1467 --selection of school library media materials procedures must include consultation with school community stakeholders

Does anyone else have a response to my email sent on Thursday below? Thank you Ellen for your response.

On Thu, Jul 14, 2022 at 4:03 PM Bruce Harris <bruce.harris@palmbeachschools.org> wrote:
FSBA members:

HB 1467 (2022) Lines 160-162 requires as one element in the procedures for the selection of school library media materials :

Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders

The DOE Memo on this bill merely repeated the statutory language on this point.

How is your District planning to consult with school community stakeholders (does this include the public) and are you placing this now in a policy?

Or are any districts not purchasing or obtaining any school library media materials until hopefully

there are SBE rules or further DOE guidance, whenever that may be?

--

--

Bruce Harris, Esq.
Assistant General Counsel
Office of General Counsel
Palm Beach County School District
3318 Forest Hill Blvd., Ste. C-323
West Palm Beach, FL 33416
(561) 969-5882 (px 45882)

Disclaimer: Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CAGk71stMLvJvxW6EJxLm5TwwgNRDKLoJCp%02BpTVoupb-WxpQOOQ%40mail.gmail.com>.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28688C66783D5AE0BE35E8FBE68F9%040CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

https://groups.google.com/d/msgid/fsbaa/CAGtnJ2CvMir3v7afW1oYhnKwCRnVU_BPKGPKxLJjwP-ADOYNwg%40mail.gmail.com.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/9BFE621D-96B1-442E-A081-D3BF5E1134C7%40dadeschools.net>.

Subject: Re: Legislative Summaries
Date: 7/19/2022 10:36 AM
From: "DeLeo, Daniel J." <ddeleo@shumaker.com>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

Not yet.

Sent from my iPhone

On Jul 19, 2022, at 10:06 AM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

Did you weigh in on this?

Sent from my iPhone

Begin forwarded message:

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Date: July 18, 2022 at 9:44:12 AM EDT
To: "DeLeo, Daniel J." <ddeleo@shumaker.com>, "Duggan, Patrick J." <pduggan@shumaker.com>
Subject: RE: Legislative Summaries

CAUTION: External Email

Good morning Dan and Patrick.

Hope you had a great weekend!

I'm sending this email and a few attachments for your reference.

A few things to highlight:

1. Email below that I sent to Brandon and Steve this morning regarding some "General" talking points to be shared with our School Leaders this week and next
2. A Summary (HB 1467 Guidance Document) drafted by Rob Manoogian – He, Sue Meckler and I will be meeting tomorrow to review and discuss
3. Summer Policy Updates sent to us by Kathy Tomkins for our team's review – Note the three attached that reference Instructional Materials

What I'm hoping to accomplish is the following:

- Development of a Summary Document for HB 1467 that provides interpretation, possible implications, guidance, direction and support to our school leaders, teachers, media techs, etc.
- Guidance to our Instructional/Library Services Team and Curriculum Directors regarding revision of SB Policy(ies) and procedures as a result of recently passed legislation (HB 1467 as an example)
- Would either of you be interested, willing and available to join Rob and Sue as we present a brief update to our School and District Leaders at our annual Summer Leadership Institute (SLI) next Monday, July 25th at PV School? Time to be finalized this Thursday.

Thanks a million to you all for your continued guidance and support!

Chris

Good morning Brandon and Steve.

I wanted to share with you both a messaging update that can and will be shared with School Leaders related to Instructional/Library Materials as a result of newly passed legislation (HB 1467).

- The district and school legal teams are actively reviewing newly passed legislation (Interpretation – Potential Implications)
- Assembling “Best Practice” Guidelines of Support for School Leadership, Teachers, Media Center Personnel, Bookkeepers, etc.
- New District Regional Media Specialist Job Descriptions on 7/19 SB Agenda – Hoping to post, interview and hire ASAP
- Examining pertinent current and proposed SB Policies, Recommendations, - Review with SB at August SB WS
- Plan to share update at SLI, with Staff prior to Welcome Back

Definitely more to come! Sue and Rob have and continue to provide exceptional leadership, guidance and support for us all every step of the way!!!

Chris

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, July 11, 2022 9:24 AM
To: Dan Deleo (ddeleo@shumaker.com) <ddeleo@shumaker.com>
Cc: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>; Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Giacolone Debra <Debra.Giacolone@sarasotacountyschools.net>; Figaredo-Alberts Sonia <Sonia.Figaredo-Alberts@sarasotacountyschools.net>; Cantalupo Denise <Denise.Cantalupo@sarasotacountyschools.net>
Subject: Legislative Summaries

Dan,

I was great talking with you briefly this morning. As a follow up to our conversation. I was wondering if it might be helpful to draft a “**user friendly**” **abbreviated summary providing interpretation, highlights, potential implications and “best practice” guidelines of support** for select Bills (7 – 1467 & 1557, etc.) to share with our Administrators and teachers prior to the start of the upcoming school year. I anticipate there being very common sense questions that I am hopeful that this could directly address in addition to the times Steve, Brandon, Craig and District Team members provide on-going clarification throughout the school year.

Always appreciate your support and valued perspective.

Chris

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: Gray Robinson Analysis of HB1467

Date: 7/22/2022 9:09 AM

From: "Jane" <jwin555@comcast.net>

To: "Daniel J. DeLeo" <ddeleo@shumaker.com>, "Mike McKinley" <mmckinley@shumaker.com>, "Patrick Duggan" <pduggan@shumaker.com>

CAUTION: External Email

[https://go.boarddocs.com/fla/fsba/Board.nsf/files/CFGSCN720ACB/\\$file/2022%2006%2001%20Memorandum%20re%20FSBA Constitutionality 47542643v1.PDF](https://go.boarddocs.com/fla/fsba/Board.nsf/files/CFGSCN720ACB/$file/2022%2006%2001%20Memorandum%20re%20FSBA%20Constitutionality%2047542643v1.PDF)

850.577.9090

GEORGE.LEVESQUE@GRAY-ROBINSON.COM
STEPHEN.VARNELL@GRAY-ROBINSON.COM

MEMORANDUM

TO: Andrea Messina, Executive Director
Florida School Boards Association
203 South Monroe Street
Tallahassee, Florida 32301

FROM: George Levesque and Stephen Varnell

DATE: June 1, 2022

SUBJECT: House Bill 1467 - Constitutionality

I. INTRODUCTION

Our firm has been engaged to provide a legal opinion as to whether or not HB 1467 (2022) is constitutional and whether or not the Florida School Board Association (FSBA) has standing to challenge the constitutionality of this legislation. HB 1467 imposes 12-year term limits on county school board members. In a separate opinion letter dated May 27, 2022, we provided an analysis of HB 1467's term-limits provision and how it is likely to be interpreted by the courts. Our opinion is that HB 1467 is constitutional, and that even if it is not, FSBA does not have standing to sue to have the law overturned.

II. WHETHER FSBA HAS STANDING TO CHALLENGE THE CONSTITUTIONALITY OF HB 1467

Before ruling on the constitutionality of HB 1467, a court will first have to decide whether a lawsuit seeking to overturn the law is brought by a party with standing. Standing is a legal principle that "seeks to gauge whether a party has enough of a stake in a particular controversy." *Cnty. Power Network Corp. v. JEA*, 327 So. 3d 412, 415 (Fla. 1st DCA 2021); *see also Centerstate*

Bank Cent. Florida, N.A. v. Krause, 87 So. 3d 25, 28 (Fla. 5th DCA 2012) (“To have standing, a party must demonstrate a direct and articulable interest in the controversy, which will be affected by the outcome of the litigation.”). Standing consists of three elements: injury, causation, and redressability. Causation and redressability are unlikely to be at issue. However, because FSBA cannot “identify an actual or imminent injury that is concrete, distinct, and palpable,” it does not have standing to bring a lawsuit challenging the constitutionality of HB 1467. *Cnty. Power*, 327 So. 3d at 415.

A party cannot sue to enforce someone else’s legal rights. For example, a person generally does not have standing to sue to enforce a contract they were not a party to. *Alterra Healthcare Corp. v. Estate of Shelley*, 827 So. 2d 936, 941 (Fla. 2002) (“[A] litigant must assert his or her own legal rights and interests, and cannot rest a claim to relief on the legal rights or interests of third parties.” (quoting *Powers v. Ohio*, 499 U.S. 400, 410 (1991))). However, there are limited exceptions to this general rule. Courts have

recognized the right of litigants to bring actions on behalf of third parties, provided three important criteria are satisfied: The litigant must have suffered an “injury in fact,” thus giving him or her a “sufficiently concrete interest” in the outcome of the issue in dispute; the litigant must have a close relation to the third party; and there must exist some hindrance to the third party’s ability to protect his or her own interests.

Id.

One such exception, referred to as associational standing, could arguably apply. Associational standing allows membership organizations (such as trade associations, unions, and non-profit groups) to sue on behalf of their members in certain circumstances. *Hunt v. Washington*

State Apple Advertising Comm'n, 432 U.S. 333, 343 (1977); *see also Florida Home Builders Ass'n v. Dep't of Labor & Employment Sec.*, 412 So. 2d 351, 353 (Fla. 1982).

[A]n association has standing to bring suit on behalf of its members when: (a) its members would otherwise have standing to sue in their own right; (b) the interests it seeks to protect are germane to the organization's purpose; and (c) neither the claim asserted nor the relief requested requires the participation of individual members in the lawsuit.

Id.

FSBA is a membership organization which would typically have associational standing to bring lawsuits on behalf of its members. However, no FSBA member has standing to sue in their individual capacity at this time, so FSBA would not have associational standing to challenge HB 1467 on its members' behalf. For an FSBA member to have standing in their individual capacity, they must be able to demonstrate "an actual or imminent injury." *Cnty. Power*, 327 So. 3d at 415. Where a plaintiff's risk of future injury is only a "speculative possibility[y], based on factual assumptions pertaining to events that only might occur at some uncertain time in the future," the plaintiff lacks standing. *Florida Home Builders Ass'n, Inc. v. City of Tallahassee*, 15 So. 3d 612, 613 (Fla. 1st DCA 2009). Because the term limit provision in HB 1467 will not preclude any school board member from qualifying to run for reelection until at least 2036, a school board member will be unable to show an actual or imminent injury that is not merely hypothetical. *See Centerstate*, 87 So. 3d at 28 ("Standing depends on whether a party has a sufficient stake in a justiciable controversy, with a legally cognizable interest that would be affected by the outcome of the litigation. The interest cannot be conjectural or merely hypothetical." (citations omitted)).

The potential for a current FSBA member to be affected by HB 1467's term-limit provision is a mere speculative possibility that is too remote and uncertain for any current school board

member to have standing. To find that a current school board member is likely to be injured by the application of HB 1467, a court would be required to make the factual assumptions that the current board member is elected at least three more time and serves for at least 12 consecutive years. *Florida Dept. of Ins. v. Guarantee Tr. Life Ins. Co.*, 812 So. 2d 459, 460-61 (Fla. 1st DCA 2002) (“Florida courts will not render, in the form of a declaratory judgment, what amounts to an advisory opinion at the instance of parties who show merely the possibility of legal injury on the basis of a hypothetical ‘state of facts which have not arisen’ and are only ‘contingent, uncertain, [and] rest in the future.’” (citation omitted)).

Although a candidate who is actually denied access to the ballot would have standing (as that person has suffered an actual injury), *see Cook v. City of Jacksonville*, 823 So. 2d 86, 89 (Fla. 2002) (county commission candidate had standing to sue supervisor of elections after she refused to accept his qualifying paper work on basis that candidate was ineligible due to term limit), HB 1467 will not preclude any candidate from qualifying until at least 2034. To reach that conclusion now, the court would be required to assume that a candidate is elected in the next general election, and then re-elected two more subsequent times, something that a court would be unlikely to assume. Because of the pyramiding of assumptions necessary to conclude that any particular individual will be injured by HB 1467’s term-limit provision, any individual FSBA member is unlikely to have standing to challenge the law in their individual capacity. Because none of FSBA’s current members have standing to challenge the HB 1467 in their individual capacity, FSBA would not have associational standing to challenge the law on behalf of its members at this time.

III. POTENTIAL ARGUMENTS THAT HB 1467 IS UNCONSTITUTIONAL

It is our opinion that any constitutional challenges to HB 1467 are unlikely to be successful. The strongest potential arguments against HB 1467's constitutionality are discussed below.

The Legislature's addition of eligibility requirements to run for state office would not appear to violate any federal law. In *U.S. Term Limits, Inc. v. Thornton*, 514 U.S. 779 (1995), the United States Supreme Court held that the Tenth Amendment to the U.S. Constitution provides the exclusive list of qualifications for the U.S. House and U.S. Senate. States may, however, determine the qualifications for their own state officers. *Ray v. Mortham*, 742 So. 2d 1276 (Fla. 1999), *holding modified by Cook v. City of Jacksonville*, 823 So. 2d 86 (Fla. 2002). This includes imposing term limits, residency requirements, and age limitations. *Id.* (holding that "this type of amendment passes muster under the First and Fourteenth Amendments"). The term-limit provision of HB 1467 does not violate the U.S. Constitution. *Id.*

The provision likewise does not violate the Florida Constitution. In 1992, voters approved a proposed constitutional amendment imposing term limits on certain state constitutional officers. *Id.* at 1278; *see also* Fla. Const. Art. VI, § 4(b). This limitation applies to the Florida Legislature, the Governor and Lieutenant Governor, and members of the Florida Cabinet. *Id.* In *Cook v. City of Jacksonville*, 823 So. 2d 86, 93 (Fla. 2002), the Florida Supreme Court held that this constituted an implied prohibition against term limits on county officers. However, the Court reversed this decision approximately a decade later in *Telli v. Broward County*, 94 So. 3d 504, 512 (Fla. 2012).

In *Telli*, a member of the Broward County Commission sued to invalidate a provision of the Broward County Charter imposing term limits on certain county officials and invited the Florida Supreme Court to overturn its decision in *Cook*. *Id.* The Court did overturn *Cook*, and

adopted instead Justice Anstead’s dissenting opinion in that case. *Id.* at 512. In doing so, the court noted that “[i]nterpreting Florida’s Constitution to find implied restrictions on powers otherwise authorized is unsound in principle.” *Id.* at 513 (“We agree with the First District . . . that express restrictions must be found, not implied.”).

Following *Telli*, courts have observed that “Florida law distinguishes between ‘constitutional eligibility for office, on the one hand, and, on the other, a constitutionally eligible candidate’s taking the necessary, statutory steps to qualify to run for office.’ Eligibility is constitutional, while qualification is statutory and concerns ballot access matters.” *Matthews v. Steinberg*, 153 So. 3d 295, 297 (Fla. 1st DCA 2014); *cf. also Francois v. Brinkmann*, 147 So. 3d 613, 616 (Fla. 4th DCA 2014), *aff’d*, 184 So. 3d 504 (Fla. 2016) (“[B]ecause the timing of its residency requirement for write-in candidates conflicts with the timing of the residency requirement for county commission candidates as established by” the Florida Constitution,” the requirement was unconstitutional). In *Matthews*, the First DCA held that “statutes imposing additional qualifications for office are unconstitutional where the basic document of the constitution has already undertaken to set forth those requirements.” *Id.* at 197-98 (quoting *State ex rel. Askew v. Thomas*, 293 So. 2d 40, 42 (Fla. 1974)). Additionally, “[t]he Legislature is free to make its reasonable restraints [on the qualifications for running for office]—just not those which directly contravene explicit constitutional mandates for eligibility.” *Id.* at 298 (invalidating statutory residency requirement that conflicted with Constitutional residency restriction).

The Florida Constitution is silent as to term limits for school board members. Unlike for state legislators and the Governor, for example, the Constitution provides only that “[i]n each school district there shall be a school board composed of five or more members chosen by vote of

the electors in a nonpartisan election for appropriately staggered terms of four years, as provided by law.” Fla. Const. Art. IX, § 4(a). Because the Constitution does not explicitly impose term limits for school board members, nor explicitly prohibit them, the Legislature is free to impose term limits as a statutory qualification requirement. *Matthews*, 153 So. 3d at 297-98 (noting that the Legislature may impose statutory qualification requirements such as financial disclosures, oaths, and filing fees because the Constitution does not address these issues).

“To find an elections statute unconstitutional, a court must be convinced beyond a reasonable doubt that the act contravenes the superior law.” *Id.* at 298. Courts are likely to reject the argument that the Florida Legislature lacks the authority under the Florida Constitution to impose term limits on school board members. *See Telli*, 94 So. 3d at 513 (holding term limits imposed by county’s charter did not violate the Florida Constitution); *cf. id.* at 297 (“[S]tatutes imposing additional qualifications for office are unconstitutional where the basic document of the constitution has already undertaken to set forth those requirements.” (quoting *State ex rel. Askew v. Thomas*, 293 So. 2d 40, 42 (Fla. 1974))).

For the above reasons, it would appear the Legislature has the authority to impose term limits on school board members.

Subject: [fsbaa] RE: Book Fairs
Date: 7/26/2022 1:31 PM
From: "Gibbs.Paul@General Counsel" via FSBA " <fsbaa@googlegroups.com>
To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

Thanks, Brian. I agree that you get a variety of reading levels at book fairs. However, I still do not believe that scholastic qualifies as the district. Not that parents will agree or hesitate to sue us.

Keep the responses coming, is anyone putting a hold on book fairs to start the year?

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Brian Moore
Sent: Tuesday, July 26, 2022 1:12 PM
To: fsbaa@googlegroups.com
Subject: [fsbaa] RE: Book Fairs

I asked a Scholastic rep whether their New Worlds books had been approved by anyone before they were sent to students' homes. He said that the DOE approves them. However, I don't know if every book they offer up at a book fair is also available for free home delivery – I am guessing no, because there sometimes seems to be middle school level books available at elementary book fairs.

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

From: 'Gibbs.Paul@General Counsel' via FSBA " <fsbaa@googlegroups.com>
Sent: Tuesday, July 26, 2022 9:45 AM
To: fsbaa@googlegroups.com
Subject: [fsbaa] RE: Book Fairs

Thanks David. I agree it is a stretch in the language of the law as the school/district are not making those books available to students. However, that doesn't mean someone won't have to defend litigation to prove and establish that fact. Which is where our district is at in the discussion, which is why I was asked to see where everyone else is.

Have a great day.

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Koperski David
Sent: Tuesday, July 26, 2022 9:10 AM
To: fsbaa@googlegroups.com

Cc: Dart Laurie <DARTL@pcsb.org>; Waechter Sara <WAECHTERS@pcsb.org>

Subject: [fsbaa] RE: Book Fairs

If you're referencing 1006.28(2)(d)1., I think it would be a stretch to say that this applies to more than books that are catalogued in a library that students can check out from the library (and of course those included on recommended or required reading lists), as opposed to books student can buy at a book fair that happen to be located in the library – what if the book fair was in the cafeteria or the courtyard. That said, I am not sure what we are doing here for book fairs and I agree that we need to be cautious until the law breaths a little.

David Koperski
School Board Attorney
Board Certified – Education Law
Pinellas County Schools
koperskid@pcsb.org

From: 'Gibbs.Paul@General Counsel' via FSBA fsbaa@googlegroups.com

Sent: Tuesday, July 26, 2022 8:47 AM

To: fsbaa@googlegroups.com

Subject: [fsbaa] Book Fairs

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you can confirm the email address and know the content is safe.

Good morning,

The topic of book fairs has come up here as we ramp up for opening of schools. Staff are concerned about 1467's language regarding "otherwise made available" to students. I have been asked to check to see whether other districts have made a decision regarding whether they are allowing book fairs as normal as of now?

I personally feel that if scholastic holds a book fair scholastic is making the books available to students, not ABC Elementary school. However, the books are being sold in our libraries, and students are usually taken by the class to the book fair to purchase books, often with no parental oversight (parents place money in a digital account and the student picks out books up to the amount provided by parents). I could easily see a parent becoming upset with a student's selection and suing us arguing the school district made the book available to their student by holding the book fair in the library. Without any guidance from the state, we don't really know where they fall here.

Related to this, has any district discussed with scholastic and others whether they will guarantee their books comply with the requirements of the new laws?

Thank you, and have a great day.

Paul Gibbs

Paul Gibbs, Esq.
General Counsel
Office of Legal Services

Brevard County Public Schools
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
O: (321) 633-1000 ext. 11438
E-mail: Gibbs.Paul@BrevardSchools.org

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28684133940801759A879293E6949%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN0PR01MB71522B39C414D63E8B3ECA13DA949%40BN0PR01MB7152.prod.exchangelabs.com>.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28687AC5D92A46BCCCE107A5E6949%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB2450292C6DC167351AF31A2ED5949%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28688AAD061FC01EEBCF14D6E6949%40CO6PR22MB2868.namprd22.prod.outlook.com>

Subject: Re: [fsbaa] A New Twist on HB 1467
 Date: 8/2/2022 2:39 PM
 From: "Odom, Ellen" <eodom@ecsdf1.us>
 To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

That was my inclination as well. Thanks all! I am now loaded for bear in delivering the bad news...

On Tue, Aug 2, 2022 at 1:38 PM Bickner, James <james.bickner@myoneclav.net> wrote:
 Wes is right. Get the school out of the equation.

On Tue, Aug 2, 2022 at 1:47 PM Odom, Ellen <eodom@ecsdf1.us> wrote:
 Thanks all!!

On Tue, Aug 2, 2022 at 12:36 PM 'Gibbs.Paul@General Counsel' via FSBA <fsbaa@googlegroups.com> wrote:

We have a debate going now where someone at a school said slow down on book fairs to let us get a grip on the new law for our libraries. Now we're banning books. I was asked if the law applies to book fair books. I advised that look at how book fairs operate these days, classes are normally assigned a day to go, and the whole class, whether they have money or not are taken to the book fair, money is often added to a digital wallet, and the children select books from the fair (which takes place in the library usually). If that child comes home with a book that a parent feels is inappropriate who do we think is going to get a complaint against them? The book fair holder or the school/principal, district/school board? I said of course the parents are going to complaint and blame us for the "otherwise making the book available" which is where I think the state is going to catch people. You otherwise made the book available to a student, therefore, you were supposed to use the certified for age appropriateness by a certified media specialist.

Just my thoughts using a local example. To answer the question, we do not have such a program and I would be very reluctant to enter into such a program now for many of the reasons Bruce raised and ultimately, if a student gets the book from school, you are faced with whether you "otherwise made available" an inappropriate book.

Look at Gender Queer which started a firestorm in several districts. We can remove it from our libraries, but the public library may still have it and a student requests through the program, picks it up from the librarian, goes home gets in trouble says they got it from the school library, now you're defending the action, and depending on your district, perhaps staff are looking at whether they disseminated porn to children on school campus (that is the threat we are hearing here, going to the Sheriff and complaining about disseminating porn to children).

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Odom, Ellen
Sent: Tuesday, August 2, 2022 12:03 PM
To: fsbaa@googlegroups.com
Subject: Re: [fsbaa] A New Twist on HB 1467

Caution: This email originated from outside of Brevard Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

You're not wrong.

On Tue, Aug 2, 2022 at 10:59 AM Bickner, James <james.bickner@myoneclay.net> wrote:

So by shifting the responsibility of dissemination from the school library to the local public library, the school media specialist is freed from the requirement of not handing a naughty book to a student or having to review a book etc. ..but the school personnel are still the conduit through which the book is provided to the student at the school and then they receive it back from the student, at the school. Suppose the book is on the schools no stock list. Seems like you are trying to do by the back door what cannot be accomplished through the front. I think that it is going to be seen as an attempt to circumvent the rules. "We can't keep this book in our library but you can get it from the public library and have them send it here to pick up..." Hmmm...what do you think?

On Tue, Aug 2, 2022 at 11:34 AM Odom, Ellen <eodom@ecsdf1.us> wrote:

Good morning!

We have a proposed MOU with our local library system to try to afford students greater access to books. The idea works something like this:

All students get a free library card

Students get access to the library's digital database

Students requesting physical copies of books from the library can have them delivered to their school and returns will be facilitated the same way.

These books are NOT part of a school district library, nor are they made available through a school district library, so I do not see that the "selected by a person with an educational media specialist certification" requirements apply.

Does anyone have a similar arrangement with their public libraries? Would anyone require a parent to consent to the issuance of the library card? Am I about to step on a landmine by considering moving forward with this?

Regards,

Ellen

--

Ellen D. Odom
General Counsel
School Board of Escambia County, Florida
850-469-6362
eodom@ecsdfl.us

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. Florida has broad public records laws and virtually all written communications are public records unless specifically deemed confidential pursuant to state or federal law.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2D37fqRd_xjM0ttBFWAtorrTgs6w9teTEpkHiXBYnvK%2Bw%40mail.gmail.com.

--

James Bickner

SCB SCHOOL BOARD ATTORNEY

SCB

Clay County District Schools

| phone 904-336-6514 | ext 6 6507

| web oneclay.net | email james.bickner@mvoneclay.net



This Email Is Not An Acceptable Offer And Does Not Evidence Any Intention By The Sender To Enter Into A Contract.



Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
 To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
 To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAN8iQvBkwVF6k7mduvv9Oxq%2BQ4MTjS4dA-%2BJULz9obAxCsjpRQ%40mail.gmail.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
 To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
 To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2C6PpvvJSaGHjTWfzzZbhV_%3D%2Breqmegs_cvJu1wL1mZeg%40mail.gmail.com.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
 To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
 To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CO6PR22MB2868560D1351F715E04CD31CE69D9%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
 To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
 To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAGtnJ2C1k%3DbJX82BycND7kxQTeKAJo2y1r36yC8yEfbw1ryt4A%40mail.gmail.com>.

--

James Bickner
 SCB SCHOOL BOARD ATTORNEY
 SCB

Clay County District Schools

| phone 904-336-6514 | ext 6 6507

| web oneclay.net | email james.bickner@mvoneclay.net



This Email Is Not An Acceptable Offer And Does Not Evidence Any Intention By The Sender To Enter Into A Contract



Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAN8iQvAq%2BXFhVLCQ80mniE%3DjPwE%3DFrNnapiFwim8O%2BdzZdAlmg%40mail.gmail.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAGtnJ2Bh%3DrWUNwocSj%3Dx3jKvslI2Dxm-Ds9tKtj5-Hw2aHxbqQ%40mail.gmail.com>.

Subject: HB 1467 legislative analysis
Date: 8/25/2022 3:59 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>
"Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Renouf Chris"
Cc: <Chris.Renouf@sarasotacountyschools.net>, "Asplen Brennan"
<Brennan.Asplen@sarasotacountyschools.net>

All:

After our call, I wanted to pass on the final legislative staff analysis of HB 1467. These are often referenced when trying to determine the legislature's intent on a particular bill. My reading of it and the bill itself continues to be that the Board's public approval process required by 1006.28(2)(e)2. includes all materials – as we discussed – not just instructional materials alone.

Here is a link to the document: <https://www.flsenate.gov/Session/Bill/2022/1467/Analyses/h1467z.EEC.PDF>

Also, attached is the full statute with the updated language included.

I am ccing my colleagues so that everyone is aware and that you receive consistent advice on these difficult statutory interpretations.

Lastly, please forward to "Bonnie" as I did not get her last name...

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

Subject: Updated Guidance on HB 1467
 Date: 8/28/2022 10:13 AM
 From: "Renouf Chris" <Chris.Renouf@sarasotacountysschools.net>
 To: "Duggan, Patrick J." <pduggan@shumaker.com>
 "Manoogian Rob" <Rob.Manoogian@sarasotacountysschools.net>, "Ellington Kelly"
 <Kelly.Ellington@sarasotacountysschools.net>, "Meckler Sue"
 <Sue.Meckler@sarasotacountysschools.net>, "Cocozza Catherine"
 Cc: <Catherine.Cocozza@sarasotacountysschools.net>, "Johnson Brandon"
 <Brandon.Johnson@sarasotacountysschools.net>, "Cantees Stephen"
 <Stephen.Cantees@sarasotacountysschools.net>

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward.

Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes

- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Staff Guidance for Instructional Materials

HB 1467 Overview - The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- **Classroom Libraries**

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Parent Permission Guidance for Middle School Teachers

| Instructional Materials/Guest Speakers/Classroom Activities | Details | Communication and Forms |
|---|--|--|
| <p>Classroom Library</p> <p style="text-align: center;">Sample Classroom Library Notification Statement for Course Syllabus</p> <p>Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that not every book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.</p> | <p>Resources available to students to self-select in the classroom.</p> | <p><input checked="" type="checkbox"/> Include language in the Course Syllabus</p> <p><input checked="" type="checkbox"/> See sample wording Included below.</p> |
| <p>Textbook, novel, and/or other supplemental instructional material/resource</p> | <p>This may include magazines and websites regularly used as instructional materials in class.</p> <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <p><input checked="" type="checkbox"/> Include titles and/or resources in Course Syllabus</p> |
| <p>Novel or other supplemental instructional material/resource with mature themes and/or content</p> | <p>Mature content includes, but is not limited to: Portrayal of drug use, includes controversial and/or sensitive subject matter, Violence or gore, Profanity/mature language</p> <p>The teacher requesting to show a video from any source (DVD, internet, streaming service, etc.) that has been given a rating of PG, PG-13, NR or that contains controversial or</p> | <p><input checked="" type="checkbox"/> Include titles or resources in Course Syllabus</p> <p><input checked="" type="checkbox"/> MUST HAVE: <u>Parent Permission for Student Assigned Text</u></p> <p><input checked="" type="checkbox"/> MUST HAVE: <u>Evaluation and Request to Use Video</u></p> <p><input checked="" type="checkbox"/> MUST HAVE: <u>Parent Permission for Student Viewing of a Movie/Video</u></p> |
| <p>Videos – PG, PG-13, NR</p> | | |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Instructional Materials/Guest Speakers/Classroom Activities

Details

Communication and Forms

sensitive content must complete and sign a form and give it to the administrator for approval.

The approved form is filed in the school's media center.

A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class.

This form must be signed and approved by all parties **before** the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.

Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.

Principals must receive pre-approval from Executive Director for any potentially controversial topic or presentation.

The HSCC must approve guest Speakers and presentations covering potentially controversial topics for district schools. Guest Speaker completes this application and submits it per Information Sheet on page 3.

Guest Speaker

Health and Safety Curriculum Committee (HSCC) Guest Speaker Application – for presentations covering potentially controversial topics

- ✓ **MUST HAVE:** Guest Speaker Approval
- ✓ May Use if notifying families/guardians and nothing is considered controversial: Classroom Activity Notification and Permission
- ✓ **MUST HAVE:** Health and Safety Curriculum Committee (HSCC) Guest Speaker Application
- ✓ **MUST HAVE** if the topic/presentation is considered controversial: Classroom Activity Notification and Permission or Permission Form for instruction about

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Instructional Materials/Guest Speakers/Classroom Activities

Details

Communication and Forms

reproductive Health, Sexual Transmitted Diseases, and HIV/AIDS

Classroom Activity

This may be used for any activity or event on campus that is not addressed on a course syllabus. It may be used for events like a Guest Speaker, *Unity Day* or *The Globe Reads Project*.

✓ Planned Classroom Activity Form

Please note a parent/guardian may request an alternative text or video for any reason and options must be offered.

Staff Guidance for Instructional Materials

HB1467 Overview – The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- **Classroom Libraries**

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022 This document will be revised as needed to reflect State Statute and School Board Policy.

Parent Permission Guidance for Elementary School Teachers

Instructional Materials/Guest Speakers/Classroom Activities

Details

Communication and Forms

Classroom Library

Resources available to students to self-select in the classroom. ✓ See sample wording below if requested by parents.

Sample Classroom Library Notification Statement for Communication with Families

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that not every book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.

Novels, and/or other supplemental instructional material/resource

This may include magazines and websites regularly used as instructional materials in class.

Materials that are not District Adopted should be reviewed at the school site and approved by Principal.

- ✓ Consider including in regular communication with parents (i.e. monthly newsletters, start of new unit info, etc.)

Videos – PG

The teacher requesting to show a video from any source (DVD, Internet, streaming service, etc.) that has been given a rating of PG or that contains controversial or sensitive content must complete and sign a form and give it to the administrator for approval.

The approved form is filed in the school's media center.

- ✓ **MUST HAVE:** Evaluation and Request to Use Video

8/3/2022 This document will be revised as needed to reflect State Statute and School Board Policy.

Instructional Materials/Guest Speakers/Classroom Activities

Details

Communication and Forms

Videos – PG

A permission form should be used to notify the parent or guardian that a video from any source (DVD, Internet, streaming service, etc.) that has a rating of PG or that contains controversial or sensitive content will be shown to their child's class.

✓ **MUST HAVE:** Parent Permission for Student Viewing of a Movie/Video

This form must be signed and approved by all parties **before** the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.

✓ **MUST HAVE:** Guest Speaker Approval

Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.

Principals must receive pre-approval from Executive Director for any potentially controversial topic or presentation.

✓ May use if notifying families/guardians and nothing is considered controversial: Classroom Activity Notification and Permission

Guest Speaker

Please note a parent/guardian may request an alternative text or video for any reason and options must be offered.



State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

Manny Diaz, Jr.
Commissioner of Education

MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: June 3, 2022

SUBJECT: **House Bill 1467, K-12 Education, School District Responsibilities**

Contact Information:

Amber Baumbach
850-245-9115
Amber.Baumbach@fldoe.org
DPS: 2022-83

House Bill 1467, signed by Governor DeSantis on March 25, 2022, and effective July 1, 2022, requires school districts to be transparent in the selection of instructional materials and library and reading materials. This legislation preserves the rights of parents to make decisions about what materials their children are exposed to in school. Changes for school districts are noted below.

- School district meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials must be noticed and open to the public and parents of district students must be included in such committees.
- Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the online training program developed by the Florida Department of Education (FDOE) prior to reviewing and selecting age-appropriate materials and library resources. A memorandum was sent recently to school districts calling for nominations for workgroup members to help develop this training.
- Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
- It is the responsibility of school principals to oversee compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.
- Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:
 - Require that book selections meet the selection criteria in section (s.) 1006.40(3)(d), Florida Statutes (F.S.).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide library media center collections are based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

JACOB OLIVA
SENIOR CHANCELLOR

www.fldoe.org

325 W. Gaines Street – Suite 1502 | Tallahassee, FL 32399-0400 | 850-245-0509

- Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to s. 1006.28(2)(a)2., F.S.
- Each elementary school must publish on its website, in a searchable format prescribed by the FDOE, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.
- Each district must publish on its website, in a searchable format prescribed by the FDOE, a list of all instructional materials, including those used to provide instruction required by s. 1003.42, F.S. Each district school board must:
 - Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a., F.S., before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, approve, adopt, or purchase all materials as a separate line item on the agenda and must provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
- Annually, beginning June 30, 2023, each district must submit to the Commissioner of Education a report that identifies:
 - Each material for which the school district received an objection for the school year and the specific objections thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which a removed or discontinued material was used, as applicable.
- No later than July 1, 2023, and annually thereafter, each superintendent must certify to FDOE that all school librarians and media specialists employed by the district have completed the required training developed by the FDOE.
- The annual school district certification of fidelity of instructional materials must include any material that received an objection pursuant to s. 1006.28, F.S., for the school year and the specific objections thereto; each material that was removed or discontinued as a result of an objection; and the grade level and course for which a removed or discontinued material was used, as applicable.

FDOE will begin the rule development process and information on rule workshops is forthcoming.

Thank you for your attention to the implementation of these important changes.

JO/ab

cc: School District Library Media Supervisors
School District Instructional Materials Supervisors

Staff Guidance for Instructional Materials

HB 1467 Overview - The following is part of new state legislation that went into effect on July 1, 2022. District curriculum staff is working in collaboration with School Board counsel to support best practices and provide as much guidance as possible while complying with the law. It is our goal to assist you in navigating the changes required by this legislation. In the end, our intention is to provide transparency, deepen understanding, ensure accountability and compliance across our school district.

Requirements as of July 1, 2022, as it relates to school libraries and reading materials:

- All books added (purchased, donated, or otherwise made available) to a school media center, classroom library or included on a school or grade level reading list, regardless of how they are obtained, must be selected by an employee with a valid education media specialist certificate. This includes both school and staff-based purchases.
 - As a result, our district has frozen purchases and donations of all books used in school media centers and classroom libraries until at least January 2023. This allows for FLDOE to provide rules and the district's curriculum team to provide interpretation and additional guidance on the legislation.

Recommended Guidance & Expectations:

- All books or materials should be age/grade level appropriate
- Required reading (outside of adopted textbook)
 - Should support lesson objectives and be aligned to state standards
 - Should be included on a course syllabus provided by the teacher and signed by parents/guardians or have a signed permission slip in place
 - Teachers who have students enrolled in advanced, college level course work (Dual Enrollment, AP, AICE, IB) may encounter required materials with mature content. These titles should be on the course syllabus and communicated to parents.
- Parents may request an alternative text for any reason and options must be offered. This may not be an option for students enrolled in Dual Enrollment, AP, AICE, IB.
- **Classroom Libraries**

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

 - Books contained within a classroom library are subject to the same statutes and policies as any other library or textbooks.
 - Teachers are encouraged to review titles in their classroom libraries to ensure they are suited to the needs and comprehension ability of the students, appropriate for the grade level and age group of the students and should be communicated to all families upon request. Reach out to school administration if you have questions.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Parent Permission Guidance for High School Teachers

| | Details | Communication and Forms |
|--|---|--|
| Classroom Library | <p>Resources available to students to self-select in the classroom.</p> <p>This may include magazines and websites regularly used as instructional materials in class.</p> <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <p>✓ Include language in the Course Syllabus</p> <p>✓ See Sample Classroom Library Notification Statement for Course Syllabus document included below.</p> |
| Textbook, novel, and/or other supplemental instructional material/resource | <p>Materials that are not District Adopted should be reviewed at the school site and approved by Principal.</p> | <p>✓ Include titles and/or resources in Course Syllabus</p> |
| Novel or other supplemental instructional material/resource with mature themes and/or content | <p>Mature content includes, but is not limited to: Portrayal of drug use, includes controversial and/or sensitive subject matter, Violence or gore, Profanity/mature language</p> <p>The teacher requesting to show a video from any source (DVD, internet, streaming service, etc.) that has been given a rating of PG, PG-13, NR or that contains controversial or sensitive content must complete and sign a form and give it to the administrator for approval.</p> | <p>✓ Include titles or resources in Course Syllabus</p> <p>✓ MUST HAVE: Parent Permission for Student Assigned Text</p> |
| Videos – PG, PG-13, NR | <p>The approved form is filed in the school’s media center.</p> | <p>✓ MUST HAVE: Evaluation and Request to Use Video</p> <p>✓ MUST HAVE: Parent Permission for Student Viewing of a Movie/Video</p> |

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Communication and Forms

Details

A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class. Rated R videos may only be viewed by students in grade 11 and grade 12. The following considerations are in place:

- There is no documentary or educational film version (non-R rated) available with similar content/ impact that will address the curriculum objectives listed.
 - This video (or clip) is a suitable length for comprehension and intended impact.
- A permission form should be used to notify the parent or guardian that a video from any source (DVD, internet, streaming service, etc.) that has a rating of PG, PG-13, NR or that contains controversial or sensitive content will be shown to their child's class. This form must be signed and approved by all parties **before** the guest speaker may present even if this speaker has been approved by the Safe and Orderly Schools Committee.

Videos – R

- ✓ **MUST HAVE:** Evaluation and Request to Use Video – Grades 11 and 12 ONLY
- ✓ **MUST HAVE:** Parent Permission for Student Viewing of a Movie/Video

Guest Speaker

- ✓ **MUST HAVE:** Guest Speaker Approval
- ✓ **May Use if notifying families/guardians and nothing is considered controversial:** Classroom Activity Notification and Permission

Per School Board Policy 4.31 all presentations must be curriculum-related and appropriate to the grade level.

Principals must receive pre-approval from Executive Director

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Details

for any potentially controversial topic or presentation.

Communication and Forms

Health and Safety Curriculum Committee (HSCC) Guest Speaker Application – for presentations covering potentially controversial topics

The HSCC must approve guest Speakers and presentations covering potentially controversial topics for district schools. Guest Speaker completes this application and submits it per Information Sheet on page 3.

- ✓ **MUST HAVE:** Health and Safety Curriculum Committee (HSCC) Guest Speaker Application
- ✓ **MUST HAVE** if the topic/presentation is considered controversial: Classroom Activity Notification and Permission or Permission Form for Instruction about reproductive Health, Sexual Transmitted Diseases, and HIV/AIDS

Classroom Activity

This may be used for any activity or event on campus that is not addressed on a course syllabus. It may be used for events like a Guest Speaker, *Unity Day* or *The Globe Reads Project*.

- ✓ Planned Classroom Activity Form

Please note a parent/guardian may request an alternative text or video for any reason and options must be offered.

WHEN IN DOUBT REACH OUT! Administrators and the Curriculum and Instruction department are happy to help!

- English Language Arts/Reading
- ESE
- ESOL
- CTE
- Social Studies/World Language
- Mathematics/Performance Based Diploma Program
- Science/Computer Science
- AICE/AP/IB

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.



Sample Classroom Library Notification Statement for Course Syllabus

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. We know that no book is right for every student, and classroom libraries offer ongoing opportunities to support students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can. These books provide student choice for self-selected reading.

8/3/2022. This document will be revised as needed to reflect State statute and School Board Policy.

Subject: RE: Updated Guidance on HB 1467
Date: 8/28/2022 11:24 AM
From: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

I would totally agree.



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Sunday, August 28, 2022 11:24 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: Re: Updated Guidance on HB 1467

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

After digging in on HB 1467 on Friday, I think we should also do one on HB 7 which changes some of the educational objectives.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 28, 2022, at 11:13 AM, Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

PERFECT! Thank You



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Sunday, August 28, 2022 10:45 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: Re: Updated Guidance on HB 1467

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

At Dr. Asplen's request, I am already working on a draft summary of 1467. It should be complete in the next day or two. Some of the below topics go beyond what the law technically addresses and are a matter of policy. Let's discuss Monday to ensure we are on the same page.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are

not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 28, 2022, at 10:13 AM, Renouf Chris
<Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

1. Providing Guidance & Support
2. Reasonable Expectations
3. Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

1. Hire District Media Specialists & PM
LS
2. Revise IM Ordering/Vetting Processes
3. Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

1. Awaiting DOE Rule Making Clarification...
2. Placing a Pause on Donations
3. Holding Off on "Some" Purchases
4. Revising BF & Scholastic News Guidance
5. Instituting Internal Rubric Guided Vetting Processes

In the End, It's Our Collective Goal to:

6. Always Support Our Teachers & School Teams
7. Streamline Policies & Procedures
8. Ensure HQ & Thoroughly Vetted IM's in Place
9. Increase Transparency & Partnership with Parents
10. Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: Updated Guidance on HB 1467
 Date: 8/29/2022 5:04 PM
 From: "Duggan, Patrick J." <pduggan@shumaker.com>
 To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
 "Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
 <Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
 <Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
 Cc: <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon"
 <Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
 <Stephen.Cantees@sarasotacountyschools.net>

All:

Following up on the below email from Chris. Attached is the memo draft that was nearly complete that Dr. Aspen asked me to write last week. It is a breakdown of HB 1467. However it does not include all of the bullet points broken down in the email below – a few of which are related to but not technically included in the bill itself. We will need to make policy decisions to include them.

I would like to set up a meeting to discuss them. Let me know when the group is available. I am more or less available all week.

Patrick J. Duggan
 Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Sunday, August 28, 2022 10:13 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly
 <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>;
 Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Johnson Brandon
 <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen
 <Stephen.Cantees@sarasotacountyschools.net>
Subject: Updated Guidance on HB 1467
Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

1



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 1467

Date: August 26, 2022

In an effort to express my continued gratitude to each of you for the hard work and dedication you show toward both this school district's students and your craft, I wanted to provide to you a detailed analysis of the recently passed CS/HB 1467 – which became law July 1, 2022. Included amongst the several attached documents is a copy of this bill in its entirety. Since its passage, CS/HB 1467 has garnered considerable media attention. My recent discussions with several of you about it have revealed a general anxiety and concern about what CS/HB 1467 actually says and what it means regarding classroom instruction. After reviewing the text of it myself, I can certainly understand how CS/HB 1467 can also be viewed with frustration given its content denseness and how frequently it cites to criteria contained within other statutes.

To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 1467. Moreover, like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. For now, here is our legal team's current analysis of CS/HB 1467:

Overview:

CS/HB 1467 primarily¹ addresses the handling of instructional materials and other education materials in a variety of contexts. It specifically does so by amending four existing statutes:

- Florida Statute 1006.28 entitled, “Duties of district school board, district superintendent, and school principal regarding K-12 instructional materials”;
- Florida Statute 1006.29 entitled, “State instructional material reviewers”;
- Florida Statute 1006.40 entitled, “Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books; and
- Florida Statute 1011.67 entitled, “Funds for instructional materials”.

¹ HB 1467 also addresses term limits for School Board members. For brevity purposes, a discussion of terms limits is omitted from this analysis.

Because a prior version of these four statutes preceded the enactment of HB 1467, I have attached a full copy of the most recent version of each of them. These attachments contain *yellow highlighted text* that outline the additions and subtractions that HB 1467 made to each of these statutes. I encourage each of you who seek a more comprehensive understanding of what specific changes occurred as a result of HB 1467 to review these highlighted attachments in detail.

A review of just these four statutes reveals that they substantially cite to several other statutes – some of which were also amended by the Florida Legislature during the most recent legislative session. In order to provide the full context of the changes HB 1467 has created, I have also attached the most recent version of the other statutes that are cited (or that provide definitions of key terms) within the four statutes amended by HB 1467, including:

- Florida Statute 1006.283 entitled “District school board instructional materials review process”;
- Florida Statute 1006.31 entitled, “Duties of the Department of Education and school district instructional materials reviewer”;
- Florida Statute 847.012 entitled, “Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty”;
- Florida Statute 847.001 entitled, “Definitions” – which defines the terms included in Florida Statute 847.012;
- Florida Statute 1003.42 entitled, “Required instruction”; and
- Florida Statute 1001.215 – entitled “Just Read Florida! Office”.

To differentiate these statutes from those expressly amended by CS/HB 1467, I have *highlighted them in green text*. Where the changes brought on by HB 1467 cite to specific portions of these statutes, I have highlighted such text in green, as well.

Statutes Affected by CS/HB 1467:

1. Florida Statute 1006.28:

Florida Statute 1006.28 addresses duties regarding “instructional materials” and other educational materials.

Regarding School Boards, the prior version of F.S. 1006.28 established a variety of duties regarding adequate instructional materials, including specifically:

- School Boards must adopt a course of study, including instructional materials, for use in district schools.
- School Boards are responsible for the content of materials used.
- School Boards must have a policy regarding an objection by parents or residents of the county to the use of specific materials which must provide for a resolution and the opportunity to proffer evidence to the School Board that:
 - Certain instructional materials do not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d).

- Certain other educational materials are pornographic or prohibited by F.S. 847.012, are not suited to student needs or the ability to comprehend, or are grade or age inappropriate.
- If such materials are deemed objectionable, the School Board must discontinue use of them for any grade level or age they are inappropriate or unsuitable.
 - School Boards must have a policy for parents or residents of the county to contest the adoption of specific instructional materials which permits the opportunity to publicly protest the adoption within a proscribed time period.
 - School Boards must provide for the proper requisitioning, distribution, accounting, storage, care, and use of instructional materials and furnish other needed materials. Materials must be consistent with district goals and objectives and state standards.
 - School Boards must provide other teaching accessories and aids as needed in the school district's educational program.
 - School Boards must establish library media services in public schools and upon written request provide access to any book or material maintained in the libraries that is available.

Regarding School Boards, CS/HB 1467 now mandates a variety of new requirements and changes. These include:

- That School Board's ensure that meetings of committees convened for purposes of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public. Any such committee must include parents of district students.
- That Beginning January 1, 2023, School Board's must implement amended training requirements for school librarians, media specialists, (and now) other personnel involved in the selection of library materials consistent with the requirements of F.S. 1006.29(6) before they review and select age appropriate materials.
- That School Board's ensure that each book made available to students in school libraries or reading lists is selected by school personnel possessing a valid media specialist certificate.
- That School Boards adopt procedures for developing library media center collections and post them on the district website. These procedures must:
 - Require book selection meet criteria in F.S. 1006.40(3)(d).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide for library media center collections be based on reader interest, consistent with state academic standards and aligned curriculum, and consistent with the academic needs of students and faculty.
 - Provide for the regular removal/discontinuance of books based on at least physical condition, rate or recent circulation, alignment to state standards, relevancy to curriculum, timeliness of content, and objectionability under F.S. 1006.28(2)(a)2.

- Require that each elementary school publish in a searchable format on its website a list of all materials maintained in school libraries or that are required reading.
- That School Boards publish on its website in a searchable format a list of all instructional materials.
- That School Boards must:
 - Provide access to all materials in accordance with F.S. 1006.283(2)(b)8.a. before the School Board takes any official action on such materials. This process must include reasonable safeguards against unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, adopt, or purchase (which by definition also includes lease, license, and acquire) all materials as a separate line item on the agenda and provide reasonable opportunity for public comment. This cannot occur as part of a consent agenda.
 - Report annually beginning June 30, 2023 to the Commissioner of Education:
 - Each material for which the school district received an objection pursuant to F.S. 1006.28(2)(a)2. For the school year and the specific objection thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which removed or discontinued material was used.
 - FDOE is then required to publish and regularly update a list of materials that were removed or discontinued as a result of objection and disseminate the list to school districts.

Regarding superintendents, *the prior version of F.S. 1006.28* established requirements regarding materials. CS/HB 1467 creates *no specific new requirements* in F.S. 1006.28 for superintendents. Superintendents continue to be required to:

- Recommend plans for improving, providing, distributing, accounting for, and caring for instructional and other materials in accordance with adopted School Board rules.
- Keep adequate records and account for all financial transactions for certain funds collected.
- Notify FDOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use that contains specific statutory requirements.

Regarding principals, *the prior version of F.S. 1006.28* established requirements regarding management and care of instructional materials. CS/HB 1467 clarifies that certain requirements apply to materials; not just instructional materials. Principals continue to be required to:

- Assure instructional materials are used to provide grade-level appropriate instruction.
- Collect from students/parents the purchase price of lost, destroyed or unnecessarily damaged materials and report/transmit the money to the superintendent.
- Upon request sell to parents instructional materials used in school pursuant to School Board policies and annual provide information to parents regarding such purchases.
- Fully account for all instructional materials.

Regarding principals, CS/HB 1467 *now* specifically requires that principals oversee compliance with procedures for selecting school library media center materials at their schools.

2. Florida Statute 1006.29:

Florida Statute 1006.29 primarily concerns protocols at the state level regarding the selection, adoption, and format availability of state-approved instructional materials. For our purposes, this statute defines “instructional materials” as:

[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

CS/HB 1467 now mandates that FDOE develop an online training program for school librarians, media specials, and other personnel involved in the selection and maintenance of library media collections and materials maintained on reading lists which assists reviewers with compliance with F.S. 1006.31(2). This training must be available by January 1, 2023. No later than July 1 of each year thereafter, superintendents are required to certify that relevant employed personnel have completed the online training program.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 1467

Date: August 26, 2022

In an effort to express my continued gratitude to each of you for the hard work and dedication you show toward both this school district's students and your craft, I wanted to provide to you a detailed analysis of the recently passed CS/HB 1467 – which became law July 1, 2022. Included amongst the several attached documents is a copy of this bill in its entirety. Since its passage, CS/HB 1467 has garnered considerable media attention. My recent discussions with several of you about it have revealed a general anxiety and concern about what CS/HB 1467 actually says and what it means regarding classroom instruction. After reviewing the text of it myself, I can certainly understand how CS/HB 1467 can also be viewed with frustration given its content denseness and how frequently it cites to criteria contained within other statutes.

To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 1467. And, like most newly enacted education-related laws, it is expected that the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. For now, here is our legal team's current analysis of CS/HB 1467:

Overview:

CS/HB 1467 primarily¹ addresses the handling of instructional materials and other education materials in a variety of contexts. It specifically does so by amending four existing statutes:

- Florida Statute 1006.28 entitled, "Duties of district school board, district superintendent, and school principal regarding K-12 instructional materials";
- Florida Statute 1006.29 entitled, "State instructional material reviewers";
- Florida Statute 1006.40 entitled, "Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books; and
- Florida Statute 1011.67 entitled, "Funds for instructional materials".

¹ HB 1467 also addresses term limits for School Board members. For brevity purposes, a discussion of terms limits is omitted from this analysis.

Because a prior version of these four statutes preceded the enactment of HB 1467, I have attached a full copy of the most recent version of each of them. These attachments contain *yellow highlighted text* that outline the additions and subtractions that HB 1467 made to each of these statutes. I encourage each of you who seek a more comprehensive understanding of what specific changes occurred as a result of HB 1467 to review these highlighted attachments in detail.

A review of just these four statutes reveals that they substantially cite to several other statutes – some of which were also amended by the Florida Legislature during the most recent legislative session. In order to provide the full context of the changes HB 1467 has created, I have also attached the most recent version of these other statutes that are cited, including:

- Florida Statute 1006.283 entitled “District school board instructional materials review process”;
- Florida Statute 1006.31 entitled, “Duties of the Department of Education and school district instructional materials reviewer”;
- Florida Statute 847.012 entitled, “Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty”;
- Florida Statute 847.001 entitled, “Definitions” – which defines the terms included in Florida Statute 847.012;
- Florida Statute 1003.42 entitled, “Required instruction”; and
- Florida Statute 1001.215 – entitled “Just Read Florida! Office”.

To differentiate these statutes from those expressly amended by CS/HB 1467, I have *highlighted them in green text*. Where the changes brought on by HB 1467 cite to specific portions of these statutes, I have highlighted such text in green, as well.

Statutes Affected by CS/HB 1467:

1. Florida Statute 1006.28:

Florida Statute 1006.28 addresses duties regarding “instructional materials” and other educational materials.

Regarding School Boards, the prior version of F.S. 1006.28 established a variety of duties regarding adequate instructional materials, including specifically:

- School Boards must adopt a course of study, including instructional materials, for use in district schools.
- School Boards are responsible for the content of materials used.
- School Boards must have a policy regarding an objection by parents or residents of the county to the use of specific materials which must provide for a resolution and the opportunity to proffer evidence to the School Board that:
 - Certain instructional materials do not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d).

- Florida Statute 1006.31(2) states, ‘To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind’s place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).”

- Florida Statute 1006.40(3)(d) states, “any materials purchased pursuant to this section must be:
 1. Free of pornography and material prohibited under s. 847.012.
 2. Suited to student needs and their ability to comprehend the material presented.
 3. Appropriate for the grade level and age group for which the materials are used or made available.”
- Certain other educational materials are pornographic or prohibited by F.S. 847.012, are not suited to student needs or the ability to comprehend, or are grade or age inappropriate.
- If such materials are deemed objectionable, the School Board must discontinue use of them for any grade level or age they are inappropriate or unsuitable.
- School Boards must have a policy for parents or residents of the county to contest the adoption of specific instructional materials which permits the opportunity to publicly protest the adoption within a proscribed time period.
- School Boards must provide for the proper requisitioning, distribution, accounting, storage, care, and use of instructional materials and furnish other needed materials. Materials must be consistent with district goals and objectives and state standards.
- School Boards must provide other teaching accessories and aids as needed in the school district’s educational program.
- School Boards must establish library media services in public schools and upon written request provide access to any book or material maintained in the libraries that is available.

Regarding School Boards, CS/HB 1467 *now mandates* a variety of new requirements and changes. These include:

- That School Board’s ensure that meetings of committees convened for purposes of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public. Any such committee must include parents of district students.
- That Beginning January 1, 2023, School Board’s must implement amended training requirements for school librarians, media specialists, (and now) other personnel involved in the selection of library materials consistent with the requirements of F.S. 1006.29(6) before they review and select age appropriate materials.
- That School Board’s ensure that each book made available to students in school libraries or reading lists is selected by school personnel possessing a valid media specialist certificate.
- That School Boards adopt procedures for developing library media center collections and post them on the district website. These procedures must:

- Require book selection meet criteria in F.S. 1006.40(3)(d).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide for library media center collections be based on reader interest, consistent with state academic standards and aligned curriculum, and consistent with the academic needs of students and faculty.
 - Provide for the regular removal/discontinuance of books based on at least physical condition, rate or recent circulation, alignment to state standards, relevancy to curriculum, timeliness of content, and objectionability under F.S. 1006.28(2)(a)2.
 - Require that each elementary school publish in a searchable format on its website a list of all materials maintained in school libraries or that are required reading.
- That School Boards publish on its website in a searchable format a list of all instructional materials.
 - That School Boards must:
 - Provide access to all materials in accordance with F.S. 1006.283(2)(b)8.a. before the School Board takes any official action on such materials. This process must include reasonable safeguards against unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, adopt, or purchase (which by definition also includes lease, license, and acquire) all materials as a separate line item on the agenda and provide reasonable opportunity for public comment. This cannot occur as part of a consent agenda.
 - Report annually beginning June 30, 2023 to the Commissioner of Education:
 - Each material for which the school district received an objection pursuant to F.S. 1006.28(2)(a)2. For the school year and the specific objection thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which removed or discontinued material was used.
 - FDOE is then required to publish and regularly update a list of materials that were removed or discontinued as a result of objection and disseminate the list to school districts.

Regarding superintendents, *the prior version of* F.S. 1006.28 established requirements regarding materials. CS/HB 1467 creates *no specific new requirements* in F.S. 1006.28 for superintendents. Superintendents continue to be required to:

- Recommend plans for improving, providing, distributing, accounting for, and caring for instructional and other materials in accordance with adopted School Board rules.
- Keep adequate records and account for all financial transactions for certain funds collected.
- Notify FDOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use that contains specific statutory requirements.

Regarding principals, *the prior version of F.S. 1006.28* established requirements regarding management and care of instructional materials. CS/HB 1467 clarifies that certain requirements apply to materials; not just instructional materials. Principals continue to be required to:

- Assure instructional materials are used to provide grade-level appropriate instruction.
- Collect from students/parents the purchase price of lost, destroyed or unnecessarily damaged materials and report/transmit the money to the superintendent.
- Upon request sell to parents instructional materials used in school pursuant to School Board policies and annual provide information to parents regarding such purchases.
- Fully account for all instructional materials.

Regarding principals, CS/HB 1467 *now specifically requires* that principals oversee compliance with procedures for selecting school library media center materials at their schools.

2. Florida Statute 1006.29:

Florida Statute 1006.29 mostly concerns protocols at the state level regarding the selection, adoption, and format availability of state-approved instructional materials that do not have a material impact on local operations. However, for our purposes, this statute defines “instructional materials” as:

[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Additionally, CS/HB 1467 *now mandates* that FDOE develop an online training program for school librarians, media specials, and other personnel involved in the selection and maintenance of library media collections and materials maintained on reading lists which assists reviewers with compliance with F.S. 1006.31(2). This training must be available by January 1, 2023. No later than July 1 of each year thereafter, superintendents are required to certify that relevant employed personnel have completed the online training program.

3. Florida Statute 1006.40:

Florida Statute 1006.40 concerns the allocation of funds and the purchase of instructional materials. There is only one technical revision to the prior version of this statute made by CS/HB 1467.

Florida Statute 1006.40 continues to require that:

- School Boards purchase instructional materials to provide to k-12 students in core courses of math, language arts, science, social studies, reading, and literature.
- School Boards shall utilize the annual allocation of state instructional materials funds to purchase only instructional materials that align with state standards and are included on a state-adopted list, *except that*:
 - Up to 50% of the annual allocation may be used to:
 - Purchase library and reference books and nonprint materials
 - Purchase other materials having intellectual content which assist in the instruction of a subject or course
 - Repair or renovate textbooks and library books or provide replacements for items which were part of previously purchased instructional materials
 - School Boards may use 100% of the annual allocation designated for the purchase of instructional materials for kindergarten and 75% of the annual allocation designated for the purchase of instructional materials for first grade to purchase materials not on the state-adopted list.
- Any materials purchases must be:
 - Free of pornography and material prohibited under F.S. 847.012.
 - Suited to student needs and the ability to comprehend the materials presented.
 - Age and grade appropriate.
- School Boards be responsible for the content of all material used in a classroom or otherwise made available to students.
- School Boards adopt rules, and each superintendent implement procedures that:
 - Maximize student use of district-approved instructional materials.
 - Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by F.S. 1003.42.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 1467

Date: August 26, 2022

In an effort to express my continued gratitude to each of you for the hard work and dedication you show toward both this school district's students and your craft, I wanted to provide to you a detailed analysis of the recently passed CS/HB 1467 – which became law July 1, 2022. Included amongst the several attached documents is a copy of this bill in its entirety. Since its passage, CS/HB 1467 has garnered considerable media attention. My recent discussions with several of you about it have revealed a general anxiety and concern about what CS/HB 1467 actually says and what it means regarding classroom instruction. After reviewing the text of it myself, I can certainly understand how CS/HB 1467 can also be viewed with frustration given its content denseness and how frequently it cites to criteria contained within other statutes.

To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 1467. And, like most newly enacted education-related laws, it is expected that the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. For now, here is our legal team's current analysis of CS/HB 1467:

Overview:

CS/HB 1467 primarily¹ addresses the handling of instructional materials and other education materials in a variety of contexts. It specifically does so by amending four existing statutes:

- Florida Statute 1006.28 entitled, “Duties of district school board, district superintendent, and school principal regarding K-12 instructional materials”;
- Florida Statute 1006.29 entitled, “State instructional material reviewers”;
- Florida Statute 1006.40 entitled, “Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books; and
- Florida Statute 1011.67 entitled, “Funds for instructional materials”.

¹ HB 1467 also addresses term limits for School Board members. For brevity purposes, a discussion of terms limits is omitted from this analysis.

Because a prior version of these four statutes preceded the enactment of HB 1467, I have attached a full copy of the most recent version of each of them. These attachments contain *yellow highlighted text* that outline the additions and subtractions that HB 1467 made to each of these statutes. I encourage each of you who seek a more comprehensive understanding of what specific changes occurred as a result of HB 1467 to review these highlighted attachments in detail.

A review of just these four statutes reveals that they substantially cite to several other statutes – some of which were also amended by the Florida Legislature during the most recent legislative session. In order to provide the full context of the changes HB 1467 has created, I have also attached the most recent version of these other statutes that are cited, including:

- Florida Statute 1006.283 entitled “District school board instructional materials review process”;
- Florida Statute 1006.31 entitled, “Duties of the Department of Education and school district instructional materials reviewer;
- Florida Statute 847.012 entitled, “Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty”;
- Florida Statute 847.001 entitled, “Definitions” – which defines the terms included in Florida Statute 847.012;
- Florida Statute 1003.42 entitled, “Required instruction”; and
- Florida Statute 1001.215 – entitled “Just Read Florida! Office”.

To differentiate these statutes from those expressly amended by CS/HB 1467, I have *highlighted them in green text*. Where the changes brought on by HB 1467 cite to specific portions of these statutes, I have highlighted such text in green, as well.

Statutes Affected by CS/HB 1467:

1. Florida Statute 1006.28:

Florida Statute 1006.28 addresses duties regarding “instructional materials” and other educational materials.

Regarding School Boards, the prior version of F.S. 1006.28 established a variety of duties regarding adequate instructional materials, including specifically:

- School Boards must adopt a course of study, including instructional materials, for use in district schools.
- School Boards are responsible for the content of materials used.
- School Boards must have a policy regarding an objection by parents or residents of the county to the use of specific materials which must provide for a resolution and the opportunity to proffer evidence to the School Board that:
 - Certain instructional materials do not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d).

- Florida Statute 1006.31(2) states, ‘To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind’s place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).”

- Florida Statute 1006.40(3)(d) states, “any materials purchased pursuant to this section must be:
 1. Free of pornography and material prohibited under s. 847.012.
 2. Suited to student needs and their ability to comprehend the material presented.
 3. Appropriate for the grade level and age group for which the materials are used or made available.”
- Certain other educational materials are pornographic or prohibited by F.S. 847.012, are not suited to student needs or the ability to comprehend, or are grade or age inappropriate.
- If such materials are deemed objectionable, the School Board must discontinue use of them for any grade level or age they are inappropriate or unsuitable.
- School Boards must have a policy for parents or residents of the county to contest the adoption of specific instructional materials which permits the opportunity to publicly protest the adoption within a proscribed time period.
- School Boards must provide for the proper requisitioning, distribution, accounting, storage, care, and use of instructional materials and furnish other needed materials. Materials must be consistent with district goals and objectives and state standards.
- School Boards must provide other teaching accessories and aids as needed in the school district’s educational program.
- School Boards must establish library media services in public schools and upon written request provide access to any book or material maintained in the libraries that is available.

Regarding School Boards, CS/HB 1467 *now mandates* a variety of new requirements and changes. These include:

- That School Board’s ensure that meetings of committees convened for purposes of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public. Any such committee must include parents of district students.
- That Beginning January 1, 2023, School Board’s must implement amended training requirements for school librarians, media specialists, (and now) other personnel involved in the selection of library materials consistent with the requirements of F.S. 1006.29(6) before they review and select age appropriate materials.
- That School Board’s ensure that each book made available to students in school libraries or reading lists is selected by school personnel possessing a valid media specialist certificate.
- That School Boards adopt procedures for developing library media center collections and post them on the district website. These procedures must:

- Require book selection meet criteria in F.S. 1006.40(3)(d).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide for library media center collections be based on reader interest, consistent with state academic standards and aligned curriculum, and consistent with the academic needs of students and faculty.
 - Provide for the regular removal/discontinuance of books based on at least physical condition, rate or recent circulation, alignment to state standards, relevancy to curriculum, timeliness of content, and objectionability under F.S. 1006.28(2)(a)2.
 - Require that each elementary school publish in a searchable format on its website a list of all materials maintained in school libraries or that are required reading.
- That School Boards publish on its website in a searchable format a list of all instructional materials.
 - That School Boards must:
 - Provide access to all materials in accordance with F.S. 1006.283(2)(b)8.a. before the School Board takes any official action on such materials. This process must include reasonable safeguards against unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, adopt, or purchase (which by definition also includes lease, license, and acquire) all materials as a separate line item on the agenda and provide reasonable opportunity for public comment. This cannot occur as part of a consent agenda.
 - Report annually beginning June 30, 2023 to the Commissioner of Education:
 - Each material for which the school district received an objection pursuant to F.S. 1006.28(2)(a)2. For the school year and the specific objection thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which removed or discontinued material was used.
 - FDOE is then required to publish and regularly update a list of materials that were removed or discontinued as a result of objection and disseminate the list to school districts.

Regarding superintendents, the prior version of F.S. 1006.28 established requirements regarding materials. CS/HB 1467 creates *no specific new requirements* in F.S. 1006.28 for superintendents. Superintendents continue to be required to:

- Recommend plans for improving, providing, distributing, accounting for, and caring for instructional and other materials in accordance with adopted School Board rules.
- Keep adequate records and account for all financial transactions for certain funds collected.
- Notify FDOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use that contains specific statutory requirements.

Regarding principals, *the prior version of F.S. 1006.28* established requirements regarding management and care of instructional materials. CS/HB 1467 clarifies that certain requirements apply to materials; not just instructional materials. Principals continue to be required to:

- Assure instructional materials are used to provide grade-level appropriate instruction.
- Collect from students/parents the purchase price of lost, destroyed or unnecessarily damaged materials and report/transmit the money to the superintendent.
- Upon request sell to parents instructional materials used in school pursuant to School Board policies and annual provide information to parents regarding such purchases.
- Fully account for all instructional materials.

Regarding principals, CS/HB 1467 *now specifically requires* that principals oversee compliance with procedures for selecting school library media center materials at their schools.

2. Florida Statute 1006.29:

Florida Statute 1006.29 mostly concerns protocols at the state level regarding the selection, adoption, and format availability of state-approved instructional materials that do not have a material impact on local operations. However, for our purposes, this statute defines “instructional materials” as:

[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Additionally, CS/HB 1467 *now mandates* that FDOE develop an online training program for school librarians, media specials, and other personnel involved in the selection and maintenance of library media collections and materials maintained on reading lists which assists reviewers with compliance with F.S. 1006.31(2). This training must be available by January 1, 2023. No later than July 1 of each year thereafter, superintendents are required to certify that relevant employed personnel have completed the online training program.

3. Florida Statute 1006.40:

Florida Statute 1006.40 concerns the allocation of funds and the purchase of instructional materials. There is only one technical revision to the prior version of this statute made by CS/HB 1467.

Florida Statute 1006.40 continues to require that:

- School Boards purchase instructional materials to provide to k-12 students in core courses of math, language arts, science, social studies, reading, and literature.
- School Boards shall utilize the annual allocation of state instructional materials funds to purchase only instructional materials that align with state standards and are included on a state-adopted list, *except that*:
 - Up to 50% of the annual allocation may be used to:
 - Purchase library and reference books and nonprint materials
 - Purchase other materials having intellectual content which assist in the instruction of a subject or course
 - Repair or renovate textbooks and library books or provide replacements for items which were part of previously purchased instructional materials
 - School Boards may use 100% of the annual allocation designated for the purchase of instructional materials for kindergarten and 75% of the annual allocation designated for the purchase of instructional materials for first grade to purchase materials not on the state-adopted list.
- Any materials purchases must be:
 - Free of pornography and material prohibited under F.S. 847.012.
 - Suited to student needs and the ability to comprehend the materials presented.
 - Age and grade appropriate.
- School Boards be responsible for the content of all material used in a classroom or otherwise made available to students.
- School Boards adopt rules, and each superintendent implement procedures that:
 - Maximize student use of district-approved instructional materials.
 - Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by F.S. 1003.42.

Florida Statute 1006.28

Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials

Effective: July 1, 2022

(1) Definitions.--

(a) As used in this section, the term:

1. "Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

2. "Instructional materials" has the same meaning as in s. 1006.29(2).

(b) As used in this section and s. 1006.283, the term "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(c) As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term "purchase" includes purchase, lease, license, and acquire.

(2) District school board.--The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.*--Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from

the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available. ~~Each district school board shall maintain on its website a current list of instructional materials by grade level, purchased by the district.~~

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific ~~instructional~~ material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b) 8., 9., and 11.

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.*--Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*--Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*--Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, Each school district shall provide training to school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3)(d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a)2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) Public participation.--Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2)(b)8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and¹ provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.

3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:

a. Each material for which the school district received an objection pursuant to subparagraph (a)2. for the school year and the specific objections thereto.

b. Each material that was removed or discontinued as a result of an objection.

c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) District school superintendent.--

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials

have been requisitioned.

(4) School principal.--The school principal has the following duties for the management and care of instructional materials at the school:

(a) Proper use of instructional materials.--The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) Money collected for lost or damaged instructional materials; enforcement.--The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) Sale of instructional materials.--The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) Disposition of funds.--All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

(e) Accounting for instructional materials.--Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

(f) Selection of library media center materials.--School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

Florida Statute 1006.29

State instructional materials reviewers

Effective: July 1, 2022

(1)(a) The commissioner shall determine annually the areas in which instructional materials shall be submitted for adoption, taking into consideration the desires of the district school boards. The commissioner shall also determine the number of titles to be adopted in each area.

(b) By April 15 of each school year, the commissioner shall appoint three state or national experts in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards. These reviewers shall be designated as state instructional materials reviewers and shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewers. The initial review of the materials shall be made by only two of the three reviewers. If the two reviewers reach different results, the third reviewer shall break the tie. The reviewers shall independently make recommendations to the commissioner regarding materials that should be placed on the list of adopted materials through an electronic feedback review system.

(c) The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. School districts shall ensure that these district reviewers are provided with the support and time necessary to accomplish a thorough review of the instructional materials. District reviewers shall independently rate the recommended submissions on the instructional usability of the resources.

(d) The department may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the department's website. The fees may not exceed the actual cost of the review process and may not exceed \$1,000 per submission by a publisher. Fees collected for this process shall be deposited into the department's Operating Trust Fund so that each instructional materials reviewer under paragraph (b) may be paid a stipend.

(2) For purposes of state adoption this part, the term "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. A publisher or manufacturer providing instructional materials as a single bundle shall also make the instructional materials available as separate and unbundled items, each priced individually. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers.

(3) Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through

grade 12 must be provided in an electronic or digital format. For purposes of this section, the term:

(a) “Electronic format” means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

(b) “Digital format” means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at any time and anywhere.

The terms do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

(4) By October 1, 2013, the department shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and guidelines on the number of students per device necessary to ensure that students can access all electronic and digital instructional materials.

(5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.

(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.

Florida Statute 1006.40

Use of instructional materials allocation; instructional materials, library books, and reference books;
repair of books

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED IN YELLO BELOW

NOTE: THE PORTIONS OF THIS STATUTE REFERENCED IN THE STATUTES IMPACTED BY HB 1467 ARE HIGHLIGHTED IN GREEN BELOW

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.

2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. 847.012.

2. Suited to student needs and their ability to comprehend the material presented.

3. Appropriate for the grade level and age group for which the materials are used or made available.

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of materials, including instructional materials used to teach reproductive health or any disease, including HIV/AIDS, under ss. 1003.42(5) and 1003.46 ~~ss.1003.42(3) and 1003.46~~, which satisfies the requirements of s. 1006.283(2)(b) 8., 9., and 11.

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list.

However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

Florida Statute 1011.67

Funds for instructional materials

Effective: July 1, 2022

(1) The department is authorized to allocate and distribute to each district an amount as prescribed annually by the Legislature for instructional materials for student membership in basic and special programs in grades K-12, which will provide for growth and maintenance needs. For purposes of this subsection, unweighted full-time equivalent students enrolled in the lab schools in state universities are to be included as school district students and reported as such to the department. The annual allocation shall be determined as follows:

(a) The growth allocation for each school district shall be calculated as follows:

1. Subtract from that district's projected full-time equivalent membership of students in basic and special programs in grades K-12 used in determining the initial allocation of the Florida Education Finance Program, the prior year's full-time equivalent membership of students in basic and special programs in grades K-12 for that district.

2. Multiply any such increase in full-time equivalent student membership by the allocation for a set of instructional materials, as determined by the department, or as provided for in the General Appropriations Act.

3. The amount thus determined shall be that district's initial allocation for growth for the school year. However, the department shall recompute and adjust the initial allocation based on actual full-time equivalent student membership data for that year.

(b) The maintenance of the instructional materials allocation for each school district shall be calculated by multiplying each district's prior year full-time equivalent membership of students in basic and special programs in grades K-12 by the allocation for maintenance of a set of instructional materials as provided for in the General Appropriations Act. The amount thus determined shall be that district's initial allocation for maintenance for the school year; however, the department shall recompute and adjust the initial allocation based on such actual full-time equivalent student membership data for that year.

(c) In the event the funds appropriated are not sufficient for the purpose of implementing this subsection in full, the department shall prorate the funds available for instructional materials after first funding in full each district's growth allocation.

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff

development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Florida Statute 1006.31

Duties of the Department of Education and school district instructional materials reviewer

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED BELOW

NOTE: THE PORTIONS OF THIS STATUTE REFERENCED IN THE STATUTES IMPACTED BY HB 1467 ARE HIGHLIGHTED IN GREEN BELOW

The duties of the instructional materials reviewer are:

(1) Procedures.--To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval processes.

(2) Evaluation of instructional materials.--To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).

(3) Report of reviewers.--After a thorough study of all data submitted on each instructional material, to submit an electronic report to the department. The report shall be made public and must include responses to each section of the report format prescribed by the department.

Florida Statute 847.012

Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty

Effective: October 1, 2013

NOTE: HB 1467 DID NOT AMEND THIS STATUTE. IT IS INCLUDED WITH THESE MATERIALS AS IT IS REFERENCED IN ONE OF THE STATUTES AMENDED BY HB 1467.

(1) As used in this section, “knowingly” means having the general knowledge of, reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:

(a) The character and content of any material described in this section which is reasonably susceptible of examination by the defendant; and

(b) The age of the minor.

(2) A person’s ignorance of a minor’s age, a minor’s misrepresentation of his or her age, a bona fide belief of a minor’s age, or a minor’s consent may not be raised as a defense in a prosecution for a violation of this section.

(3) A person may not knowingly sell, rent, or loan for monetary consideration to a minor:

(a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors; or

(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.

(4) A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or is actually distributed to minors.

(5) An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection, the term “school property” means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or nonpublic. This subsection does not apply to the distribution or posting of school-approved instructional materials that

by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.

(6) Any person violating any provision of this section commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(7) Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.

(8)(a) The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.

(b) After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor has been given to the party restrained of the time when and place where the application for the restraining order is to be made.

(c) The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.

(d) If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.

(e) In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.

(f) Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is chargeable with knowledge of the contents and character thereof.

(9) The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.

(10) This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. 847.013.

Florida Statute 1003.42

Required instruction

Effective: July 1, 2022

NOTE: THIS STATUTE WAS NOT AMENDED BY HB 1467 BUT WAS AMENDED BY A DIFFERENT BILL (HB 7). THE CHANGES FROM HB 7 ARE HIGHLIGHTED IN YELLO BELOW

(1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.

(b) All instructional materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection ~~(5)~~(3), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8) s. 1000.05(7), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of African Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) ~~Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses:~~

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

~~a. Mental and emotional health~~

a. Injury prevention and safety.

b. Internet safety.

c. Nutrition.

d. Personal health.

e. Prevention and control of disease.

f. Substance use and abuse.

g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. ~~The health education curriculum~~ For students in grades 7 through 12, ~~shall include~~ a teen dating violence and abuse. This component must include that includes, but is not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. ~~The health education curriculum~~ For students in grades 6 through 12, ~~shall include an~~ awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

-

a. Self-awareness and self-management.

-

b. Responsible decisionmaking.

-

c. Resiliency.

-

d. Relationship skills and conflict resolution.

-

e. Understanding and respecting other viewpoints and backgrounds.

-

f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

-

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) Civic and character education on ~~A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval.~~

~~1. The character development curriculum shall stress the qualities and responsibilities of patriotism and; responsibility, citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation~~

~~2. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.~~

~~3. The character development curriculum for grades 11 and 12, shall include instruction on and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).~~

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming ~~A character development program~~ that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t) ~~paragraph (s) and (t).~~

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

(b) No race is inherently superior to another race.

(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

-

(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.

-

(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

-

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

-

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

-

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

Florida Statute 847.001

Definitions

Effective: October 1, 2022

NOTE: HB 1467 DID NOT AMEND THIS STATUTE. IT IS INCLUDED WITH THESE MATERIALS AS IT PROVIDES DEFINITIONS TO TERMS REFERENCED IN ONE OF THE STATUTES AMENDED BY HB 1467.

As used in this chapter, the term:

(1) “Adult” means a person 18 years of age or older.

(2) “Adult entertainment establishment” means the following terms as defined:

(a) “Adult bookstore” means any corporation, partnership, or business of any kind which restricts or purports to restrict admission only to adults, which has as part of its stock books, magazines, other periodicals, videos, discs, or other graphic media and which offers, sells, provides, or rents for a fee any sexually oriented material.

(b) “Adult theater” means an enclosed building or an enclosed space within a building used for presenting either films, live plays, dances, or other performances that are distinguished or characterized by an emphasis on matter depicting, describing, or relating to specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults, or any business that features a person who engages in specific sexual activities for observation by a patron, and which restricts or purports to restrict admission to only adults.

(c) “Special Cabaret” means any business that features persons who engage in specific sexual activities for observation by patrons, and which restricts or purports to restrict admission only to adults.

(d) “Unlicensed massage establishment” means any business or enterprise that offers, sells, or provides, or that holds itself out as offering, selling, or providing, massages that include bathing, physical massage, rubbing, kneading, anointing, stroking, manipulating, or other tactile stimulation of the human body by either male or female employees or attendants, by hand or by any electrical or mechanical device, on or off the premises. The term “unlicensed massage establishment” does not include an establishment licensed under s. 480.043 which routinely provides medical services by state-licensed health care practitioners and massage therapists licensed under s. 480.041.

(3) “Child pornography” means:

(a) Any image depicting a minor engaged in sexual conduct; or

(b) Any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.

(4) “Computer” means an electronic, magnetic, optical, electrochemical, or other high-speed data processing device performing logical, arithmetic, or storage functions and includes any data storage facility or communications facility directly related to or operating in conjunction with such device. The term also includes: any online service, Internet service, or local bulletin board; any electronic storage device, including a floppy disk or other magnetic storage device; or any compact disc that has read-only memory and the capacity to store audio, video, or written materials.

(5) “Deviate sexual intercourse” means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.

(6) “Female genitals” includes the labia minora, labia majora, clitoris, vulva, hymen, and vagina.

(7) “Harmful to minors” means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

(a) Predominantly appeals to a prurient, shameful, or morbid interest;

(b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and

(c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.”

(8) “Identifiable minor” means a person:

-

(a) Who was a minor at the time the image was created, altered, adapted, or modified, or whose image as a minor was used in the creating, altering, adapting, or modifying of the image; and

-

(b) Who is recognizable as an actual person by the person’s face, likeness, or other distinguishing characteristic, such as a unique birthmark, or other recognizable feature.

-

The term may not be construed to require proof of the actual identity of the identifiable minor.

(9) “Masochism” means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.

(10) “Minor” or “child” means any person, whose identity is known or unknown, younger than ~~under the age of 18~~ years of age.

(11) “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.

(12) “Obscene” means the status of material which:

(a) The average person, applying contemporary community standards, would find, taken as a whole, appeals to the prurient interest;

(b) Depicts or describes, in a patently offensive way, sexual conduct as specifically defined herein; and

(c) Taken as a whole, lacks serious literary, artistic, political, or scientific value.

A mother’s breastfeeding of her baby is not under any circumstance “obscene.”

(13) “Person” includes individuals, children, firms, associations, joint ventures, partnerships, estates, trusts, business trusts, syndicates, fiduciaries, corporations, and all other groups or combinations.

(14) “Promote” means to procure, manufacture, issue, sell, give, provide, lend, mail, deliver, transfer, transmit, transmute, publish, distribute, circulate, disseminate, present, exhibit, send, post, share, or advertise or to offer or agree to do the same.

(15) “Sadism” means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.

(16) “Sadomasochistic abuse” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

(17) “Sexual battery” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.

(18) “Sexual bestiality” means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.

(19) “Sexual conduct” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”

(20) “Sexual excitement” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.

(21) “Sexually oriented material” means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.

(22) “Simulated” means the explicit depiction of conduct described in subsection¹ (19) which creates the appearance of such conduct and which exhibits any uncovered portion of the breasts, genitals, or buttocks.

(23) “Specific sexual activities” includes the following sexual activities and the exhibition of the following anatomical areas:

(a) Human genitals in the state of sexual stimulation or arousal.

(b) Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.

(c) The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.

(d) Less than completely and opaquely covered:

1. Human genitals or the pubic region.

2. Buttocks.

3. Female breasts below the top of the areola.

4. Human male genitals in a discernibly turgid state, even if completely and opaquely covered.

Subject: Re: Updated Guidance on HB 1467
Date: 8/30/2022 9:23 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountyschools.net>

I am available Thursday morning if that works for the group.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 30, 2022, at 4:21 AM, Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

Good morning Patrick and Team. Can we get together on the morning of Thursday, Sept. 1st sometime between 9am - 11:30am? Id really like to solidify a solid draft to share with Dr. Asplen that we could consider sending out when we return from the Labor Day holiday. If this works, allow the Curriculum Directors to determine the location.

Chris

Sent from C. Renouf's iPhone

On Aug 29, 2022, at 5:07 PM, Duggan, Patrick J.
<pduggan@shumaker.com> wrote:

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

All:

Following up on the below email from Chris. Attached is the memo draft that was nearly complete that Dr. Aspen asked me to write last week. It is a breakdown of HB 1467. However it does not include all of the bullet points broken down in the email below – a few of which are related to but not technically included in the bill itself. We will need to make policy decisions to include them.

I would like to set up a meeting to discuss them. Let me know when the group is available. I am more or less available all week.

Patrick J. Duggan
Attorney at Law

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236
P.O. Box 49948 | Sarasota, Florida 34230-6948
Direct 941.364.2735 | Fax 941.366.3999
pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Sunday, August 28, 2022 10:13 AM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: Updated Guidance on HB 1467
Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM
LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: Summary of statutory criteria re HB 1467
Date: 9/1/2022 12:18 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

All:

Following today's meeting I made the attached concise summary of the statutory requirements for:

1. Instructional materials;
2. Non-instructional classroom, library, and reading list materials

It includes the statutory citations for the requirements.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 10:13 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: Updated Guidance on HB 1467

Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

| Christopher T. Renouf, Ed. S.



Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: racking objections to materials
Date: 9/1/2022 12:23 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue"
<Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine"
Cc: <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

All,

As a follow up to our discussion this morning. We are statutorily required to track objection made based on F.S. 1006.28(2)(a).

It is not required but likely useful to track objections based on F.S. 1014.05(1)(c). I will leave that policy-based decision whether to include tracking such objections to you – the expert educators.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 10:13 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Cocozza Catherine <Catherine.Cocozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>

Subject: Updated Guidance on HB 1467

Importance: High

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It’s Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM’s in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.
Assistant Superintendent



Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: RE: Summary of statutory criteria re HB 1467
Date: 9/1/2022 1:15 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Ellington Kelly"
<Kelly.Ellington@sarasotacountyschools.net>, "Cocozza Catherine"
<Catherine.Cocozza@sarasotacountyschools.net>, "Meckler Sue"
Cc: <Sue.Meckler@sarasotacountyschools.net>, "Johnson Brandon"
<Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen"
<Stephen.Cantees@sarasotacountyschools.net>

My apologies. Use this update version and disregard the prior version.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Duggan, Patrick J.

Sent: Thursday, September 01, 2022 12:18 PM

To: 'Renouf Chris' <Chris.Renouf@sarasotacountyschools.net>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly

<Kelly.Ellington@sarasotacountyschools.net>; Cocozza Catherine

<Catherine.Cocozza@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>;

Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen

<Stephen.Cantees@sarasotacountyschools.net>

Subject: RE: Summary of statutory criteria re HB 1467

All:

Following today's meeting I made the attached concise summary of the statutory requirements for:

1. Instructional materials;
2. Non-instructional classroom, library, and reading list materials

It includes the statutory citations for the requirements.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 10:13 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: Updated Guidance on HB 1467
Importance: High

| |
|-------------------------|
| CAUTION: External Email |
|-------------------------|

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

- Providing Guidance & Support
- Reasonable Expectations
- Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

- Hire District Media Specialists & PM LS
- Revise IM Ordering/Vetting Processes
- Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

- Awaiting DOE Rule Making Clarification...
- Placing a Pause on Donations
- Holding Off on “Some” Purchases
- Revising BF & Scholastic News Guidance
- Instituting Internal Rubric Guided Vetting Processes

In the End, It's Our Collective Goal to:

- Always Support Our Teachers & School Teams
- Streamline Policies & Procedures
- Ensure HQ & Thoroughly Vetted IM's in Place
- Increase Transparency & Partnership with Parents
- Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris



Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Instructional Materials:

Definition: “[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.” (F.S. 1006.29(2))

- Must be appropriate for the age and grade of the students who normally could be expected to have access to the material (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 1006.40(3)(d))
- Must be consistent with the educational purpose to be served by the material (F.S. 1006.28(2)(a)2.a./F.S. 1006.34(2)(b))
- Must be consistent with course expectations based on the district’s comprehensive plan for student progression and course descriptions adopted in state board rule (F.S. 1006.40(7))
- Must be suited to the needs of the student and their ability to comprehend the material presented (F.S. 1006.28(2)(a)2.a./F.S. 1006.40(3)(d))
- Must align with Next Generation Sunshine State Standards outlined in F.S. 1003.41 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must be accurate, objective, balanced, non-inflammatory, and suited to student needs and their ability to comprehend the material presented (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under F.S. 1004.92 (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must reasonably reflect the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b))
- Must accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not discourage thrift, fire prevention, and humane treatment of people and animals (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must, when appropriate to the comprehension of students, ensure that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not reflect unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2))
- Must not contradict the fundamental truth that all persons are equal before the law and have inalienable rights. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1003.42(3))
- Must be consistent with principles of individual freedom: including that (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex, and (b) No race is inherently superior to another race. (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1003.42(3))
- Must not contain pornography (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 1006.40(3)(d))
- Must not contain any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts

nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. . “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it: (a) predominantly appeals to a prurient, shameful, or morbid interest; (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.” (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 847.012/F.S. 1006.40(3)(d). See also the definitions contained in F.S. 847.001)

- Must not be a book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains: any matter defined in F.S. 847.001; explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it: (a) predominantly appeals to a prurient, shameful, or morbid interest; (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.” (F.S. 1006.28(2)(a)2.a./F.S. 1006.31(2)/F.S. 1006.34(2)(b)/F.S. 847.012/F.S. 1006.40(3)(d). See also the definitions contained in F.S. 847.001)

Non-Instructional Materials Used in Classrooms, Libraries, and Contained on Reading Lists:

- Must not be pornographic (F.S. 1006.28(2)(a)2.b./F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/1006.34(2)(b))
- Must not contain any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. . “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it: (a) predominantly appeals to a prurient, shameful, or morbid interest; (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors. A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.” (F.S. 1006.28(2)(a)2.b./F.S. 847.012/ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/ 1006.34(2)(b). See also the definitions contained in F.S. 847.001)
- Must not be a book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains: any matter defined in F.S. 847.001; explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors; or explicit and detailed verbal descriptions or narrative accounts of sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors. “Harmful to minors” means: “any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it: (a) predominantly appeals to a prurient, shameful, or morbid interest; (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and (c) taken as a whole, is without serious literary, artistic,

political, or scientific value for minors. A mother's breastfeeding of her baby is not under any circumstance "harmful to minors." (F.S. 1006.28(2)(a)2.b./F.S. 847.012/ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d)/ 1006.34(2)(b). See also the definitions contained in F.S. 847.001)

- Must be appropriate for the age and grade of the students who normally could be expected to have access to the material (F.S. 1006.28(2)(a)2.b./ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d))
- Must be suited to the needs of the student and their ability to comprehend the material presented (F.S. 1006/28(2)(a)2.b./ F.S. 1006.28(2)(d)2./F.S. 1006.40(3)(d))
- Must be consistent with the educational purpose to be served by the material (F.S. 1006.34(2)(b))
- Must align with Next Generation Sunshine State Standards outlined in F.S. 1003.41 (F.S. 1006.34(2)(b))
- Must include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under F.S. 1004.92 (F.S. 1006.34(2)(b))
- Must reasonably reflect the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program (F.S. 1006.34(2)(b))
- Must consider the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state (F.S. 1006.34(2)(b))

Subject: HB 1467 SUMMARY/ANALYSIS DRAFT

Date: 9/1/2022 1:39 PM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>, "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

Chris and Brennan,

Attached is the HB 1467 memo and all of the various related attachments.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 1467

Date: September 2, 2022

In an effort to express my continued gratitude to each of you for the hard work and dedication you show toward both this school district's students and our schools, I wanted to provide to you a detailed analysis of the recently passed CS/HB 1467 – which became law July 1, 2022. Included amongst the several attached documents is a copy of this bill in its entirety. Since its passage, CS/HB 1467 has garnered considerable attention. My recent discussions with several of you about it have revealed a general anxiety and concern about what CS/HB 1467 actually says and what it means regarding classroom instruction. After reviewing the text of it myself, I can certainly understand how CS/HB 1467 can also be viewed with frustration given its content denseness and how frequently it cites to criteria contained within several other statutes.

To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 1467. And, like most newly enacted education-related laws, it is expected that the Florida Department of Education will provide further guidance in the form of one or more administrative rules. When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. For now, here is our legal team's current analysis of CS/HB 1467:

Overview:

CS/HB 1467 primarily¹ addresses the handling of instructional materials and other education materials in a variety of contexts. It specifically does so by amending four existing statutes:

- Florida Statute 1006.28 entitled, "Duties of district school board, district superintendent, and school principal regarding K-12 instructional materials";
- Florida Statute 1006.29 entitled, "State instructional material reviewers";
- Florida Statute 1006.40 entitled, "Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books; and
- Florida Statute 1011.67 entitled, "Funds for instructional materials".

¹ HB 1467 also addresses term limits for School Board members. For brevity purposes, a discussion of terms limits is omitted from this analysis.

Because a prior version of these four statutes preceded the enactment of HB 1467, I have attached a full copy of the most recent version of each of them. These attachments contain *yellow highlighted text* that outline the additions and subtractions that HB 1467 made to each of these statutes. I encourage each of you who seek a more comprehensive understanding of what specific changes occurred as a result of HB 1467 to review these highlighted attachments in detail.

A review of just these four statutes reveals that they substantially cite to several other statutes – some of which were also amended by the Florida Legislature during the most recent legislative session. In order to provide the full context of the changes HB 1467 has created, I have also attached the most recent version of these other statutes that are cited, including:

- Florida Statute 1006.283 entitled “District school board instructional materials review process”;
- Florida Statute 1006.31 entitled, “Duties of the Department of Education and school district instructional materials reviewer”;
- Florida Statute 1006.34 entitled, “Powers and duties of the commissioner and the department in selecting and adopting instructional materials”;
- Florida Statute 1003.41 entitled, “State Academic Standards”;
- Florida Statute 847.012 entitled, “Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty”;
- Florida Statute 847.001 entitled, “Definitions” – which defines the terms included in Florida Statute 847.012;
- Florida Statute 1003.42 entitled, “Required instruction”; and
- Florida Statute 1001.215 – entitled “Just Read Florida! Office”.

To differentiate these statutes from those expressly amended by CS/HB 1467, I have *highlighted them in green text*. Where the changes brought on by HB 1467 cite to specific portions of these statutes, I have highlighted such text in green, as well.

Statutes Affected by CS/HB 1467:

1. Florida Statute 1006.28:

Florida Statute 1006.28 addresses duties regarding “instructional materials” and other educational materials.

Regarding School Boards, the prior version of F.S. 1006.28 established (and continues to require) a variety of duties regarding adequate instructional materials, including specifically:

- School Boards must adopt a course of study, including instructional materials, for use in district schools.
- School Boards are responsible for the content of materials used.
- School Boards must have a policy regarding an objection by parents or residents of the county to the use of specific materials which must provide for a resolution and the opportunity to proffer evidence to the School Board that:

- Certain instructional materials do not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d).

- Florida Statute 1006.31(2) states, ‘To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, non-inflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind’s place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).”

- Florida Statute 1006.40(3)(d) states, “any materials purchased pursuant to this section must be:
- Free of pornography and material prohibited under s. 847.012.

- Suited to student needs and their ability to comprehend the material presented.
 - Appropriate for the grade level and age group for which the materials are used or made available.”
- Certain other educational materials are pornographic or prohibited by F.S. 847.012, are not suited to student needs or the ability to comprehend, or are grade or age inappropriate.
- If such materials are deemed objectionable, the School Board must discontinue use of them for any grade level or age they are inappropriate or unsuitable.
- School Boards must have a policy for parents or residents of the county to contest the adoption of specific instructional materials which permits the opportunity to publicly protest the adoption within a proscribed time period.
- School Boards must provide for the proper requisitioning, distribution, accounting, storage, care, and use of instructional materials and furnish other needed materials. Materials must be consistent with district goals and objectives and state standards.
- School Boards must provide other teaching accessories and aids as needed in the school district’s educational program.
- School Boards must establish library media services in public schools and upon written request provide access to any book or material maintained in the libraries that is available.

Regarding School Boards, CS/HB 1467 *now also mandates* a variety of new requirements and changes. These include:

- That School Boards ensure that meetings of committees convened for purposes of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public. Any such committee must include parents of district students.
- That Beginning January 1, 2023, School Board’s must implement amended training requirements for school librarians, media specialists, (and now) other personnel involved in the selection of library materials consistent with the requirements of F.S. 1006.29(6) before they review and select age appropriate materials.
- That School Board’s ensure that each book made available to students in school libraries or reading lists is selected by school personnel possessing a valid media specialist certificate.
- That School Boards adopt procedures for developing library media center collections and post them on the district website. These procedures must:
 - Require book selection meet criteria in F.S. 1006.40(3)(d).
 - Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
 - Provide for library media center collections be based on reader interest, consistent with state academic standards and aligned curriculum, and consistent with the academic needs of students and faculty.

- Provide for the regular removal/discontinuance of books based on at least physical condition, rate or recent circulation, alignment to state standards, relevancy to curriculum, timeliness of content, and objectionability under F.S. 1006.28(2)(a)2.
- Require that each elementary school publish in a searchable format on its website a list of all materials maintained in school libraries or that are required reading.
- That School Boards publish on its website in a searchable format a list of all instructional materials.
- That School Boards must:
 - Provide access to all materials in accordance with F.S. 1006.283(2)(b)8.a. before the School Board takes any official action on such materials. This process must include reasonable safeguards against unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - Select, adopt, or purchase (which by definition also includes lease, license, and acquire) all materials as a separate line item on the agenda and provide reasonable opportunity for public comment. This cannot occur as part of a consent agenda.
 - Report annually beginning June 30, 2023 to the Commissioner of Education:
 - Each material for which the school district received an objection pursuant to F.S. 1006.28(2)(a)2. For the school year and the specific objection thereto.
 - Each material that was removed or discontinued as a result of an objection.
 - The grade level and course for which removed or discontinued material was used.
 - FDOE is then required to publish and regularly update a list of materials that were removed or discontinued as a result of objection and disseminate the list to school districts.

Regarding superintendents, *the prior version of F.S. 1006.28* established requirements regarding materials. CS/HB 1467 creates *no specific new requirements* in F.S. 1006.28 for superintendents. Superintendents continue to be required to:

- Recommend plans for improving, providing, distributing, accounting for, and caring for instructional and other materials in accordance with adopted School Board rules.
- Keep adequate records and account for all financial transactions for certain funds collected.
- Notify FDOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use that contains specific statutory requirements.

Regarding principals, *the prior version of F.S. 1006.28* established requirements regarding management and care of instructional materials. CS/HB 1467 clarifies that certain requirements apply to materials; not just instructional materials. Principals continue to be required to:

- Assure instructional materials are used to provide grade-level appropriate instruction.
- Collect from students/parents the purchase price of lost, destroyed or unnecessarily damaged materials and report/transmit the money to the superintendent.

- Upon request sell to parents instructional materials used in school pursuant to School Board policies and annually provide information to parents regarding such purchases.
- Fully account for all instructional materials.

Regarding principals, CS/HB 1467 *now also specifically requires* that principals oversee compliance with procedures for selecting school library media center materials at their schools.

2. Florida Statute 1006.29:

Florida Statute 1006.29 mostly concerns protocols at the state level regarding the selection, adoption, and format availability of state-approved instructional materials that do not have a material impact on local operations. However, for our purposes, this statute defines “instructional materials” as:

[I]tems having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Additionally, CS/HB 1467 *now also mandates* that FDOE develop an online training program for school librarians, media specials, and other personnel involved in the selection and maintenance of library media collections and materials maintained on reading lists which assists reviewers with compliance with F.S. 1006.31(2). This training must be available by January 1, 2023. No later than July 1 of each year thereafter, superintendents are required to certify that relevant employed personnel have completed the online training program.

3. Florida Statute 1006.40:

Florida Statute 1006.40 concerns the allocation of funds for instructional materials and the purchase of instructional materials with such allocated funds. There is only one technical revision to the prior version of this statute made by CS/HB 1467 that revises the text concerning public review, public comment, and adoption of instructional materials.

Florida Statute 1006.40 continues to require that:

- School Boards purchase instructional materials to provide to K-12 students in core courses of math, language arts, science, social studies, reading, and literature.
- School Boards shall utilize the annual allocation of state instructional materials funds to purchase only instructional materials that align with state standards and are included on a state-adopted list, *except that*:
 - Up to 50% of the annual allocation may be used to:
 - Purchase library and reference books and non-print materials

- Purchase other materials having intellectual content which assist in the instruction of a subject or course
- Repair or renovate textbooks and library books or provide replacements for items which were part of previously purchased instructional materials
- School Boards may use 100% of the annual allocation designated for the purchase of instructional materials for kindergarten and 75% of the annual allocation designated for the purchase of instructional materials for first grade to purchase materials not on the state-adopted list.
- Any materials purchases must be:
 - Free of pornography and material prohibited under F.S. 847.012.
 - Suited to student needs and the ability to comprehend the materials presented.
 - Age and grade appropriate.
- School Boards be responsible for the content of all material used in a classroom or otherwise made available to students.
- School Boards adopt rules, and each superintendent implement procedures that:
 - Maximize student use of district-approved instructional materials.
 - Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by F.S. 1003.42 which satisfies the requirements of F.S. 1006.283(2)(b)8., 9., and 11.
- School Boards may issue purchase orders up to a proscribed amount for the purchase of instructional materials to be paid from the ensuing year's allocation.
- School Boards can carry over unexpended/unobligated instructional materials funds to the next year's allocation.
- School Boards may use the annual instructional materials allocation to purchase instructional materials that are not on the state-adopted list. Such purchases must meet the criteria in F.S. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to F.S. 1003.41, and must be consistent with both the school district's course expectations and course descriptions adopted by state board rule.

4. Florida Statute 1011.67:

Florida Statute 1011.67 concerns the state-level calculation of funding for instructional materials. It also imposes requirements on school districts as a condition of receipt of these funds and requires superintendents to make certain certifications.

These certification requirements include:

- The School Board has approved a comprehensive staff development plan that supports implementation of instructional materials programs, including verification and training;

- That instructional materials are being implemented as designed;
- That core reading materials and reading intervention materials used in K-5 meet the statutory requirements of F.S. 1001.215(8).
- Florida Statute 1011.67 also provides that such instructional materials evaluated and identified pursuant to F.S. 1001.215(4) may be purchased without undergoing the materials adoption procedures outlined in F.S. 1006.40(4)(b).
- CS/HB 1467 *now also mandates that* the superintendent's certification:
 - Identify any materials that were objected to pursuant to F.S. 1006.28 for the school year and the specific objections thereto,
 - Identify each material that was removed or discontinued as a result of an objection, and
 - Identify the grade level and course for which a removed or discontinued material was used.

In closing, I cannot reiterate enough how grateful I am for your diligent service and all the sacrifices you each make for our school district and its students. We are working diligently to provide as much guidance and support to you as we can so that you clearly understand the state's curriculum expectations and we can together create as transparent a process as possible for our students and parents with the educational materials we use. Doing so will help ensure both your and this school district's overall success as we navigate these new protocols. As more guidance becomes available, we will continue to keep you apprised of the latest developments.

Subject: RE: Updated Guidance on HB 7
Date: 9/12/2022 1:42 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>
Cc: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>

Brennan and Chris,

Attached is an analysis of HB 7 along the lines of those prepared for HB 1557 and HB 1467. A portion of the language is currently being challenged on Constitutional grounds but no ruling on the part related to K-12 has been issued by the Court to date. You may want to get this memo out or you may want to wait for the court's ruling then send it. That decision is up to you – I just wanted to get you the memo and documents. Happy to discuss.

Let me know if you wish for any other legislative summaries. The three we have now done are the three most important to summarize in my opinion.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>

Sent: Sunday, August 28, 2022 11:25 AM

To: Duggan, Patrick J. <pduggan@shumaker.com>

Subject: RE: Updated Guidance on HB 1467

CAUTION: External Email

I would totally agree.

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Sunday, August 28, 2022 11:24 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: Re: Updated Guidance on HB 1467

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

After digging in on HB 1467 on Friday, I think we should also do one on HB 7 which changes some of the educational objectives.

Sent from my iPhone

Patrick J. Duggan
Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 28, 2022, at 11:13 AM, Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

PERFECT! Thank You

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105



Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>



From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Sunday, August 28, 2022 10:45 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Cc: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: Re: Updated Guidance on HB 1467

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

At Dr. Asplen’s request, I am already working on a draft summary of 1467. It should be complete in the next day or two. Some of the below topics go beyond what the law technically addresses and are a matter of policy. Let’s discuss Monday to ensure we are on the same page.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 28, 2022, at 10:13 AM, Renouf Chris <Chris.Renouf@sarasotacountyschools.net> wrote:

CAUTION: External Email

Good morning Patrick.

I hope you had an incredible weekend. After team members attended the DOE Rule Making webinar, meeting with our Principals and speaking with Dr. Asplen on Friday, **it was determined that additional “updated” guidance needed to be provided to our school leaders and instructional staff on this subject by end of this coming week or shortly after the Labor Day holiday.**

I believe Dr. A. shared with you a version of some guidance provided by legal counsel in another county related to HB 1557, and he is asking that something similar be drafted as “updated guidance” to what has already been sent out here in Sarasota County on HB 1467. I’ve attached a number of documents for your reference to assist you in the crafting of this message.

In addition to what is attached, are some bulleted points listed below that we have and continue to embed into our messaging to school leaders, media techs and teachers. It would be great if some of these points could be woven into the “updated guidance” you draft so that folks continue to see and feel the support and transparency that the district teams are always striving to provide. Finally, we are asking that the following points be included somehow into the “updated guidance” document moving forward. Internal “Rubric Guided” Vetting Process, Book Fair Guidance, Family Engagement / After Hours Event Guidance, Working with Community Partners on Donations (This Book is Cool, Bucket Filler Activities, etc.). Rob, Sue, Kelly and Catherine can serve as point persons should you have any questions.

Working to “Strike a Balance”

1. Providing Guidance & Support
2. Reasonable Expectations
3. Transparency & Accountability to Ensure Compliance

District Enhancing Our Capacity

1. Hire District Media Specialists & PM
LS
2. Revise IM Ordering/Vetting Processes
3. Update SB IM & Library Services Policies

Instituted Temporary Measures such as...

1. Awaiting DOE Rule Making Clarification...
2. Placing a Pause on Donations
3. Holding Off on “Some” Purchases
4. Revising BF & Scholastic News Guidance
5. Instituting Internal Rubric Guided Vetting Processes

In the End, It's Our Collective Goal to:

6. Always Support Our Teachers & School Teams
7. Streamline Policies & Procedures
8. Ensure HQ & Thoroughly Vetted IM's in Place
9. Increase Transparency & Partnership with Parents
10. Continue to Provide THE BEST Education Possible

THANK YOU for your continued guidance and assistance!

Chris

Christopher T. Renouf, Ed. S.

Assistant Superintendent
Sarasota County Schools

"If you can DREAM it, You can do it!" ~ Walt Disney

Office: 941-927-9000 ext. 31105

Email: chris.renouf@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net/>

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Florida Statute 1000.05

Effective: July 1, 2022

Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required

(1) This section may be cited as the “Florida Educational Equity Act.”

(2)(a) Discrimination on the basis of race, color, ~~ethnicity~~, national origin, sex, ~~gender~~ disability, religion, or marital status against a student or an employee in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, color, ~~ethnicity~~ national origin, sex, ~~gender~~ disability, religion, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

(b) The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, color, ~~ethnicity~~ national origin, sex, ~~gender~~ disability, religion, or marital status.

(c) All public K-20 education classes shall be available to all students without regard to race, color, ~~ethnicity~~, national origin, sex, ~~gender~~ disability, religion, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills.

(d) Students may be separated by sex, ~~gender~~ for a single-gender program as provided under s. 1002.311, for any portion of a class that deals with human reproduction, or during participation in bodily contact sports. For the purpose of this section, bodily contact sports include wrestling, boxing, rugby, ice hockey, football, basketball, and other sports in which the purpose or major activity involves bodily contact.

(e) Guidance services, counseling services, and financial assistance services in the state public K-20 education system shall be available to students equally. Guidance and counseling services, materials, and promotional events shall stress access to academic and career opportunities for students without regard to race, color, ~~ethnicity~~ national origin, sex, ~~gender~~ disability, religion, or marital status.

(3)(a) No person shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 educational institution; and no public K-20 educational institution shall provide athletics separately on such basis.

(b) Notwithstanding the requirements of paragraph (a), a public K-20 educational institution may operate or sponsor separate teams for members of each sex ~~gender~~ if the selection for such teams is based upon competitive skill or the activity involved is a bodily contact sport. However, when a public K-20 educational institution operates or sponsors a team in a particular sport for members of one sex ~~gender~~ but does not operate or sponsor such a team for members of the other sex, ~~gender~~ and athletic opportunities for that sex ~~gender~~ have previously been limited, members of the excluded sex ~~gender~~ must be allowed to try out for the team offered.

(c) This subsection does not prohibit the grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to ~~sex gender~~. However, when use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one ~~sex, gender~~ the educational institution shall use appropriate standards which do not have such effect.

(d) A public K-20 educational institution which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both ~~sexes genders~~.

1. The Board of Governors shall determine whether equal opportunities are available at state universities.

2. The Commissioner of Education shall determine whether equal opportunities are available in school districts and Florida College System institutions. In determining whether equal opportunities are available in school districts and Florida College System institutions, the Commissioner of Education shall consider, among other factors:

a. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both ~~sexes genders~~.

b. The provision of equipment and supplies.

c. Scheduling of games and practice times.

d. Travel and per diem allowances.

e. Opportunities to receive coaching and academic tutoring.

f. Assignment and compensation of coaches and tutors.

g. Provision of locker room, practice, and competitive facilities.

h. Provision of medical and training facilities and services.

i. Provision of housing and dining facilities and services.

j. Publicity.

Unequal aggregate expenditures for members of each ~~sex gender~~ or unequal expenditures for male and female teams if a public school or Florida College System institution operates or sponsors separate teams do not constitute non-implementation of this subsection, but the Commissioner of Education shall consider the failure to provide necessary funds for teams for one ~~sex gender~~ in assessing equality of opportunity for members of each ~~sex gender~~.

(e) A public school or Florida College System institution may provide separate toilet, locker room, and shower facilities on the basis of ~~sex gender~~, but such facilities shall be comparable to such facilities provided for students of the other ~~sex gender~~.

(4)(a) It shall constitute discrimination on the basis of race, color, national origin, or sex under this section to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

1. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.

2. A person, by virtue of his or her race, color, national origin, or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.

3. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.

4. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.

5. A person, by virtue of his or her race, color, national origin, or sex, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.

6. A person, by virtue of his or her race, color, national origin, or sex, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.

7. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.

8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

(b) Paragraph (a) may not be construed to prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

(5)(4) Public schools and Florida College System institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ~~color~~ ethnicity, national origin, ~~sex~~, ~~gender~~ disability, or marital status in programs and courses in which students of that particular race, ~~color~~ ethnicity, national origin, ~~sex~~, ~~gender~~ disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.

(6)(5)(a) The State Board of Education shall adopt rules to implement this section as it relates to school districts and Florida College System institutions.

(b) The Board of Governors shall adopt regulations to implement this section as it relates to state universities.

(7)(6) The functions of the Office of Equal Educational Opportunity of the Department of Education shall include, but are not limited to:

(a) Requiring all district school boards and Florida College System institution boards of trustees to develop and submit plans for the implementation of this section to the Department of Education.

(b) Conducting periodic reviews of school districts and Florida College System institutions to determine compliance with this section and, after a finding that a school district or a Florida College System institution is not in compliance with this section, notifying the entity of the steps that it must take to attain compliance and performing follow up monitoring.

(c) Providing technical assistance, including assisting school districts or Florida College System institutions in identifying unlawful discrimination and instructing them in remedies for correction and prevention of such discrimination and performing follow up monitoring.

(d) Conducting studies of the effectiveness of methods and strategies designed to increase the participation of students in programs and courses in which students of a particular race, ~~color~~ ethnicity, national origin, ~~sex~~, ~~gender~~ disability, or marital status have been traditionally underrepresented and monitoring the success of students in such programs or courses, including performing follow up monitoring.

(e) Requiring all district school boards and Florida College System institution boards of trustees to submit data and information necessary to determine compliance with this section. The Commissioner of Education shall prescribe the format and the date for submission of such data and any other educational equity data. If any board does not submit the required compliance data or other required educational equity data by the prescribed date, the commissioner shall notify the

board of this fact and, if the board does not take appropriate action to immediately submit the required report, the State Board of Education shall impose monetary sanctions.

(f) Based upon rules of the State Board of Education, developing and implementing enforcement mechanisms with appropriate penalties to ensure that public K-12 schools and Florida College System institutions comply with Title IX of the Education Amendments of 1972 and subsection (3) of this section. However, the State Board of Education may not force a public school or Florida College System institution to conduct, nor penalize such entity for not conducting, a program of athletic activity or athletic scholarship for female athletes unless it is an athletic activity approved for women by a recognized association whose purpose is to promote athletics and a conference or league exists to promote interscholastic or intercollegiate competition for women in that athletic activity.

(g) Reporting to the Commissioner of Education any district school board or Florida College System institution board of trustees found to be out of compliance with rules of the State Board of Education adopted as required by paragraph (f) or paragraph (3)(d). To penalize the board, the State Board of Education shall:

1. Declare the school district or Florida College System institution ineligible for competitive state grants.
2. Notwithstanding the provisions of s. 216.192, direct the Chief Financial Officer to withhold general revenue funds sufficient to obtain compliance from the school district or Florida College System institution.

The school district or Florida College System institution shall remain ineligible and the funds shall not be paid until the institution comes into compliance or the State Board of Education approves a plan for compliance.

(8)(7) A public K-20 educational institution must treat discrimination by students or employees or resulting from institutional policies motivated by anti-Semitic intent in an identical manner to discrimination motivated by race. For purposes of this section, the term “anti-Semitism” includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his or her property, or toward Jewish community institutions or religious facilities.

(a) Examples of anti-Semitism include:

1. Calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion.
2. Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.
3. Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews.
4. Accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust.
5. Accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations.

(b) Examples of anti-Semitism related to Israel include:

1. Demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions.

2. Applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel.
3. Delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist.

However, criticism of Israel that is similar to criticism toward any other country may not be regarded as anti-Semitic.

(c) Nothing in this subsection shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution, or the State Constitution. Nothing in this subsection shall be construed to conflict with federal or state discrimination laws.

(9) A person aggrieved by a violation of this section or a violation of a rule adopted under this section has a right of action for such equitable relief as the court may determine. The court may also award reasonable attorney's fees and court costs to a prevailing party.

Florida Statute 1003.42

Required instruction

Effective: July 1, 2022

(1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.

(b) All instructional materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection ~~(5)~~(3), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8) ~~§-1000.05(7)~~, and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of African Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) ~~1.~~ Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses:

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

~~a. Mental and emotional health~~

a. Injury prevention and safety.

b. Internet safety.

c. Nutrition.

d. Personal health.

e. Prevention and control of disease.

f. Substance use and abuse.

g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. ~~The health education curriculum~~ For students in grades 7 through 12, ~~shall include~~ a teen dating violence and abuse. This component must include ~~that includes~~, but ~~is not be~~ limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. ~~The health education curriculum~~ For students in grades 6 through 12, ~~shall include an~~ awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

-

a. Self-awareness and self-management.

-

b. Responsible decisionmaking.

-

c. Resiliency.

-

d. Relationship skills and conflict resolution.

-

e. Understanding and respecting other viewpoints and backgrounds.

-

f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

-

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) ~~Civic and character education on~~ A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval.

1. ~~The character development curriculum shall stress the qualities and responsibilities of patriotism and, responsibility, citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control, racial, ethnic, and religious tolerance; and cooperation~~

2. ~~The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.~~

3. ~~The character development curriculum for grades 11 and 12, shall include instruction on and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).~~

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming ~~A character development program~~ that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and

veteran awareness initiative meets the requirements of paragraph (t) ~~paragraph (s)~~ and (t).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

-
(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

-
(b) No race is inherently superior to another race.

-
(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

-
(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.

-
(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

-
(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

-
Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

Florida Statute 1012.98

School Community Professional Development Act

Effective: July 1, 2022

(1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.

(2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3) The activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

2. Increased opportunities to provide meaningful relationships between teachers and all students; and

3. Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, post-secondary educators engaged in preservice training for new teachers, and the workforce community.

(b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(e) Provide training to teacher mentors as part of the professional development certification and education competency program under s. 1012.56(8)(a). The training must include components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education.

(4) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a) 1. The department shall disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

2. The web-based statewide performance support system established pursuant to subparagraph 1. must include for middle grades, subject to appropriation, materials related to classroom instruction, including integrated digital instruction and competency-based instruction; CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide in-service activities coupled with follow up support appropriate to accomplish district-level and school-level improvement goals and standards. The in-service activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4. Provide in-service activities and support targeted to the individual needs of new teachers participating in the professional development certification and education competency program under s. 1012.56(8)(a).

5. Include a master plan for in-service activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district in-service plan must be aligned to and support the school-based in-service plans and school improvement plans pursuant to s. 1001.42(18). Each district in-service plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and

interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and include an evaluation component that determines the effectiveness of the professional development plan.

6. Include in-service activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.
7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
8. Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
9. Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.
10. For middle grades, emphasize:
 - a. Interdisciplinary planning, collaboration, and instruction.
 - b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.
 - c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 must include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

(5) Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. The

department shall identify professional development opportunities that require the teacher to demonstrate proficiency in specific classroom practices, with priority given to implementing training to complete a reading endorsement pathway adopted pursuant to s. 1012.586(2)(a). A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a Florida College System institution or university, especially in preparing and educating personnel. Each district school board shall make available in-service activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

(6) An organization of private schools or consortium of charter schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, or a public or private college or university with a teacher preparation program approved pursuant to s. 1004.04, may also develop a professional development system that includes a master plan for in-service activities. The system and in-service plan must be submitted to the commissioner for approval pursuant to state board rules.

(7)(a) The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional development system. The best practices must include data that indicate the progress of all students. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.

(b) The department shall also disseminate, using web-based technology, professional development in the use of integrated digital instruction at schools that include middle grades. The professional development must provide training and materials that districts can use to provide instructional personnel with the necessary knowledge, skills, and strategies to effectively blend digital instruction into subject-matter curricula. The professional development must emphasize online learning and research techniques, reading instruction, the use of digital devices to supplement the delivery of curricular content to students, and digital device management and security. Districts are encouraged to incorporate the professional development as part of their professional development system.

(8) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(9) This section does not limit or discourage a district school board from contracting with independent entities for professional development services and in-service education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met.

(10) For instructional personnel and administrative personnel who have been evaluated as less than effective, a district school board shall require participation in specific professional development programs as provided in subparagraph (4)(b)5. as part of the improvement prescription.

(11) The department shall disseminate to the school community proven model professional development programs that have demonstrated success in increasing rigorous and relevant content, increasing student achievement and engagement, meeting identified student needs, and providing effective mentorship activities to new teachers and training to teacher mentors. The methods of dissemination must include a web-based statewide performance-support system including a

database of exemplary professional development activities, a listing of available professional development resources, training programs, and available technical assistance. Professional development resources must include sample course-at-a-glance and unit overview templates that school districts may use when developing curriculum. The templates must provide an organized structure for addressing the Florida Standards, grade-level expectations, evidence outcomes, and 21st century skills that build to students' mastery of the standards at each grade level. Each template must support teaching to greater intellectual depth and emphasize transfer and application of concepts, content, and skills. At a minimum, each template must:

(a) Provide course or year-long sequencing of concept-based unit overviews based on the Florida Standards.

(b) Describe the knowledge and vocabulary necessary for comprehension.

(c) Promote the instructional shifts required within the Florida Standards.

(d) Illustrate the interdependence of grade level expectations within and across content areas within a grade.

(12) The department shall require teachers in grades K-12 to participate in continuing education training provided by the Department of Children and Families on identifying and reporting child abuse and neglect.

Florida Statute 1002.20

K-12 student and parent rights

Effective: July 1, 2022

Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(1) System of education.--In accordance with s. 1, Art. IX of the State Constitution, all K-12 public school students are entitled to a uniform, safe, secure, efficient, and high quality system of education, one that allows students the opportunity to obtain a high quality education. Parents are responsible to ready their children for school; however, the State of Florida cannot be the guarantor of each individual student's success.

(2) Attendance.--

(a) *Compulsory school attendance.*--The compulsory school attendance laws apply to all children between the ages of 6 and 16 years, as provided in s. 1003.21(1) and (2)(a), and, in accordance with the provisions of s. 1003.21(1) and (2)(a):

1. A student who attains the age of 16 years during the school year has the right to file a formal declaration of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the school district of the district's receipt of the student's declaration of intent to terminate school enrollment.

2. Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students.

(b) *Regular school attendance.*--Parents of students who have attained the age of 6 years by February 1 of any school year but who have not attained the age of 16 years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program, in accordance with the provisions of s. 1003.01(13).

(c) *Absence for religious purposes.*--A parent of a public school student may request and be granted permission for absence of the student from school for religious instruction or religious holidays, in accordance with the provisions of s. 1003.21(2)(b) 1.

(d) *Absence for treatment of autism spectrum disorder.*--A parent of a public school student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17 for the treatment of autism spectrum disorder pursuant to ss. 1003.21(2)(b) 2. and 1003.24(4).

(e) *Dropout prevention and academic intervention programs.*--The parent of a public school student has the right to receive written notice by certified mail prior to placement of the student in a dropout prevention and academic intervention program and shall be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement, in accordance with the provisions of s. 1003.53(5).

(3) Health issues.--

(a) *School-entry health examinations.*--The parent of any child attending a public or private school shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds in accordance with the provisions of s. 1003.22(1) and (2).

(b) *Immunizations.*--The parent of any child attending a public or private school shall be exempt from the school immunization requirements upon meeting any of the exemptions in accordance with the provisions of s. 1003.22(5).

(c) *Biological experiments.*--Parents may request that their child be excused from performing surgery or dissection in biological science classes in accordance with the provisions of s. 1003.47.

(d) *Reproductive health and disease education.*--A public school student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, in accordance with s. ~~1003.42(5)(3)~~. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

(e) *Contraceptive services to public school students.*--In accordance with the provisions of s. 1006.062(7), students may not be referred to or offered contraceptive services at school facilities without the parent's consent.

(f) *Career education courses involving hazardous substances.*--High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

(g) *Substance abuse reports.*--The parent of a public school student must be timely notified of any verified report of a substance abuse violation by the student, in accordance with the provisions of s. 1006.09(8).

(h) *Inhaler use.*--Asthmatic students whose parent and physician provide their approval to the school principal may carry a metered dose inhaler on their person while in school. The school principal shall be provided a copy of the parent's and physician's approval.

(i) *Epinephrine use and supply.*--

1. A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of epinephrine auto-injectors that shall include provisions to protect the safety of all students from the misuse or abuse of auto-injectors. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this paragraph.

2. A public school may purchase a supply of epinephrine auto-injectors from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the epinephrine auto-injectors at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The epinephrine auto-injectors must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine auto-injection. The supply of epinephrine auto-injectors may be provided to and used

by a student authorized to self-administer epinephrine by auto-injector under subparagraph 1. or trained school personnel.

3. The school district and its employees, agents, and the physician who provides the standing protocol for school epinephrine auto-injectors are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

a. Unless the trained school personnel's action is willful and wanton;

b. Notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and

c. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

(j) *Diabetes management.*--A school district may not restrict the assignment of a student who has diabetes to a particular school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have trained diabetes personnel. Diabetic students whose parent and physician provide their written authorization to the school principal may carry diabetic supplies and equipment on their person and attend to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia. The State Board of Education, in cooperation with the Department of Health, shall adopt rules to encourage every school in which a student with diabetes is enrolled to have personnel trained in routine and emergency diabetes care. The State Board of Education, in cooperation with the Department of Health, shall also adopt rules for the management and care of diabetes by students in schools that include provisions to protect the safety of all students from the misuse or abuse of diabetic supplies or equipment. A school district, county health department, and public-private partner, and the employees and volunteers of those entities, shall be indemnified by the parent of a student authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this paragraph.

(k) *Use of prescribed pancreatic enzyme supplements.*--A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with authorization from the student's parent and prescribing practitioner. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for the use of prescribed pancreatic enzyme supplements which shall include provisions to protect the safety of all students from the misuse or abuse of the supplements. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this paragraph.

(l) *Notification of involuntary examinations.*--

1. Except as provided in subparagraph 2., the public school principal or the principal's designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. 394.463. For purposes of this subparagraph, "a reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal or the principal's designee must take the following actions:

- a. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact, including, but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the decision to initiate an involuntary examination of the student.
- b. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

2. The principal or the principal's designee may delay the required notification for no more than 24 hours after the student is removed if:

- a. The principal or the principal's designee deems the delay to be in the student's best interest and a report has been submitted to the central abuse hotline, pursuant to s. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect; or
- b. The principal or principal's designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

3. Before a principal or his or her designee contacts a law enforcement officer, he or she must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or the principal's designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. This requirement does not supersede the authority of a law enforcement officer to act under s. 394.463.

Each district school board shall develop a policy and procedures for notification under this paragraph.

(m) *Sun-protective measures in school.*--A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage.

(n) Face covering mandates and quarantine mandates in response to COVID--9.--

1. A district school board, a district school superintendent, an elected or appointed local official, or any district school board employee may not:

- a. Require a student to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. However, a parent, at the parent's sole discretion, may allow his or her child to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. This prohibition does not apply to safety equipment required as part of a course of study consistent with occupational or laboratory safety requirements.

b. Prohibit a student from attending school or school-sponsored activities, prohibit a student from being on school property, or subject a student to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19 as defined in s. 381.00317(1).

A parent of a student, a student who is an emancipated minor, or a student who is 18 years of age or older may bring an action against the school district to obtain a declaratory judgment that an act or practice violates this subparagraph and to seek injunctive relief. A prevailing parent or student, as applicable, must be awarded reasonable attorney fees and court costs.

2. A district school board, a district school superintendent, an elected or appointed local official, or any school district employee may not prohibit an employee from returning to work or subject an employee to restrictions or disparate treatment based on an exposure to COVID-19 so long as the employee remains asymptomatic and has not received a positive test for COVID-19 as defined in s. 381.00317(1).

3. This paragraph expires June 1, 2023.

(o) Naloxone use and supply.--

1. A public school may purchase a supply of the opioid antagonist naloxone from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for naloxone at fair-market, free, or reduced prices for use in the event that a student has an opioid overdose. The naloxone must be maintained in a secure location on the public school's premises.

2. A school district employee who administers an approved emergency opioid antagonist to a student in compliance with ss. 381.887 and 768.13 is immune from civil liability under s. 768.13.

(4) Discipline.--

*(a) Suspension of public school student.--*In accordance with the provisions of s. 1006.09(1)-(4):

1. A student may be suspended only as provided by rule of the district school board. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within 24 hours to the parent by United States mail. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension.

2. A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education rules.

*(b) Expulsion.--*Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process, in accordance with the provisions of s. 1006.08(1).

(c) Corporal punishment.--

1. In accordance with the provisions of s. 1003.32, corporal punishment of a public school student may only be administered by a teacher or school principal within guidelines of the school principal and according to district school board policy. Another adult must be present and must be informed in the student's presence of the reason for the punishment. Upon request, the teacher or school principal must provide the parent with a written explanation of the reason for the punishment and the name of the other adult who was present.

2. A district school board having a policy authorizing the use of corporal punishment as a form of discipline shall review its policy on corporal punishment once every 3 years during a district school board meeting held pursuant to s. 1001.372. The district school board shall take public testimony

at the board meeting. If such board meeting is not held in accordance with this subparagraph, the portion of the district school board's policy authorizing corporal punishment expires.

(5) Safety.--In accordance with the provisions of s. 1006.13(6), students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender both at school and during school transportation.

(6) Educational choice.--

(a) *Public educational school choices.*--Parents of public school students may seek any public educational school choice options that are applicable and available to students throughout the state. These options may include controlled open enrollment, single-gender programs, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, advanced placement, dual enrollment, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), CAPE digital tools, CAPE industry certifications, early college programs, Advanced International Certificate of Education, early admissions, credit by examination or demonstration of competency, the New World School of the Arts, the Florida School for the Deaf and the Blind, and the Florida Virtual School. These options may also include the public educational choice options of the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program.

(b) *Private educational choices.*--Parents of public school students may seek private educational choice options under certain programs established under this chapter.

(c) *Home education.*--The parent of a student may choose to place the student in a home education program in accordance with the provisions of s. 1002.41.

(d) *Private tutoring.*--The parent of a student may choose to place the student in a private tutoring program in accordance with the provisions of s. 1002.43(1).

(7) Nondiscrimination.--All education programs, activities, and opportunities offered by public educational institutions must be made available without discrimination on the basis of race, ethnicity, national origin, gender, disability, religion, or marital status, in accordance with the provisions of s. 1000.05.

(8) Students with disabilities.--Parents of public school students with disabilities and parents of public school students in residential care facilities are entitled to notice and due process in accordance with the provisions of ss. 1003.57 and 1003.58. Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a standard high school diploma as set forth in s. 1003.4282 in accordance with the provisions of ss. 1003.57 and 1008.22.

(9) Blind students.--Blind students have the right to an individualized written education program and appropriate instructional materials to attain literacy, in accordance with provisions of s. 1003.55.

(10) Limited English proficient students.--In accordance with the provisions of s. 1003.56, limited English proficient students have the right to receive ESOL (English for Speakers of Other Languages) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible, and the students' parents have the right of parental involvement in the ESOL program.

(11) Students with reading deficiencies.--The parent of any K-3 student who exhibits a substantial reading deficiency shall be immediately notified of the student's deficiency pursuant to s. 1008.25(5) and shall be consulted in the development of a plan, as described in s. 1008.25(4)(b).

(12) Pledge of allegiance.--A public school student must be excused from reciting the pledge of allegiance upon written request by the student's parent, in accordance with the provisions of s. 1003.44.

(13) Student records.--

(a) *Parent rights.*--Parents have rights regarding the student records of their children, including right of access, right of waiver of access, right to challenge and hearing, and right of privacy, in accordance with the provisions of s. 1002.22.

(b) *Student rights.*--In accordance with the provisions of s. 1008.386, a student is not required to provide his or her social security number as a condition for enrollment or graduation.

(14) Student report cards.--Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance, in accordance with the provisions of s. 1003.33.

(15) Student progress reports.--Parents of public school students shall be apprised at regular intervals of the academic progress and other needed information regarding their child, in accordance with the provisions of s. 1003.02(1)(h) 2.

(16) School accountability and school improvement rating reports; fiscal transparency.--Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable under s. 1008.341, the school's improvement rating, and the school's accountability report, including the school financial report as required under s. 1010.215. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, which must also be included in the student handbook or a similar publication.

(17) Athletics; public high school.--

(a) *Eligibility.*--Eligibility requirements for all students participating in high school athletic competition must allow a student to be immediately eligible in the school in which he or she first enrolls each school year, the school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred, in accordance with s. 1006.20(2)(a).

(b) *Medical evaluation.*--Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with the provisions of s. 1006.20(2)(d).

(18) Extracurricular activities.--In accordance with the provisions of s. 1006.15:

(a) *Eligibility.*--Students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities.

(b) *Home education students.*--Home education students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, or may develop an agreement to participate at a private school.

(c) *Charter school students.*--Charter school students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, unless such activity is provided by the student's charter school.

(d) *Florida Virtual School full-time students.*--Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities

at the public school to which the student would be assigned or could choose to attend according to district school board policies.

(e) *Discrimination prohibited.*--Organizations that regulate or govern extracurricular activities of public schools shall not discriminate against any eligible student based on an educational choice of public, private, or home education.

(19) Instructional materials.--

(a) *Core courses.*--Each public school student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature, in accordance with the provisions of ss. 1003.02(1)(d) and 1006.40(2).

(b) *Curricular objectives.*--The parent of each public school student has the right to receive effective communication from the school principal as to the manner in which instructional materials are used to implement the school's curricular objectives, in accordance with the provisions of s. 1006.28(4)(a).

(c) *Sale of instructional materials.*--Upon request of the parent of a public school student, the school principal must sell to the parent any instructional materials used in the school, in accordance with the provisions of s. 1006.28(4)(c).

(d) *Dual enrollment students.*--Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of public school dual enrollment students shall be made available to the dual enrollment students free of charge, in accordance with s. 1007.271(17).

(20) Juvenile justice programs.--Students who are in juvenile justice programs have the right to receive educational programs and services in accordance with the provisions of s. 1003.52.

(21) Parental input and meetings.--

(a) *Meetings with school district personnel.*--Parents of public school students may be accompanied by another adult of their choice at a meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through an action, statement, or other means, the parents of students with disabilities from inviting another person of their choice to attend a meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.

2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.

(b) *District school board educational facilities programs.*--Parents of public school students and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the district school board's educational facilities work program, in accordance with the provisions of s. 1013.35.

(22) Transportation.--

(a) *Transportation to school.*--Public school students shall be provided transportation to school, in accordance with s. 1006.21(3)(a). Public school students may be provided transportation to school in accordance with the controlled open enrollment provisions of s. 1002.31(2).

(b) *Hazardous walking conditions.*--K-6 public school students shall be provided transportation if they are subjected to hazardous walking conditions, in accordance with the provisions of ss. 1006.21(3)(b) and 1006.23.

(c) *Parental consent.*--Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function, in accordance with the provisions of s. 1006.22(2)(b).

(23) Orderly, disciplined classrooms.--Public school students shall be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students, in accordance with s. 1003.32.

(24) Economic security report.--Beginning in the 2014-2015 school year and annually thereafter, each middle school and high school student or the student's parent prior to registration shall be provided a two-page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes prepared pursuant to s. 445.07 and electronic access to the report.

(25) Safe schools.--

(a) *School safety and emergency incidents.*--Parents of public school students have a right to timely notification of threats, unlawful acts, and significant emergencies pursuant to s. 1006.07(4) and (7).

(b) *School environmental safety incident reporting.*--Parents of public school students have a right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9).

Florida Statute 1006.40

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books

Effective: July 1, 2022

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.

2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. 847.012.

2. Suited to student needs and their ability to comprehend the material presented.

3. Appropriate for the grade level and age group for which the materials are used or made available.

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of instructional materials, including ~~those instructional materials used to provide instruction required by s. 1003.42 teach reproductive health or any disease, including HIV/AIDS, under ss. 1003.42(3) and 1003.46,~~ which satisfies the requirements of s. 1006.283(2)(b) 8., 9., and 11.

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate

amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

6A-1.09411 K-12 Civic Education Curriculum.

(1) It is the intent of the State Board of Education that high school graduates have sufficient knowledge of United States civics and government, particularly the principles reflected in the Declaration of Independence and the Constitution of the United States, so as to be capable of discharging the responsibilities associated with American citizenship.

(2) To help families, civic institutions, local communities, district school boards, and charter schools prepare students to be civically responsible and knowledgeable adults, the requirements for an integrated civic education curriculum that school districts and charter schools utilize for grades K through 12 are as follows:

(a) Using the social studies standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction and curriculum for integrated civics education must advance student content knowledge and skills each year as developmentally appropriate.

(b) Curriculum and instruction must comply with the efficient and faithful teaching of the required topics and must be consistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, per Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting.

(3) The integrated civic education curriculum must assist students in developing:

(a) An understanding of their shared rights and responsibilities as residents of the state and of the founding principles of the United States, and must include the following topics:

1. A review of select colonial American charters, compacts, and laws that preceded and influenced the Declaration of Independence and the Constitution of the United States.

2. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truths, equality of all persons, limited government, consent of the governed, right of resistance, popular sovereignty, and the divine source of inalienable rights of life, liberty, and property, and how those rights form the philosophical foundation of our government.

3. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (10) amendments that make up the Bill of Rights, and how the Constitution provides the structure of our government.

4. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(b) A sense of civic pride and desire to participate regularly with government at the local, state, and federal levels.

(c) An understanding of the process for effectively advocating before government bodies and officials.

(d) An understanding of the civic-minded expectations of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the United States Constitution. An upright and desirable citizen:

1. Has a thorough knowledge of America's founding principles and documents, and is equipped to apply this knowledge.

2. Demonstrates civic virtue and self-government that promotes the success of the United States constitutional republic through personal responsibility, civility, and respect in political, social, and religious discourse and lawful civic engagement.

3. Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty in pursuit of the common good, even at personal risk.

4. Understands the United States Constitution, Bill of Rights, and other amendments in their historical context; defends the core values of these documents and the principles that shaped them.

5. Recognizes how political ideologies, such as communism and totalitarianism, conflict with the principles of freedom and democracy essential to preserving the United States constitutional republic.

6. Appreciates the price paid by previous generations to secure the blessings of liberty and why it is the responsibility of current and future generations to preserve it.

Rulemaking Authority 1001.02(2)(n), 1003.41(4), 1003.44(6) FS. Law Implemented 1003.41, 1003.42, 1003.44 FS. History—New 11-23-21.

6A-1.094124 Required Instruction Planning and Reporting.

(1) In order to provide information about the manner in which the prescribed courses of study set forth in Section 1003.42(2), F.S., are provided by school districts, by July 1 of each year, each school district must submit a report to the Commissioner of Education that describes how instruction was provided for topics in Sections 1003.42(2)(a)-(n) and (p)-(t), F.S., during the previous school year. This report shall be submitted through the Required Instruction Reporting Portal located at www.flrequiredinstruction.org. The department may provide technical assistance on required instruction specific to each topic.

(2) This report shall contain:

- (a) The specific courses in which instruction has been delivered for each grade level;
- (b) A description of the materials and resources utilized to deliver instruction; and
- (c) For subsections (4)-(6) of this rule, the professional qualifications of the person delivering instruction.

(3) As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

(a) Efficient and faithful teaching of the required topics must be consistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

(c) Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(4) Mental and Emotional Health Education.

(a) School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse.

(b) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Recognition of signs and symptoms of mental health disorders;
2. Prevention of mental health disorders;
3. Mental health awareness and assistance;
4. How to reduce the stigma around mental health disorders;
5. Awareness of resources, including local school and community resources;
6. The process for accessing treatment;
7. Strategies to develop healthy coping techniques;
8. Strategies to support a peer, friend, or family member with a mental health disorder;
9. Prevention of suicide; and
10. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

(5) Substance Use and Abuse Health Education.

(a) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

(b) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

(6) Child Trafficking Prevention Education.

(a) It is the intent of the State Board of Education that every school in Florida be a “Child Trafficking Free Zone.”

(b) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

(c) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.

(d) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

1. Recognition of signs of human trafficking;
2. Awareness of resources, including national, state and local resources;
3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
5. Information on how social media and mobile device applications are used for human trafficking.

(e) In order to assist with instruction, the department will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.shtml>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

(7) By December 1 of each year, each school district must submit an implementation plan to the commissioner through the Required Instruction Reporting Portal for subsections (4)-(6) of this rule, and post the plan on the school district website. The implementation plan must include:

1. The methods in which instruction will be delivered for each grade level;
2. The professional qualifications of the person delivering instruction; and
3. A description of the materials and resources utilized to deliver instruction.

(8) When a school district’s plan for instruction as set forth in subsection (7), or a school district’s reported instruction as set forth in subsections (1) and (2) of this rule, do not meet the requirements of this rule or Section 1003.42, F.S., school districts must be provided no less than forty-five (45) days in order to submit revisions to the department.

(9) Failure to comply with the requirements of this rule may result in the imposition of sanctions described in Section 1008.32, F.S.

Rulemaking Authority 1001.02(2)(n), 1003.42(2) FS. Law Implemented 1003.42 FS. History—New 10-24-19, Amended 12-22-20, 7-26-21.

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

1
 2 An act relating to individual freedom; amending s.
 3 760.10, F.S.; providing that subjecting any
 4 individual, as a condition of employment, membership,
 5 certification, licensing, credentialing, or passing an
 6 examination, to training, instruction, or any other
 7 required activity that espouses, promotes, advances,
 8 inculcates, or compels such individual to believe
 9 specified concepts constitutes discrimination based on
 10 race, color, sex, or national origin; providing
 11 construction; amending s. 1000.05, F.S.; providing
 12 that subjecting any student or employee to training or
 13 instruction that espouses, promotes, advances,
 14 inculcates, or compels such individual to believe
 15 specified concepts constitutes discrimination based on
 16 race, color, sex, or national origin; conforming
 17 provisions to changes made by the act; amending s.
 18 1003.42, F.S.; revising requirements for required
 19 instruction on the history of African Americans;
 20 authorizing instructional personnel to facilitate
 21 discussions and use curricula to address, in an age-
 22 appropriate manner, specified topics; prohibiting
 23 classroom instruction and curricula from being used to
 24 indoctrinate or persuade students in a manner
 25 inconsistent with certain principles or state academic

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

26 standards; requiring the department to prepare and
 27 offer certain standards and curriculum; authorizing
 28 the department to seek input from a specified
 29 organization for certain purposes; revising the
 30 requirements for required instruction on health
 31 education; requiring such instruction to comport with
 32 certain principles and include certain life skills;
 33 requiring civic and character education instead of a
 34 character development program; providing the
 35 requirements of such education; providing legislative
 36 findings; requiring instruction to be consistent with
 37 specified principles of individual freedom;
 38 authorizing instructional personnel to facilitate
 39 discussions and use curricula to address, in an age-
 40 appropriate manner, specified topics; prohibiting
 41 classroom instruction and curricula from being used to
 42 indoctrinate or persuade students in a manner
 43 inconsistent with certain principles or state academic
 44 standards; conforming cross-references to changes made
 45 by the act; requiring the State Board of Education to
 46 adopt a specified curriculum to be made available to
 47 schools for a certain purpose; amending s. 1006.31,
 48 F.S.; prohibiting instructional materials reviewers
 49 from recommending instructional materials that contain
 50 any matter that contradicts certain principles;

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

51 amending s. 1012.98, F.S.; requiring the Department of
 52 Education to review school district professional
 53 development systems for compliance with certain
 54 provisions of law; amending ss. 1002.20 and 1006.40,
 55 F.S.; conforming cross-references; providing an
 56 effective date.

57

58 Be It Enacted by the Legislature of the State of Florida:

59

60 Section 1. Subsections (8) through (10) of section 760.10,
 61 Florida Statutes, are renumbered as subsections (9) through
 62 (11), respectively, and a new subsection (8) is added to that
 63 section, to read:

64 760.10 Unlawful employment practices.—

65 (8)(a) Subjecting any individual, as a condition of
 66 employment, membership, certification, licensing, credentialing,
 67 or passing an examination, to training, instruction, or any
 68 other required activity that espouses, promotes, advances,
 69 inculcates, or compels such individual to believe any of the
 70 following concepts constitutes discrimination based on race,
 71 color, sex, or national origin under this section:

72 1. Members of one race, color, sex, or national origin are
 73 morally superior to members of another race, color, sex, or
 74 national origin.

75 2. An individual, by virtue of his or her race, color,

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

76 sex, or national origin, is inherently racist, sexist, or
 77 oppressive, whether consciously or unconsciously.

78 3. An individual's moral character or status as either
 79 privileged or oppressed is necessarily determined by his or her
 80 race, color, sex, or national origin.

81 4. Members of one race, color, sex, or national origin
 82 cannot and should not attempt to treat others without respect to
 83 race, color, sex, or national origin.

84 5. An individual, by virtue of his or her race, color,
 85 sex, or national origin, bears responsibility for, or should be
 86 discriminated against or receive adverse treatment because of,
 87 actions committed in the past by other members of the same race,
 88 color, sex, or national origin.

89 6. An individual, by virtue of his or her race, color,
 90 sex, or national origin, should be discriminated against or
 91 receive adverse treatment to achieve diversity, equity, or
 92 inclusion.

93 7. An individual, by virtue of his or her race, color,
 94 sex, or national origin, bears personal responsibility for and
 95 must feel guilt, anguish, or other forms of psychological
 96 distress because of actions, in which the individual played no
 97 part, committed in the past by other members of the same race,
 98 color, sex, or national origin.

99 8. Such virtues as merit, excellence, hard work, fairness,
 100 neutrality, objectivity, and racial colorblindness are racist or

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

101 sexist, or were created by members of a particular race, color,
 102 sex, or national origin to oppress members of another race,
 103 color, sex, or national origin.

104 (b) Paragraph (a) may not be construed to prohibit
 105 discussion of the concepts listed therein as part of a course of
 106 training or instruction, provided such training or instruction
 107 is given in an objective manner without endorsement of the
 108 concepts.

109 Section 2. Subsections (4) through (8) of section 1000.05,
 110 Florida Statutes, are renumbered as subsections (5) through (9),
 111 respectively, subsections (2) and (3), present subsection (4),
 112 and paragraph (d) of present subsection (6) are amended, and a
 113 new subsection (4) is added to that section, to read:

114 1000.05 Discrimination against students and employees in
 115 the Florida K-20 public education system prohibited; equality of
 116 access required.—

117 (2)(a) Discrimination on the basis of race, color
 118 ~~ethnicity~~, national origin, sex ~~gender~~, disability, religion, or
 119 marital status against a student or an employee in the state
 120 system of public K-20 education is prohibited. No person in this
 121 state shall, on the basis of race, color ~~ethnicity~~, national
 122 origin, sex ~~gender~~, disability, religion, or marital status, be
 123 excluded from participation in, be denied the benefits of, or be
 124 subjected to discrimination under any public K-20 education
 125 program or activity, or in any employment conditions or

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

126 | practices, conducted by a public educational institution that
127 | receives or benefits from federal or state financial assistance.

128 | (b) The criteria for admission to a program or course
129 | shall not have the effect of restricting access by persons of a
130 | particular race, color ~~ethnicity~~, national origin, sex ~~gender~~,
131 | disability, religion, or marital status.

132 | (c) All public K-20 education classes shall be available
133 | to all students without regard to race, color ~~ethnicity~~,
134 | national origin, sex ~~gender~~, disability, religion, or marital
135 | status; however, this is not intended to eliminate the provision
136 | of programs designed to meet the needs of students with limited
137 | proficiency in English, gifted students, or students with
138 | disabilities or programs tailored to students with specialized
139 | talents or skills.

140 | (d) Students may be separated by sex ~~gender~~ for a single-
141 | gender program as provided under s. 1002.311, for any portion of
142 | a class that deals with human reproduction, or during
143 | participation in bodily contact sports. For the purpose of this
144 | section, bodily contact sports include wrestling, boxing, rugby,
145 | ice hockey, football, basketball, and other sports in which the
146 | purpose or major activity involves bodily contact.

147 | (e) Guidance services, counseling services, and financial
148 | assistance services in the state public K-20 education system
149 | shall be available to students equally. Guidance and counseling
150 | services, materials, and promotional events shall stress access

Page 6 of 30

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB 7, Engrossed 2

2022 Legislature

151 to academic and career opportunities for students without regard
 152 to race, color ~~ethnicity~~, national origin, sex ~~gender~~,
 153 disability, religion, or marital status.

154 (3)(a) No person shall, on the basis of sex ~~gender~~, be
 155 excluded from participating in, be denied the benefits of, or be
 156 treated differently from another person or otherwise be
 157 discriminated against in any interscholastic, intercollegiate,
 158 club, or intramural athletics offered by a public K-20
 159 educational institution; and no public K-20 educational
 160 institution shall provide athletics separately on such basis.

161 (b) Notwithstanding the requirements of paragraph (a), a
 162 public K-20 educational institution may operate or sponsor
 163 separate teams for members of each sex ~~gender~~ if the selection
 164 for such teams is based upon competitive skill or the activity
 165 involved is a bodily contact sport. However, when a public K-20
 166 educational institution operates or sponsors a team in a
 167 particular sport for members of one sex ~~gender~~ but does not
 168 operate or sponsor such a team for members of the other sex
 169 ~~gender~~, and athletic opportunities for that sex ~~gender~~ have
 170 previously been limited, members of the excluded sex ~~gender~~ must
 171 be allowed to try out for the team offered.

172 (c) This subsection does not prohibit the grouping of
 173 students in physical education classes and activities by ability
 174 as assessed by objective standards of individual performance
 175 developed and applied without regard to sex ~~gender~~. However,

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

176 | when use of a single standard of measuring skill or progress in
 177 | a physical education class has an adverse effect on members of
 178 | one sex ~~gender~~, the educational institution shall use
 179 | appropriate standards which do not have such effect.

180 | (d) A public K-20 educational institution which operates
 181 | or sponsors interscholastic, intercollegiate, club, or
 182 | intramural athletics shall provide equal athletic opportunity
 183 | for members of both sexes ~~genders~~.

184 | 1. The Board of Governors shall determine whether equal
 185 | opportunities are available at state universities.

186 | 2. The Commissioner of Education shall determine whether
 187 | equal opportunities are available in school districts and
 188 | Florida College System institutions. In determining whether
 189 | equal opportunities are available in school districts and
 190 | Florida College System institutions, the Commissioner of
 191 | Education shall consider, among other factors:

192 | a. Whether the selection of sports and levels of
 193 | competition effectively accommodate the interests and abilities
 194 | of members of both sexes ~~genders~~.

195 | b. The provision of equipment and supplies.

196 | c. Scheduling of games and practice times.

197 | d. Travel and per diem allowances.

198 | e. Opportunities to receive coaching and academic
 199 | tutoring.

200 | f. Assignment and compensation of coaches and tutors.

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

201 g. Provision of locker room, practice, and competitive
 202 facilities.
 203 h. Provision of medical and training facilities and
 204 services.
 205 i. Provision of housing and dining facilities and
 206 services.
 207 j. Publicity.
 208
 209 Unequal aggregate expenditures for members of each sex ~~gender~~ or
 210 unequal expenditures for male and female teams if a public
 211 school or Florida College System institution operates or
 212 sponsors separate teams do not constitute nonimplementation of
 213 this subsection, but the Commissioner of Education shall
 214 consider the failure to provide necessary funds for teams for
 215 one sex ~~gender~~ in assessing equality of opportunity for members
 216 of each sex ~~gender~~.
 217 (e) A public school or Florida College System institution
 218 may provide separate toilet, locker room, and shower facilities
 219 on the basis of gender, but such facilities shall be comparable
 220 to such facilities provided for students of the other sex
 221 ~~gender~~.
 222 (4)(a) It shall constitute discrimination on the basis of
 223 race, color, national origin, or sex under this section to
 224 subject any student or employee to training or instruction that
 225 espouses, promotes, advances, inculcates, or compels such

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

226 | student or employee to believe any of the following concepts:
 227 | 1. Members of one race, color, national origin, or sex are
 228 | morally superior to members of another race, color, national
 229 | origin, or sex.
 230 | 2. A person, by virtue of his or her race, color, national
 231 | origin, or sex is inherently racist, sexist, or oppressive,
 232 | whether consciously or unconsciously.
 233 | 3. A person's moral character or status as either
 234 | privileged or oppressed is necessarily determined by his or her
 235 | race, color, national origin, or sex.
 236 | 4. Members of one race, color, national origin, or sex
 237 | cannot and should not attempt to treat others without respect to
 238 | race, color, national origin, or sex.
 239 | 5. A person, by virtue of his or her race, color, national
 240 | origin, or sex bears responsibility for, or should be
 241 | discriminated against or receive adverse treatment because of,
 242 | actions committed in the past by other members of the same race,
 243 | color, national origin, or sex.
 244 | 6. A person, by virtue of his or her race, color, national
 245 | origin, or sex should be discriminated against or receive
 246 | adverse treatment to achieve diversity, equity, or inclusion.
 247 | 7. A person, by virtue of his or her race, color, sex, or
 248 | national origin, bears personal responsibility for and must feel
 249 | guilt, anguish, or other forms of psychological distress because
 250 | of actions, in which the person played no part, committed in the

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

251 past by other members of the same race, color, national origin,
 252 or sex.

253 8. Such virtues as merit, excellence, hard work, fairness,
 254 neutrality, objectivity, and racial colorblindness are racist or
 255 sexist, or were created by members of a particular race, color,
 256 national origin, or sex to oppress members of another race,
 257 color, national origin, or sex.

258 (b) Paragraph (a) may not be construed to prohibit
 259 discussion of the concepts listed therein as part of a larger
 260 course of training or instruction, provided such training or
 261 instruction is given in an objective manner without endorsement
 262 of the concepts.

263 (5)(4) Public schools and Florida College System
 264 institutions shall develop and implement methods and strategies
 265 to increase the participation of students of a particular race,
 266 color ethnicity, national origin, sex gender, disability, or
 267 marital status in programs and courses in which students of that
 268 particular race, color ethnicity, national origin, sex gender,
 269 disability, or marital status have been traditionally
 270 underrepresented, including, but not limited to, mathematics,
 271 science, computer technology, electronics, communications
 272 technology, engineering, and career education.

273 (7)(6) The functions of the Office of Equal Educational
 274 Opportunity of the Department of Education shall include, but
 275 are not limited to:

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

276 (d) Conducting studies of the effectiveness of methods and
 277 strategies designed to increase the participation of students in
 278 programs and courses in which students of a particular race,
 279 color ~~ethnicity~~, national origin, sex ~~gender~~, disability, or
 280 marital status have been traditionally underrepresented and
 281 monitoring the success of students in such programs or courses,
 282 including performing followup monitoring.

283 Section 3. Subsection (3) of section 1003.42, Florida
 284 Statutes, is renumbered as subsection (5), paragraph (b) of
 285 subsection (1) and subsection (2) are amended, and a new
 286 subsection (3) and subsection (4) are added to that section, to
 287 read:

288 1003.42 Required instruction.—

289 (1)

290 (b) All instructional materials, as defined in s.
 291 1006.29(2), used to teach reproductive health or any disease,
 292 including HIV/AIDS, its symptoms, development, and treatment, as
 293 part of the courses referenced in subsection (5) ~~(3)~~, must be
 294 annually approved by a district school board in an open, noticed
 295 public meeting.

296 (2) Members of the instructional staff of the public
 297 schools, subject to the rules of the State Board of Education
 298 and the district school board, shall teach efficiently and
 299 faithfully, using the books and materials required that meet the
 300 highest standards for professionalism and historical accuracy,

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

301 following the prescribed courses of study, and employing
 302 approved methods of instruction, the following:

303 (a) The history and content of the Declaration of
 304 Independence, including national sovereignty, natural law, self-
 305 evident truth, equality of all persons, limited government,
 306 popular sovereignty, and inalienable rights of life, liberty,
 307 and property, and how they form the philosophical foundation of
 308 our government.

309 (b) The history, meaning, significance, and effect of the
 310 provisions of the Constitution of the United States and
 311 amendments thereto, with emphasis on each of the 10 amendments
 312 that make up the Bill of Rights and how the constitution
 313 provides the structure of our government.

314 (c) The arguments in support of adopting our republican
 315 form of government, as they are embodied in the most important
 316 of the Federalist Papers.

317 (d) Flag education, including proper flag display and flag
 318 salute.

319 (e) The elements of civil government, including the
 320 primary functions of and interrelationships between the Federal
 321 Government, the state, and its counties, municipalities, school
 322 districts, and special districts.

323 (f) The history of the United States, including the period
 324 of discovery, early colonies, the War for Independence, the
 325 Civil War, the expansion of the United States to its present

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

326 | boundaries, the world wars, and the civil rights movement to the
 327 | present. American history shall be viewed as factual, not as
 328 | constructed, shall be viewed as knowable, teachable, and
 329 | testable, and shall be defined as the creation of a new nation
 330 | based largely on the universal principles stated in the
 331 | Declaration of Independence.

332 | (g)1. The history of the Holocaust (1933-1945), the
 333 | systematic, planned annihilation of European Jews and other
 334 | groups by Nazi Germany, a watershed event in the history of
 335 | humanity, to be taught in a manner that leads to an
 336 | investigation of human behavior, an understanding of the
 337 | ramifications of prejudice, racism, and stereotyping, and an
 338 | examination of what it means to be a responsible and respectful
 339 | person, for the purposes of encouraging tolerance of diversity
 340 | in a pluralistic society and for nurturing and protecting
 341 | democratic values and institutions, including the policy,
 342 | definition, and historical and current examples of anti-
 343 | Semitism, as described in s. 1000.05(8) ~~s. 1000.05(7)~~, and the
 344 | prevention of anti-Semitism. Each school district must annually
 345 | certify and provide evidence to the department, in a manner
 346 | prescribed by the department, that the requirements of this
 347 | paragraph are met. The department shall prepare and offer
 348 | standards and curriculum for the instruction required by this
 349 | paragraph and may seek input from the Commissioner of
 350 | Education's Task Force on Holocaust Education or from any state

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB 7, Engrossed 2

2022 Legislature

351 or nationally recognized Holocaust educational organizations.
 352 The department may contract with any state or nationally
 353 recognized Holocaust educational organizations to develop
 354 training for instructional personnel and grade-appropriate
 355 classroom resources to support the developed curriculum.

356 2. The second week in November shall be designated as
 357 "Holocaust Education Week" in this state in recognition that
 358 November is the anniversary of Kristallnacht, widely recognized
 359 as a precipitating event that led to the Holocaust.

360 (h) The history of African Americans, including the
 361 history of African peoples before the political conflicts that
 362 led to the development of slavery, the passage to America, the
 363 enslavement experience, abolition, and the history and
 364 contributions of ~~African~~ Americans of the African diaspora to
 365 society. Students shall develop an understanding of the
 366 ramifications of prejudice, racism, and stereotyping on
 367 individual freedoms, and examine what it means to be a
 368 responsible and respectful person, for the purpose of
 369 encouraging tolerance of diversity in a pluralistic society and
 370 for nurturing and protecting democratic values and institutions.
 371 Instruction shall include the roles and contributions of
 372 individuals from all walks of life and their endeavors to learn
 373 and thrive throughout history as artists, scientists, educators,
 374 businesspeople, influential thinkers, members of the faith
 375 community, and political and governmental leaders and the

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

376 courageous steps they took to fulfill the promise of democracy
 377 and unite the nation. Instructional materials shall include the
 378 vital contributions of African Americans to build and strengthen
 379 American society and celebrate the inspirational stories of
 380 African Americans who prospered, even in the most difficult
 381 circumstances. Instructional personnel may facilitate
 382 discussions and use curricula to address, in an age-appropriate
 383 manner, how the individual freedoms of persons have been
 384 infringed by slavery, racial oppression, racial segregation, and
 385 racial discrimination, as well as topics relating to the
 386 enactment and enforcement of laws resulting in racial
 387 oppression, racial segregation, and racial discrimination and
 388 how recognition of these freedoms has overturned these unjust
 389 laws. However, classroom instruction and curriculum may not be
 390 used to indoctrinate or persuade students to a particular point
 391 of view inconsistent with the principles enumerated in
 392 subsection (3) or the state academic standards. The department
 393 shall prepare and offer standards and curriculum for the
 394 instruction required by this paragraph and may seek input from
 395 the Commissioner of Education's African American History Task
 396 Force.
 397 (i) The elementary principles of agriculture.
 398 (j) The true effects of all alcoholic and intoxicating
 399 liquors and beverages and narcotics upon the human body and
 400 mind.

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

401 (k) Kindness to animals.

402 (l) The history of the state.

403 (m) The conservation of natural resources.

404 (n)~~1~~. Comprehensive age-appropriate and developmentally

405 appropriate K-12 instruction on: ~~health education that addresses~~

406 1. Health education that addresses concepts of community

407 health, consumer health, environmental health, and family life,

408 including:

409 ~~a. Mental and emotional health.~~

410 ~~a.b.~~ Injury prevention and safety.

411 ~~b.e.~~ Internet safety.

412 ~~c.d.~~ Nutrition.

413 ~~d.e.~~ Personal health.

414 ~~e.f.~~ Prevention and control of disease.

415 ~~f.g.~~ Substance use and abuse.

416 ~~g.h.~~ Prevention of child sexual abuse, exploitation, and

417 human trafficking.

418 2. ~~The health education curriculum~~ For students in grades

419 7 through 12, ~~shall include a~~ teen dating violence and abuse.

420 This component must include ~~that includes~~, but ~~is~~ not be limited

421 to, the definition of dating violence and abuse, the warning

422 signs of dating violence and abusive behavior, the

423 characteristics of healthy relationships, measures to prevent

424 and stop dating violence and abuse, and community resources

425 available to victims of dating violence and abuse.

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

426 3. ~~The health education curriculum~~ For students in grades
 427 6 through 12, ~~shall include an~~ awareness of the benefits of
 428 sexual abstinence as the expected standard and the consequences
 429 of teenage pregnancy.

430 4. Life skills that build confidence, support mental and
 431 emotional health, and enable students to overcome challenges,
 432 including:

433 a. Self-awareness and self-management.

434 b. Responsible decisionmaking.

435 c. Resiliency.

436 d. Relationship skills and conflict resolution.

437 e. Understanding and respecting other viewpoints and
 438 backgrounds.

439 f. For grades 9 through 12, developing leadership skills,
 440 interpersonal skills, organization skills, and research skills;
 441 creating a resume, including a digital resume; exploring career
 442 pathways; using state career planning resources; developing and
 443 practicing the skills necessary for employment interviews;
 444 workplace ethics and workplace law; managing stress and
 445 expectations; and self-motivation.

446
 447 Health education and life skills instruction and materials may
 448 not contradict the principles enumerated in subsection (3).

449 (o) Such additional materials, subjects, courses, or
 450 fields in such grades as are prescribed by law or by rules of

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

451 the State Board of Education and the district school board in
 452 fulfilling the requirements of law.

453 (p) The study of Hispanic contributions to the United
 454 States.

455 (q) The study of women's contributions to the United
 456 States.

457 (r) The nature and importance of free enterprise to the
 458 United States economy.

459 (s) Civic and character education on A character
 460 ~~development program in the elementary schools, similar to~~
 461 ~~Character First or Character Counts, which is secular in nature.~~
 462 ~~Beginning in school year 2004-2005, the character development~~
 463 ~~program shall be required in kindergarten through grade 12. Each~~
 464 ~~district school board shall develop or adopt a curriculum for~~
 465 ~~the character development program that shall be submitted to the~~
 466 ~~department for approval.~~

467 1. ~~The character development curriculum shall stress the~~
 468 ~~qualities and responsibilities of patriotism and,~~
 469 ~~responsibility, citizenship, including,~~ kindness; respect for
 470 authority, life, liberty, and personal property; honesty;
 471 charity; ~~self-control;~~ racial, ethnic, and religious tolerance;
 472 and cooperation and,

473 2. ~~The character development curriculum for grades 9~~
 474 ~~through 12 shall, at a minimum, include instruction on~~
 475 ~~developing leadership skills, interpersonal skills, organization~~

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

476 ~~skills, and research skills; creating a resume, including a~~
 477 ~~digital resume; exploring career pathways; using state career~~
 478 ~~planning resources; developing and practicing the skills~~
 479 ~~necessary for employment interviews; conflict resolution,~~
 480 ~~workplace ethics, and workplace law; managing stress and~~
 481 ~~expectations; and developing skills that enable students to~~
 482 ~~become more resilient and self-motivated.~~

483 ~~3. The character development curriculum~~ for grades 11 and
 484 ~~12, shall include instruction on~~ voting using the uniform
 485 primary and general election ballot described in s. 101.151(9).

486 (t) In order to encourage patriotism, the sacrifices that
 487 veterans and Medal of Honor recipients have made in serving our
 488 country and protecting democratic values worldwide. Such
 489 instruction must occur on or before Medal of Honor Day,
 490 Veterans' Day, and Memorial Day. Members of the instructional
 491 staff are encouraged to use the assistance of local veterans and
 492 Medal of Honor recipients when practicable.

493
 494 The State Board of Education is encouraged to adopt standards
 495 and pursue assessment of the requirements of this subsection.
 496 Instructional programming ~~A character development program~~ that
 497 incorporates the values of the recipients of the Congressional
 498 Medal of Honor and that is offered as part of a social studies,
 499 English Language Arts, or other schoolwide character building
 500 and veteran awareness initiative meets the requirements of

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

501 | paragraph (t) ~~paragraphs (s) and (t)~~.

502 | (3) The Legislature acknowledges the fundamental truth

503 | that all persons are equal before the law and have inalienable

504 | rights. Accordingly, instruction and supporting materials on the

505 | topics enumerated in this section must be consistent with the

506 | following principles of individual freedom:

507 | (a) No person is inherently racist, sexist, or oppressive,

508 | whether consciously or unconsciously, solely by virtue of his or

509 | her race or sex.

510 | (b) No race is inherently superior to another race.

511 | (c) No person should be discriminated against or receive

512 | adverse treatment solely or partly on the basis of race, color,

513 | national origin, religion, disability, or sex.

514 | (d) Meritocracy or traits such as a hard work ethic are

515 | not racist but fundamental to the right to pursue happiness and

516 | be rewarded for industry.

517 | (e) A person, by virtue of his or her race or sex, does

518 | not bear responsibility for actions committed in the past by

519 | other members of the same race or sex.

520 | (f) A person should not be instructed that he or she must

521 | feel guilt, anguish, or other forms of psychological distress

522 | for actions, in which he or she played no part, committed in the

523 | past by other members of the same race or sex.

524 |

525 | Instructional personnel may facilitate discussions and use

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

526 | curricula to address, in an age-appropriate manner, how the
 527 | freedoms of persons have been infringed by sexism, slavery,
 528 | racial oppression, racial segregation, and racial
 529 | discrimination, including topics relating to the enactment and
 530 | enforcement of laws resulting in sexism, racial oppression,
 531 | racial segregation, and racial discrimination, including how
 532 | recognition of these freedoms have overturned these unjust laws.
 533 | However, classroom instruction and curriculum may not be used to
 534 | indoctrinate or persuade students to a particular point of view
 535 | inconsistent with the principles of this subsection or state
 536 | academic standards.

537 | (4) The State Board of Education shall develop or adopt a
 538 | curriculum to inspire future generations through motivating
 539 | stories of American history that demonstrate important life
 540 | skills and the principles of individual freedom that enabled
 541 | persons to prosper even in the most difficult circumstances.
 542 | This curriculum shall be known as "Stories of Inspiration" and
 543 | made available to schools to implement the requirements of
 544 | subsection (3).

545 | Section 4. Paragraph (d) of subsection (2) of section
 546 | 1006.31, Florida Statutes, is amended to read:

547 | 1006.31 Duties of the Department of Education and school
 548 | district instructional materials reviewer.—The duties of the
 549 | instructional materials reviewer are:

550 | (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

551 selection criteria listed in s. 1006.34(2)(b) and recommend for
 552 adoption only those instructional materials aligned with the
 553 Next Generation Sunshine State Standards provided for in s.
 554 1003.41. Instructional materials recommended by each reviewer
 555 shall be, to the satisfaction of each reviewer, accurate,
 556 objective, balanced, noninflammatory, current, free of
 557 pornography and material prohibited under s. 847.012, and suited
 558 to student needs and their ability to comprehend the material
 559 presented. Reviewers shall consider for recommendation materials
 560 developed for academically talented students, such as students
 561 enrolled in advanced placement courses. When recommending
 562 instructional materials, each reviewer shall:

563 (d) Require, when appropriate to the comprehension of
 564 students, that materials for social science, history, or civics
 565 classes contain the Declaration of Independence and the
 566 Constitution of the United States. A reviewer may not recommend
 567 any instructional materials that contain any matter reflecting
 568 unfairly upon persons because of their race, color, creed,
 569 national origin, ancestry, gender, religion, disability,
 570 socioeconomic status, or occupation or otherwise contradict the
 571 principles enumerated under s. 1003.42(3).

572 Section 5. Paragraph (b) of subsection (4) of section
 573 1012.98, Florida Statutes, is amended to read:

574 1012.98 School Community Professional Development Act.—

575 (4) The Department of Education, school districts,

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

576 schools, Florida College System institutions, and state
 577 universities share the responsibilities described in this
 578 section. These responsibilities include the following:
 579 (b) Each school district shall develop a professional
 580 development system as specified in subsection (3). The system
 581 shall be developed in consultation with teachers, teacher-
 582 educators of Florida College System institutions and state
 583 universities, business and community representatives, and local
 584 education foundations, consortia, and professional
 585 organizations. The professional development system must:
 586 1. Be reviewed and approved by the department for
 587 compliance with s. 1003.42(3) and this section. All substantial
 588 revisions to the system shall be submitted to the department for
 589 review for continued approval.
 590 2. Be based on analyses of student achievement data and
 591 instructional strategies and methods that support rigorous,
 592 relevant, and challenging curricula for all students. Schools
 593 and districts, in developing and refining the professional
 594 development system, shall also review and monitor school
 595 discipline data; school environment surveys; assessments of
 596 parental satisfaction; performance appraisal data of teachers,
 597 managers, and administrative personnel; and other performance
 598 indicators to identify school and student needs that can be met
 599 by improved professional performance.
 600 3. Provide inservice activities coupled with followup

ENROLLED

CS/HB 7, Engrossed 2

2022 Legislature

601 support appropriate to accomplish district-level and school-
602 level improvement goals and standards. The inservice activities
603 for instructional personnel shall focus on analysis of student
604 achievement data, ongoing formal and informal assessments of
605 student achievement, identification and use of enhanced and
606 differentiated instructional strategies that emphasize rigor,
607 relevance, and reading in the content areas, enhancement of
608 subject content expertise, integrated use of classroom
609 technology that enhances teaching and learning, classroom
610 management, parent involvement, and school safety.

611 4. Provide inservice activities and support targeted to
612 the individual needs of new teachers participating in the
613 professional development certification and education competency
614 program under s. 1012.56(8) (a) .

615 5. Include a master plan for inservice activities,
616 pursuant to rules of the State Board of Education, for all
617 district employees from all fund sources. The master plan shall
618 be updated annually by September 1, must be based on input from
619 teachers and district and school instructional leaders, and must
620 use the latest available student achievement data and research
621 to enhance rigor and relevance in the classroom. Each district
622 inservice plan must be aligned to and support the school-based
623 inservice plans and school improvement plans pursuant to s.
624 1001.42(18). Each district inservice plan must provide a
625 description of the training that middle grades instructional

Page 25 of 30

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb0007-04-er

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

626 | personnel and school administrators receive on the district's
 627 | code of student conduct adopted pursuant to s. 1006.07;
 628 | integrated digital instruction and competency-based instruction
 629 | and CAPE Digital Tool certificates and CAPE industry
 630 | certifications; classroom management; student behavior and
 631 | interaction; extended learning opportunities for students; and
 632 | instructional leadership. District plans must be approved by the
 633 | district school board annually in order to ensure compliance
 634 | with subsection (1) and to allow for dissemination of research-
 635 | based best practices to other districts. District school boards
 636 | must submit verification of their approval to the Commissioner
 637 | of Education no later than October 1, annually. Each school
 638 | principal may establish and maintain an individual professional
 639 | development plan for each instructional employee assigned to the
 640 | school as a seamless component to the school improvement plans
 641 | developed pursuant to s. 1001.42(18). An individual professional
 642 | development plan must be related to specific performance data
 643 | for the students to whom the teacher is assigned, define the
 644 | inservice objectives and specific measurable improvements
 645 | expected in student performance as a result of the inservice
 646 | activity, and include an evaluation component that determines
 647 | the effectiveness of the professional development plan.
 648 | 6. Include inservice activities for school administrative
 649 | personnel that address updated skills necessary for
 650 | instructional leadership and effective school management

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

651 pursuant to s. 1012.986.

652 7. Provide for systematic consultation with regional and
 653 state personnel designated to provide technical assistance and
 654 evaluation of local professional development programs.

655 8. Provide for delivery of professional development by
 656 distance learning and other technology-based delivery systems to
 657 reach more educators at lower costs.

658 9. Provide for the continuous evaluation of the quality
 659 and effectiveness of professional development programs in order
 660 to eliminate ineffective programs and strategies and to expand
 661 effective ones. Evaluations must consider the impact of such
 662 activities on the performance of participating educators and
 663 their students' achievement and behavior.

664 10. For middle grades, emphasize:

665 a. Interdisciplinary planning, collaboration, and
 666 instruction.

667 b. Alignment of curriculum and instructional materials to
 668 the state academic standards adopted pursuant to s. 1003.41.

669 c. Use of small learning communities; problem-solving,
 670 inquiry-driven research and analytical approaches for students;
 671 strategies and tools based on student needs; competency-based
 672 instruction; integrated digital instruction; and project-based
 673 instruction.

674

675 Each school that includes any of grades 6, 7, or 8 must include

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

676 | in its school improvement plan, required under s. 1001.42(18), a
 677 | description of the specific strategies used by the school to
 678 | implement each item listed in this subparagraph.

679 | 11. Provide training to reading coaches, classroom
 680 | teachers, and school administrators in effective methods of
 681 | identifying characteristics of conditions such as dyslexia and
 682 | other causes of diminished phonological processing skills;
 683 | incorporating instructional techniques into the general
 684 | education setting which are proven to improve reading
 685 | performance for all students; and using predictive and other
 686 | data to make instructional decisions based on individual student
 687 | needs. The training must help teachers integrate phonemic
 688 | awareness; phonics, word study, and spelling; reading fluency;
 689 | vocabulary, including academic vocabulary; and text
 690 | comprehension strategies into an explicit, systematic, and
 691 | sequential approach to reading instruction, including
 692 | multisensory intervention strategies. Each district must provide
 693 | all elementary grades instructional personnel access to training
 694 | sufficient to meet the requirements of s. 1012.585(3)(f).

695 | Section 6. Paragraph (d) of subsection (3) of section
 696 | 1002.20, Florida Statutes, is amended to read:

697 | 1002.20 K-12 student and parent rights.—Parents of public
 698 | school students must receive accurate and timely information
 699 | regarding their child's academic progress and must be informed
 700 | of ways they can help their child to succeed in school. K-12

ENROLLED

CS/HB7, Engrossed 2

2022 Legislature

701 students and their parents are afforded numerous statutory
702 rights including, but not limited to, the following:

703 (3) HEALTH ISSUES.—

704 (d) *Reproductive health and disease education.*—A public
705 school student whose parent makes written request to the school
706 principal shall be exempted from the teaching of reproductive
707 health or any disease, including HIV/AIDS, in accordance with s.
708 1003.42(5) ~~s. 1003.42(3)~~. Each school district shall, on the
709 district's website homepage, notify parents of this right and
710 the process to request an exemption. The homepage must include a
711 link for a student's parent to access and review the
712 instructional materials, as defined in s. 1006.29(2), used to
713 teach the curriculum.

714 Section 7. Paragraph (b) of subsection (4) of section
715 1006.40, Florida Statutes, is amended to read:

716 1006.40 Use of instructional materials allocation;
717 instructional materials, library books, and reference books;
718 repair of books.—

719 (4) Each district school board is responsible for the
720 content of all materials used in a classroom or otherwise made
721 available to students. Each district school board shall adopt
722 rules, and each district school superintendent shall implement
723 procedures, that:

724 (b) Provide a process for public review of, public comment
725 on, and the adoption of instructional materials, including

ENROLLED

CS/HB 7, Engrossed 2

2022 Legislature

726 | instructional materials used to teach reproductive health or any
727 | disease, including HIV/AIDS, under ss. 1003.42(5) and 1003.46
728 | ~~ss. 1003.42(3) and 1003.46~~, which satisfies the requirements of
729 | s. 1006.283(2)(b) 8., 9., and 11.

730 | Section 8. This act shall take effect July 1, 2022.

To: Sarasota County Schools personnel

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: CS/HB 7

Date: September 12, 2022

As your superintendent, it is my obligation to ensure that you are familiar with curriculum expectations and made aware of new laws that affect it. As such, I wanted to provide to you a detailed analysis of the recently passed CS/HB 7 – which became law July 1, 2022. This is the last analysis of this year’s new curriculum-based laws that impact the classroom. Included amongst the several attached documents is a copy of this bill in its entirety.

In order to help clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

The school district is currently in the process of promulgating policies that address the changes brought on by CS/HB 7. Moreover, like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When corresponding School Board policies and any FDOE rules are enacted, we will provide further guidance. We are also monitoring court-based challenges to CS/HB 7 and how they impact our school district. For now, here is our legal team’s current analysis of CS/HB 7:

Overview:

For our purposes, CS/HB 7 amends six existing statutes:

- Florida Statute 1000.05 entitled, “Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required”;
- Florida Statute 1003.42 entitled, “Required instruction”;
- Florida Statute 1006.31 entitled, “Duties of Department of Education and school district instructional materials reviewer”;
- Florida Statute 1012.98 entitled, “School Community Professional Development Act”;
- Florida Statute 1002.20 entitled, “K-12 student and parent rights”; and
- Florida Statute 1006.40 entitled, “Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

Because a prior version of these six statutes preceded the enactment of CS/HB 7, I have attached a full copy of the most recent version of each of them. These attachments contain *yellow highlighted text* that outline the additions and subtractions that CS/HB 7 made to each of these

statutes. I have also attached the following existing and unchanged administrative rules that help further interpret the curriculum expectations addressed in some of these statutes:

- FAC 6A-1.094124, entitled “Required Instruction Planning and Reporting”;
- FAC 6A-1.09411, entitled “K-12 Civic Education Curriculum”; and
- FAC 6A-1.09401, entitled “Student Performance Standards”.

I encourage each of you who seek a more comprehensive understanding of curriculum expectations and what specific changes occurred as a result of CS/HB 7 to review the attachments in detail.

Statutes Affected by CS/HB 7:

1. Florida Statute 1000.05:

Florida Statute 1000.05 is known as the “Florida Educational Equity Act”. CS/HB 7 makes two changes to this statute.

The **first change** is that throughout F.S. 1000.05, the term “color” replaces “ethnicity” and the term “sex” replaces the word “gender”. Otherwise the provisions where these changes occur are unchanged. This means the law:

- Prohibits discrimination based on race, *color*, national origin, *sex*, disability, religion, and marital status against a student or an employee in the K-20 educational system;
- Prohibits excluding from participating in, denying benefits to or subjecting to discrimination based on race, *color*, national origin, *sex*, disability, religion, and marital status in any public K-20 educational program or activity or employment practice conducted by an educational institution receiving state or federal assistance;
- Prohibits criteria for admission to a program or course based on based on race, *color*, national origin, *sex*, disability, religion, and marital status;
- Requires all K-20 education classes be available to students without regard to race, *color*, national origin, *sex*, disability, religion, and marital status (although this requirement does not eliminate programs designed for students with limited English, gifted students, students with disabilities, or students in programs tailored to specialized talents or skills);
- Permits students to be separated by *sex* in single-gender program provided by Florida Statute 1002.311 for any portion of class that deals with human reproduction or during participation in bodily contact sports;
- Requires that guidance services, counselling services, and financial assistance services in the K-20 education system to be available to students equally;
- Requires guidance and counselling services, materials, and promotional events to stress access to academic and career opportunities for students without regard for race, *color*, national origin, *sex*, disability, religion, and marital status;
- Prohibits on the basis of *sex* a person from being excluded from participating in, denied benefits, or being treated differently from another person or otherwise being

- discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 education institution;
- Prohibits public K-20 education institutions from providing athletic separately on the basis of sex (except as permitted below);
 - Permits public K-20 education institutions to operate or sponsor separate teams for members of each *sex* if the selection of such teams is based on competitive skill or the activity involved is a bodily contact sport.
 - However, when a public K-20 education institute operates or sponsors a team in a particular sport for members of one *sex* but does not operate such a team for members of the other *sex*, and athletic opportunities for that *sex* have previously been limited, members of the excluded *sex* must be allowed to try out for the team offered.
 - The grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to *sex* is not prohibited.
 - Requires public K-20 education institutions that operate or sponsor interscholastic, intercollegiate, club, or intramural athletics to provide equal athletic opportunities for members of both sexes, based on consideration of:
 - Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both *sexes*.
 - The provision of equipment and supplies.
 - Scheduling of games and practice times.
 - Travel and per diem allowances.
 - Opportunities to receive coaching and academic tutoring.
 - Assignment and compensation of coaches and tutors.
 - Provision of locker room, practice, and competitive facilities.
 - Provision of medical and training facilities and services.
 - Provision of housing and dining facilities and services.
 - Publicity.
 - But that unequal aggregate expenditures for members of each *sex* or unequal expenditures for male and female teams if a schools sponsors or operates a team does not constitute non-implementation but the failure to provide necessary funds for teams of one *sex* in assessing the equality of opportunity can be considered.
 - Requires public schools to develop and implement methods and strategies to increase the participation of students of a particular race, *color*, national origin, *sex*, disability, religion, and marital status in programs and course which students of that particular race, *color*, national origin, *sex*, disability, religion, and marital status have traditionally been underrepresented, including but not limited to math, science, computer technology, electronics, communications technology, engineering, and career education;

- Requires district school boards to submit plans for the implementation of this statute;
- Requires district school boards to submit data and information necessary to determine compliance with this statute, with sanctions for non-compliance with reporting obligations;
- Requires public K-20 education institutes to treat discrimination by students or employees resulting from institutional policies motivated by anti-Semitic intent in an identical manner to discrimination motivated by race.
 - The term “anti-Semitism” includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his or her property, or toward Jewish community institutions or religious facilities.
 - Examples of anti-Semitism include:
 - Calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion.
 - Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.
 - Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews.
 - Accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust.
 - Accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations.
 - Examples of anti-Semitism related to Israel include:
 - Demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions.
 - Applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel.
 - Delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist.
 - However, criticism of Israel that is similar to criticism toward any other country may not be regarded as anti-Semitic.

- Permits a person aggrieved by this statute or a rule interpreting it (including the portion below under “second change”)) to bring a right of action for such equitable relief determined by a court. A court can award reasonable attorney’s fees and costs to such a prevailing party.

The **second change** to F.S. 1000.05 is the addition of provisions that declare it to be discrimination of the basis of race, color, national origin, or sex to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

- Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
- Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
- Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

These provisions do not prohibit discussion of these specific concepts listed above as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

It must be noted that in a different context involving private sector non-education employees only, this same language has recently been preliminarily determined to be unconstitutional. That determination is currently being appealed. However, it could be argued that the above language is also unconstitutional regarding any district “student” or “employee” if it were to be challenged – which is currently under the same type of court challenge but has not been ruled upon to date. In light of this recent court ruling we are closely monitoring this second change to F.S 1000.05. As of now it remains valid law and we are required to follow it. This court ruling does not impact the first change to F.S. 1000.05 outlined above regarding the changed “sex” and “color” terminology of the other preexisting language summarized – just the language from the second change to F.S. 1000.05 discussed immediately above.

2. Florida Statute 1003.42:

F.S. 1003.42 outlines what is considered required instruction in Florida and makes several additions and amendments to the pre-existing criteria. The pre-existing requirements continue to:

- Require that all courses be designed to ensure that students meet State Board of Education adopted standards in reading and other language arts, math, science, social studies, foreign languages, health and physical education, and the arts;
- Require that all instructional materials used to teach reproductive health or any disease, including HIV/AIDS, be annually approved by the School Board in an open, noticed meeting;
- Require that any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in Florida Statute 1006.29(2), used to teach the curriculum.
- Require instructional staff to teach efficiently and faithfully using books and materials required to meet the highest standards for professionalism and historical accuracy, following proscribed courses of study, and employing approved methods of instruction in the following:
 - The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
 - The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
 - The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - Flag education, including proper flag display and flag salute.
 - The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
 - The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and

shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described above and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

- The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

- The elementary principles of agriculture.
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

Regarding these requirements, CS/HB 7 **amends** the following pre-existing statutory requirements **to now also require** instructional staff to teach efficiently and faithfully using books and materials required to meet the highest standards for professionalism and historical accuracy, following proscribed courses of study, and employing approved methods of instruction in the following:

- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in F.S. 1003.42(3) (outlined below) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.
- Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 - Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - Injury prevention and safety.
 - Internet safety.
 - Nutrition.

- Personal health.
 - Prevention and control of disease.
 - Substance use and abuse.
 - Prevention of child sexual abuse, exploitation, and human trafficking.
- For students in grades 7 through 12, teen dating violence and abuse. This component must include but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
 - For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 - Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - Self-awareness and self-management.
 - Responsible decision making.
 - Resiliency.
 - Relationship skills and conflict resolution.
 - Understanding and respecting other viewpoints and backgrounds.
 - For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
 - Civic and character education on the qualities and responsibilities of patriotism and citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.

CS/HB 7 also **adds new provisions** to **Florida Statute 1003.42(3)** that state:

- The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:
 - No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

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

Rules previously enacted by the Florida Department of Education provide further interpretation of concepts outlined in Florida Statute 1003.42. These rules have not changed but continue to serve as a useful guide when evaluating statutory expectations. For example, “efficient and faithful” teaching of required instruction means teaching in a manner consistent with Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Moreover, “efficient and faithful” teaching means “that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards”. See FAC 6A-1.094124(3).

Further, “[i]nstruction on the required topics must be factual and objective, and may not distort significant historical events such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country...”. “Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but rather racism is embedded in American society and its legal systems in

order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.” See FAC 6A-1.094124(3).

3. Florida Statute 1006.31:

Florida Statute 1006.31 outlines obligations for FDOE and school district instructional materials reviewers. The only change to this statute imposed by CS/HB 7 is clarification that instructional materials reviewers – when recommending instructional materials – shall not make recommendations for such materials that are inconsistent with the requirements of Florida Statutes 1003.42(3) – which is outlined above.

This statute continues to:

- Require that instructional materials reviewers use the selection criteria outlined in F.S. 1006.34(2)(b) and recommend for adoption only those materials that align with the Next Generation Sunshine State Standards provided by Florida Statute 1003.41.

- Florida Statute 1006.34(2)(b) states:

In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in Florida Statute 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under Florida Statute 1004.92.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

Any instructional material containing pornography or otherwise prohibited by Florida Statute 847.012 may not be used or made available within any public school.

- Require that instructional materials reviewers only recommend materials that they are satisfied are accurate, objective, balanced, non-inflammatory, current, free of pornography

and material prohibited by Florida Statute 847.012, and suited to student needs and their ability to comprehend the materials presented.

- Require that instructional materials reviewers – when recommending materials:
 - Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of society, including men and women in professional, career, and executive roles, and the role of contributions of the entrepreneur and labor in the total development of Florida and the United States;
 - Include only materials that accurately portray, whenever appropriate, humankind’s place in the ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system the use of tobacco, alcohol, controlled substances, and other dangerous substances;
 - Include materials that encourage thrift, fire prevention, and humane treatment of people and animals;
 - Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation *or otherwise contradict the principles contained in Florida Statute 1003.42(3)*.

4. Florida Statute 1012.98:

Florida Statute 1012.98 outlines obligations imposed upon a variety of educational actors, including school districts, regarding professional development for educational professionals, including that school districts must develop a professional development system for educational professionals. CS/HB 7’s only amendment to this lengthy existing statute is to clarify that amongst requirements, professional development systems must be reviewed and approved by the Department of Education for compliance with Florida Statute 1003.42(3) (which is outlined at length above). A copy of this lengthy statute – which contains all of the requirements for professional development systems for educational professionals is attached to this memo for those of you who wish to review all of the criteria.

5. Florida Statute 1002.20:

Florida Statute 1002.20 concerns K-12 student and parent rights. This statute enumerates some of the rights possessed by students and parents in the school context. It should be noted that many other parent’s rights are located within Chapter 1014 of the Florida Statutes – a chapter which is more commonly known as “The Parent’s Bill of Rights”. CS/HB 7 makes one minor technical change to Florida Statute 1002.20 to reflect a change to the numerical subsection of one of the subsections in Florida Statute 1003.42 that is described above. Otherwise the provisions of Florida Statute 1002.20 remain unchanged.

6. Florida Statute 1006.40:

Florida Statute 1006.40 is a statute that addresses multiple topics concerning instructional materials. The only change to this existing statute made by CS/HB 7 is to create an additional requirement that the School Board establish in their policies protocols for public review of and comment on instructional materials used to provide required instruction mandated by Florida Statute 1003.42 (the requirements of which are described at length above). The other requirements of this existing statute remain the same.

In closing and with apologies for the detail contained within and the overall length of this correspondence, please know that I am grateful for the dedication to your profession and the corresponding devotion to this school district's students that you exhibit every day. As such, I recognize that changes in legislation regarding curriculum can materially impact your normal teaching lessons and protocols and can easily create confusion and anxiety regarding our corresponding expectations of you. It is my sincere hope that by taking the time to outline with specificity the impact that CS/HB 7 has on curriculum and what you continue to be responsible for regarding these existing statutes, that any confusion and anxiety caused by this legislation and its media coverage is significantly reduced. Please note that when legislation affecting curriculum is passed by the legislature, we are legally required to implement it but seek to do everything we can to make sure you understand it thereafter so you can continue to teach students consistent with any new requirements.

Subject: Approval of Brain Pop purchase

Date: 9/15/2022 5:25 PM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>

Cc: "DeLeo, Daniel J." <ddeleo@shumaker.com>

Brennan,

After we spoke I reviewed 1467. After doing so I believe we are required to put the Brain Pop matter on Board agenda with a separate line item and permit public comment. The requirement applies to "materials" not just "instructional materials".

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

Subject: Definitions regarding HB 1467 - pornography, obscenity, Ch. 847 related

Date: 9/20/2022 12:41 PM

From: "Duggan, Patrick J." <pduggan@shumaker.com>

To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>

Brennan,

I wish it was more concise but unfortunately it is not.

In HB 1467 and other laws regarding instructional materials you see the phrase "**pornography and material prohibited under F.S. 847.012**". Chapter 847 of the Florida Statutes concerns "Obscenity".

- Neither HB 1467 nor Ch. 847 actually defines the term "**pornography**". However,
 - "**Child pornography**" is defined in F.S. 847.001(3). It means:
 - (a) Any image depicting a minor engaged in sexual conduct; or
 - (b) Any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.
 - "**Obscene**" is defined in F.S. 847.001(12) to mean:

The status of material which:

 - (a) The average person, applying contemporary community standards, would find, taken as a whole, appeals to the prurient interest;
 - (b) Depicts or describes, in a patently offensive way, sexual conduct as specifically defined herein; and
 - (c) Taken as a whole, lacks serious literary, artistic, political, or scientific value.

A mother's breastfeeding of her baby is not under any circumstance "obscene."
- F.S. **847.012**(5) states: "An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3).

As used in this subsection, the term "school property" means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or nonpublic.

This subsection does not apply to the distribution or posting of school-approved instructional materials that by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school

volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.

- The “material described in subsection (3)” is:
 - (3)(a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse **and** which is harmful to minors;
 - (11) “**Nudity**” means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a discernibly turgid state. A mother’s breastfeeding of her baby does not under any circumstance constitute “nudity,” irrespective of whether or not the nipple is covered during or incidental to feeding.
 - (19) “**Sexual conduct**” means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute “sexual conduct.”
 - (20) “**Sexual excitement**” means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
 - (17) “**Sexual battery**” means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, “sexual battery” does not include an act done for a bona fide medical purpose.
 - “Bestiality” is not defined but “**Sexual bestiality**” is in (18). It means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
 - (16) “**Sadomasochistic abuse**” means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or

otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.

- (7) **“Harmful to minors”** means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:
 - (a) Predominantly appeals to a prurient, shameful, or morbid interest;
 - (b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
 - (c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother’s breastfeeding of her baby is not under any circumstance “harmful to minors.”

- (3)(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains:
 - any matter defined in s. 847.001,
 - ✓ (3) **“Child pornography”** means:
 - (a) Any image depicting a minor engaged in sexual conduct; or
 - (b) Any image that has been created, altered, adapted, or modified by electronic, mechanical, or other means, to portray an identifiable minor engaged in sexual conduct.
 - ✓ (5) **“Deviate sexual intercourse”** means sexual conduct between persons not married to each other consisting of contact between the penis and the anus, the mouth and the penis, or the mouth and the vulva.
 - ✓ (6) **“Female genitals”** includes the labia minora, labia majora, clitoris, vulva, hymen, and vagina.
 - ✓ (9) **“Masochism”** means sexual gratification achieved by a person through, or the association of sexual activity with, submission or subjection to physical pain, suffering, humiliation, torture, or death.
 - ✓ (11) **“Nudity”** means the showing of the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering; or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple; or the depiction of covered male genitals in a

discernibly turgid state. A mother's breastfeeding of her baby does not under any circumstance constitute "nudity," irrespective of whether or not the nipple is covered during or incidental to feeding.

- ✓ (15) "**Sadism**" means sexual gratification achieved through, or the association of sexual activity with, the infliction of physical pain, suffering, humiliation, torture, or death upon another person or an animal.
- ✓ (16) "**Sadomasochistic abuse**" means flagellation or torture by or upon a person or animal, or the condition of being fettered, bound, or otherwise physically restrained, for the purpose of deriving sexual satisfaction, or satisfaction brought about as a result of sadistic violence, from inflicting harm on another or receiving such harm oneself.
- ✓ (17) "**Sexual battery**" means oral, anal, or female genital penetration by, or union with, the sexual organ of another or the anal or female genital penetration of another by any other object; however, "sexual battery" does not include an act done for a bona fide medical purpose.
- ✓ (18) "**Sexual bestiality**" means any sexual act, actual or simulated, between a person and an animal involving the sex organ of the one and the mouth, anus, or female genitals of the other.
- ✓ (19) "**Sexual conduct**" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."
- ✓ (20) "**Sexual excitement**" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
- ✓ (21) "**Sexually oriented material**" means any book, article, magazine, publication, or written matter of any kind or any drawing, etching, painting, photograph, motion picture film, or sound recording that depicts sexual activity, actual or simulated, involving human beings or human beings and animals, that exhibits uncovered human genitals or the pubic region in a lewd or lascivious manner, or that exhibits human male genitals in a discernibly turgid state, even if completely and opaquely covered.

- ✓ (23) "**Specific sexual activities**" includes the following sexual activities and the exhibition of the following anatomical areas:
 - (a) Human genitals in the state of sexual stimulation or arousal.
 - (b) Acts of human masturbation, sexual intercourse, sodomy, cunnilingus, fellatio, or any excretory function, or representation thereof.
 - (c) The fondling or erotic touching of human genitals, the pubic region, the buttocks, or the female breasts.
 - (d) Less than completely and opaquely covered:
 1. Human genitals or the pubic region.
 2. Buttocks.
 3. Female breasts below the top of the areola.
 4. Human male genitals in a discernibly turgid state, even if completely and opaquely covered.
- explicit and detailed verbal descriptions or narrative accounts of sexual excitement,
 - ✓ 20) "**Sexual excitement**" means the condition of the human male or female genitals when in a state of sexual stimulation or arousal.
- or
- sexual conduct
 - ✓ (19) "**Sexual conduct**" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

and

- that is harmful to minors:
 - ✓ (7) "**Harmful to minors**" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

- (a) Predominantly appeals to a prurient, shameful, or morbid interest;
- (b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
- (c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

RE: [fsbaa] <https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Faccountablonery.com%2Findex.php%2F2022%2F10%2F15%2Fstuck-on-porn-the-library-media-workgroup-decides-to-move-on%2F%3Ffbclid%3DIwAR0RLvIxMfe6zF9OkWBgiqdW9YAbt3kimJzXMNmh3JPepnGoG>

Subject: library-media-workgroup-decides-to-move-on%2F%3Ffbclid%3DIwAR0RLvIxMfe6zF9OkWBgiqdW9YAbt3kimJzXMNmh3JPepnGoG

Date: 10/18/2022 9:34 AM

From: "Palmerini, John C." <John.Palmerini@ocps.net>

To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

I actually wrote to Judy Bone after our parent group (which wants no books removed, regardless if the materials contain sexual content) about how this is playing out on the ground for districts. My email was as follows:

Dear Judy,

Thanks for speaking with me today. I appreciate the conversation we had. Below is the email our Board members received, along with the link to the portion of the Library Work Group meeting at which you spoke.

As I stated, our main concern is the statute requires us to prohibit both pornography and obscene/harmful to minors content. As we discussed, Section 1006.28(2)(a)(2)(b), Fla. Stat. states "Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used. If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable." The case Simmons v. State, 944 So.2d 317, 323 (Fla. 1st DCA 2006) is especially instructive. "The state has a 'compelling interest in protecting the physical and psychological well-being of minors' **which 'extends to shielding minors from the influence of literature that is not obscene by adult standards.'**"

That usage of the term "or" is where we are having issues. The usage of the term "or" seems to indicate we have to remove books with pornographic content, even if the book itself, taken as a whole, has serious literary, artistic, political or scientific value and is therefore not obscene/harmful to minors. If the State is interpreting the requirement to remove materials containing pornographic content only if such material is obscene/harmful to minors, (i.e. that the material is predominantly appealing to prurient, shameful or morbid interest, is patently offensive to the prevailing standards in the adult community as a whole with respect to what is suitable material for minors, or material that when taken as a whole, is without serious literary, artistic, political or scientific value) that would give great clarity to our application of the law.

Thanks again for taking the time to speak with me and to hear how the language of the law is raising disputes about its proper interpretation. Please do not hesitate to contact me should you have any other questions regarding my email.

Sincerely,

John C. Palmerini, B.C.S. in Education and Labor and Employment Law
 Deputy General Counsel, Employment, Labor and Litigation
 School Board of Orange County, Florida
 445 W. Amelia St., Orlando, FL 32801
 407-317-3200, ext. 2002954



From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Brian Moore
Sent: Tuesday, October 18, 2022 8:49 AM
To: fsbaa@googlegroups.com
Cc: Bone, Caren R. <caren.bone@polk-fl.net>
Subject: RE: [fsbaa] <https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Faccountabaloney.com%2Findex.php%2F2022%2F10%2F15%2Fstuck-on-porn-the-library-media-workgroup-decides-to-move-on%2F%3Ffbclid%3DlwARORLvlxMle6zF9OkWBgiqdW9YAbt3kimJzXMNmh3JPepnGoG>

⚠ CAUTION: This email originated from outside of Orange County Public Schools. Do not click links or open attachments unless you know the content is safe.

For those, like me, who can't click the link in the subject header, here it is:

<https://accountabaloney.com/index.php/2022/10/15/stuck-on-porn-the-library-media-workgroup-decides-to-move-on/>

Article is about the media specialist workgroup meetings the DOE has been having to create the training that has to be in place by January 1 for HB 1467. Interesting that DOE appointed 4 parents, and 3 of the 4 are either moms for liberty or alliance members. Not surprisingly, 8 professional media specialists have been unable to agree with the parents about what it takes for a book to be considered obscene or harmful to minors. One helpful parent member thought the standard should be – if any parent or grandparent or caregiver didn't want their child to read a book, then the book should be considered harmful to minors. Judy Bone brought some clarity and sense to the meeting.

Brian T. Moore

General Counsel
 Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
 (850) 577-5784

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Bridges, Wes
Sent: Monday, October 17, 2022 4:26 PM
To: fsbaa@googlegroups.com
Cc: Bone, Caren R. <caren.bone@polk-fl.net>
Subject: [fsbaa] <https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Faccountabaloney.com%2Findex.php%2F2022%2F10%2F15%2Fstuck-on-porn-the-library-media-workgroup-decides-to-move-on%2F%3Ffbclid%3DlwARORLvlxMle6zF9OkWBgiqdW9YAbt3kimJzXMNmh3JPepnGoG>

[2Faccountabaloney.com%2Findex.php%2F2022%2F10%2F15%2Fstuck-on-porn-the-library-media-workgroup-decides-to-move-on%2F%3Ffbclid%3DIwARORLvlxMie6zF9OkWBgiqdW9YAbt3kimJzXMNmh3JPepnGoG2...](#)

An interesting read. I've always found Judy Bone to be a voice of reason and a bit of a breath of fresh air.

Best,

Wes

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR01MB53486F5886F922450B318AD7B7299%40BN8PR01MB5348.prod.exchangelabs.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB2450498A7A541B76DB58AAA6D5289%40BN8PR18MB2450.namprd18.prod.outlook.com>.

The information contained in this e-mail message is intended solely for the recipient(s) and may contain privileged information. Tampering with or altering the contents of this message is prohibited. This information is the same as any written document and may be subject to all rules governing public information according to Florida Statutes. Any message that falls under Chapter 119 shall not be altered in a manner that misrepresents the activities of Orange County Public Schools. [References: Florida State Constitution I.24, Florida State Statutes Chapter 119, and OCPS Management Directive A-9.] If you have received this message in error, or are not the named recipient notify the sender and delete this message from your computer.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN0PR01MB6989EBBEEA9A68B73B6F8690E0289%40BN0PR01MB6989.prod.exchangelabs.com>.

Subject: [fsbaa] Fwd: Friday gift from the DOE

Date: 12/28/2022 12:15 PM

From: "Brian Moore" <bmoore@fadss.org>

To: "FSBAA" <fsbaa@googlegroups.com>

CAUTION: External Email

Library books rule. The incorporated material they didn't publish with the notice is here:
https://web02.fldoe.org/rules/doc/6A-7.0715_2918.pdf.

Get [Outlook for iOS](#)

From: Brian Moore <bmoore@fadss.org>

Sent: Monday, December 26, 2022 10:13 PM

To: Superintendents <superintendents@fadss.org>

Cc: Secretaries <secretaries@fadss.org>; Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Renae Wallace <rwallace@fadss.org>; Angie Freeland <AFreeland@fadss.org>; Katrina Figgitt <kfiggett@fadss.org>; Diana Oropallo <doropallo@fadss.org>; Merrill Wimberley <mwimberley@fadss.org>; Ron LaFace <ron@cccfla.com>; Megan Fay <megan@cccfla.com>

Subject: Friday gift from the DOE

I hope everyone is having a peaceful break and ready for a happy new year.

However, on Friday the DOE put some coal in your stockings with the publication of a proposed rule for books and training. There are supposed to be additional documents incorporated by reference into the rule, but I can't find them yet. You will definitely want to review this carefully with your academic team and media specialists. There is a lot to unpack here, and the State Board will be considering it on January 18th in Nassau County.

I will be reaching out to DOE to see about getting copies of all the incorporated materials and forms.

Brian

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media

PURPOSE AND EFFECT: To set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 regarding certification of training of persons who select library materials. It is also designed to

incorporate existing forms, certifications, and plans required for the release of the instructional materials allocation to school districts. This rule clarifies that library materials, including classroom libraries, must be approved and selected by a media specialist.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the instructional materials and library media certifications and plans that must be filed by school district superintendents with the Florida Department of Education.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d), 1006.29(6), F.S.

LAW IMPLEMENTED: 1006.28, 1006.283, 1006.29, 1011.67, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: January 18, 2023, 9:00 a.m.

PLACE: Nassau County School Board Office, 1201 Atlantic Avenue, Fernandina Beach, FL 32034.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS:
Amber Baumbach, Bureau of Standards and Instructional Support, Florida Department of Education; (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media.

(1) Purpose. The purpose of this rule is to set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

(2) Definitions. In this rule, the following definitions apply:

(a) “Core courses” means core-curricula courses as defined in section (s.) 1003.01(14), Florida Statutes (F.S.), and any course covering a subject area for which instructional materials have been adopted by the Department;

(b) “Department” means the Department of Education;

(c) “Instructional materials” means the definition set forth in s. 1006.29(2), F.S.;

(d) “Librarians” means school district employees who meet the definition set forth in s. 1012.01(2)(c), F.S.;

(e) “Library Media Center” means any collection of books, ebooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;

(f) “Media specialist” means school district employee who meets the definition set forth in s. 1012.01(2)(c), F.S.;

(g) “State academic standards” means the standards set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.;

(h) “Superintendent” means the president of the Florida Virtual School under s. 1002.37, F.S., the president of the Florida School for the Deaf and the Blind under s. 1002.36, F.S., the directors of developmental research (laboratory) schools under s. 1002.32, F.S., and school district superintendents under s. 1001.46, F.S.;

(3) School District Annual Requisition Plan for Instructional Materials under s. 1006.28 (3)(b), F.S.

(a) Each superintendent must provide notice of the instructional materials the school district intends to requisition for use in the following school year. This notice must include the following:

1. Core courses offered by the school district in kindergarten through grade 12;

2. The instructional materials the school district intends to requisition by International Standard Book Number, publisher, and course; and

3. A school district plan for the use of instructional materials.

(b) This information must be submitted electronically to <https://districts.flimadoption.org>.

(c) The notice is due annually by April 1.

(4) Certification Requirements for School District Instructional Materials Programs under s. 1006.283(1) and (4), F.S.

(a) Where a school district implements its own instructional materials program under the provisions of s. 1006.283, F.S., a superintendent must certify annually on the form entitled “Certification of Alignment and Adoption of Instructional Materials” (Form IM-A), the following:

1. Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.; and

2. The school district’s process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by March 31.

(5) Certification Requirements for Release of Funds for Instructional Materials under s. 1011.67(2), F.S.

(a) Each superintendent must certify on the form entitled “Certification of Implementation of Instructional and Library Media Materials” (Form IM-B), the following:

1. The school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials and includes a process for verifying completion of the training;

2. Instructional materials are being implemented as designed;

3. All instructional materials for core courses used in the school district are aligned to applicable state academic standards;

4. Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and

5. Any material objected to by a parent or resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, F.A.C.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by July 1.

(6) Selection, Training and Certification Requirements Regarding School District Library Materials under ss. 1006.28(2)(d) and 1006.29(6), F.S.

(a) Media Specialist. Materials maintained in a school district library media center that are accessible to students or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds an Educational Media Specialist Certificate, as described in Rule 6A-4.0251, F.A.C.

(b) Training Requirements. School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials. This training must be completed annually and can be accessed at <https://www.fl DOE.org/academics/standards/instructional-materials/>.

(c) Certification of Training. In accordance with s. 1006.29(6), F.S., each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

1. This certification must be made on the form entitled “Certification of Library Media Training” (Form IM-C) and include the number of those who completed the training by job code.

2. This certification must be submitted electronically to <https://districts.flimadoption.org>.

3. The certification is due annually by July 1.

(7) Documents Incorporated by Reference. The following documents are incorporated by reference and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) Certification of Alignment and Adoption of Instructional Materials, Form IM-A, (DOS Link) effective February 2023, due annually on or before March 31.

(b) Certification of Implementation of Instructional and Library Media Materials, Form IM-B, (DOS Link) effective February 2023, due annually on or before July 1.

(c) Certification of Library Media Training, Form IM-C, (DOS Link) effective February 2023, due annually on or before July 1.

(d) Library Media Training, (DOS Link) effective February 2023. Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28(3), (6), 1006.283(1), (4), 1006.29(6), 1011.67(2) FS. History-New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: December 15, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: November 1, 2022

Get [Outlook for iOS](#)

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24503AB51DAAAE1D04174F75D5F29%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media

PURPOSE AND EFFECT: To set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

SUMMARY: This new rule is designed, in part, to implement House Bill 1467 regarding certification of training of persons who select library materials. It is also designed to incorporate existing forms, certifications, and plans required for the release of the instructional materials allocation to school districts. This rule clarifies that library materials, including classroom libraries, must be approved and selected by a media specialist.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

The Agency has determined that the proposed rule is not expected to require legislative ratification based on the statement of estimated regulatory costs or if no SERC is required, the information expressly relied upon and described herein: The proposed rule is not expected to have any adverse impact on economic growth or business competitiveness, or increase regulatory costs or any other factor set forth in s. 120.541(2), F.S., and will not require legislative ratification. This is based upon the nature of the proposed rule, which describes the instructional materials and library media certifications and plans that must be filed by school district superintendents with the Florida Department of Education.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.02(1), (2)(n), 1006.28(2)(d), 1006.29(6), F.S.

LAW IMPLEMENTED: 1006.28, 1006.283, 1006.29, 1011.67, F.S.

A HEARING WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATE AND TIME: January 18, 2023, 9:00 a.m.

PLACE: Nassau County School Board Office, 1201 Atlantic Avenue, Fernandina Beach, FL 32034.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Amber Baumbach, Bureau of Standards and Instructional Support, Florida Department of Education; (850)245-9115 or Amber.Baumbach@fldoe.org.

THE FULL TEXT OF THE PROPOSED RULE IS:

6A-7.0715 Certifications and Plans for Instructional Materials and Library Media.

(1) Purpose. The purpose of this rule is to set forth the certifications and plans that must be filed by school district superintendents with the Florida Department of Education relating to instructional and library materials.

(2) Definitions. In this rule, the following definitions apply:

(a) "Core courses" means core-curricula courses as defined in section (s.) 1003.01(14), Florida Statutes (F.S.), and any course covering a subject area for which instructional materials have been adopted by the Department;

(b) "Department" means the Department of Education;

(c) "Instructional materials" means the definition set forth in s. 1006.29(2), F.S.;

(d) "Librarians" means school district employees who meet the definition set forth in s. 1012.01(2)(c), F.S.;

(e) "Library Media Center" means any collection of books, ebooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms;

(f) "Media specialist" means school district employee who meets the definition set forth in s. 1012.01(2)(c), F.S.;

(g) "State academic standards" means the standards set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.;

(h) “Superintendent” means the president of the Florida Virtual School under s. 1002.37, F.S., the president of the Florida School for the Deaf and the Blind under s. 1002.36, F.S., the directors of developmental research (laboratory) schools under s. 1002.32, F.S., and school district superintendents under s. 1001.46, F.S.;

(3) School District Annual Requisition Plan for Instructional Materials under s. 1006.28(3)(b), F.S.

(a) Each superintendent must provide notice of the instructional materials the school district intends to requisition for use in the following school year. This notice must include the following:

1. Core courses offered by the school district in kindergarten through grade 12;

2. The instructional materials the school district intends to requisition by International Standard Book Number, publisher, and course; and

3. A school district plan for the use of instructional materials.

(b) This information must be submitted electronically to <https://districts.flimadoption.org>.

(c) The notice is due annually by April 1.

(4) Certification Requirements for School District Instructional Materials Programs under s. 1006.283(1) and (4), F.S.

(a) Where a school district implements its own instructional materials program under the provisions of s. 1006.283, F.S., a superintendent must certify annually on the form entitled “Certification of Alignment and Adoption of Instructional Materials” (Form IM-A), the following:

1. Instructional materials used by the school district in core courses are aligned with state academic standards, as set forth in s. 1003.41, F.S., and Rule 6A-1.09401, F.A.C.; and

2. The school district’s process for the review, selection and adoption of instructional materials complies with hearing requirements established by a district school board and the public meeting requirements set forth in s. 1006.283(2)(b)8., F.S.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by March 31.

(5) Certification Requirements for Release of Funds for Instructional Materials under s. 1011.67(2), F.S.

(a) Each superintendent must certify on the form entitled “Certification of Implementation of Instructional and Library Media Materials” (Form IM-B), the following:

1. The school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials and includes a process for verifying completion of the training;

2. Instructional materials are being implemented as designed;

3. All instructional materials for core courses used in the school district are aligned to applicable state academic standards;

4. Core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of s. 1001.215(8), F.S.; and

5. Any material objected to by a parent or resident of the county where the school district is located during the preceding school year, under the provisions of s. 1006.28, F.S., has been identified, along with the reason for the objection and the grade and courses for which the material was removed or discontinued, in accordance with the requirements of Rule 6A-7.0714, F.A.C.

(b) This certification must be submitted electronically to <https://districts.flimadoption.org>.

(c) The certification is due annually by July 1.

(6) Selection, Training and Certification Requirements Regarding School District Library Materials under ss. 1006.28(2)(d) and 1006.29(6), F.S.

(a) Media Specialist. Materials maintained in a school district library media center that are accessible to students or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds an Educational Media Specialist Certificate, as described in Rule 6A-4.0251, F.A.C.

(b) Training Requirements. School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials. This training must be completed annually and can be accessed at <https://www.fl DOE.org/academics/standards/instructional-materials/>.

(c) Certification of Training. In accordance with s. 1006.29(6), F.S., each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the

selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

1. This certification must be made on the form entitled “Certification of Library Media Training” (Form IM-C) and include the number of those who completed the training by job code.

2. This certification must be submitted electronically to <https://districts.flimadoption.org>.

3. The certification is due annually by July 1.

(7) Documents Incorporated by Reference. The following documents are incorporated by reference and may be obtained at <https://www.fldoe.org/academics/standards/instructional-materials/>.

(a) Certification of Alignment and Adoption of Instructional Materials, Form IM-A, (DOS Link) effective February 2023, due annually on or before March 31.

(b) Certification of Implementation of Instructional and Library Media Materials, Form IM-B, (DOS Link) effective February 2023, due annually on or before July 1.

(c) Certification of Library Media Training, Form IM-C, (DOS Link) effective February 2023, due annually on or before July 1.

(d) Library Media Training, (DOS Link) effective February 2023.

Rulemaking Authority 1001.02(1), (2)(n), 1006.28 FS. Law Implemented 1006.28(3), (6), 1006.283(1), (4), 1006.29(6), 1011.67(2) FS. History-New

NAME OF PERSON ORIGINATING PROPOSED RULE: Amber Baumbach, Bureau of Standards and Instructional Support.

NAME OF AGENCY HEAD WHO APPROVED THE PROPOSED RULE: Manny Diaz Jr., Commissioner, Department of Education.

DATE PROPOSED RULE APPROVED BY AGENCY HEAD: December 15, 2022

DATE NOTICE OF PROPOSED RULE DEVELOPMENT PUBLISHED IN FAR: November 1, 2022

Subject: FW: CLASSROOM LIBRARIES
Date: 2/1/2023 12:13 PM
From: "Renouf Chris" <Chris.Renouf@sarasotacountyschools.net>
To: "Duggan, Patrick J." <pduggan@shumaker.com>

CAUTION: External Email

FYI Only. Wanted to keep you updated.



Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
~ Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net>

Find us on social media!

[@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaSchools](#)
 [@SarasotaCountySchoolsEducationChannel](#)

From: Rex Ingerick <ingerickrex@comcast.net>
Sent: Wednesday, February 1, 2023 11:04 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Subject: CLASSROOM LIBRARIES

External Email - Be Suspicious of Attachments, Links, and Requests for Login Information

THIS EMAIL IS BEING SENT TO ALL INSTRUCTIONAL MEMBERS

There has been a great deal of attention brought to instructional materials in our schools; specifically; the reading materials in your classrooms. We want to give you the latest guidelines from our district and the advice from our legal counsel. These documents are attached.

Once you have read the guidance, we trust you to use your professional judgement. The decision regarding your personal materials in your classroom is yours to make. We have been working with district staff to ensure our common understanding of this law. At this time, there will not be any negative consequences from your employer (the district) if you choose to exercise caution with your personal materials.

This is a very contentious issue. Remember, this is a law where you may be held accountable for materials banned by the legislature. Please reach out to your principal with any questions regarding reading materials, content, and/or concerns.

Thank you for all you do to support our students!

[Unsubscribe](#)



This email is powered by Direct Mail for Mac. [Learn More](#) • [Report Spam](#)



Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

RESPONSE FROM SC/TA ATTORNEY: Ronald G. Meyer, Esq.

January 27, 2023

VIA EMAIL: ingerickrex@comcast.net

Mr. Rex Ingerick, President
Sarasota Classified/Teachers Association
4675 South Tamiami Trail
Sarasota, Florida 34231

Re: Cautionary Advice – School Library Materials

Dear Rex:

Pursuant to your request, we are sending this correspondence to serve as a warning to teachers that their classroom libraries may become a source of trouble for them and to urge caution, given the censorship aims of the current Governor and Commissioner of Education and the absence of clear guidance from the Department of Education (DOE).

In an abundance of caution, teachers would be wise to keep their personal materials from students unless and until they are approved for use by the District acting in accordance with Florida law and DOE Rules.

Pursuant to law [Section 1006.28(2)(d)1., Florida Statutes; Rule 6A-7.0713, Florida Administrative Code] an elementary classroom library is within the definition of a “school library” and, accordingly, materials in them must be selected by a certified media specialist acting under the recently enacted laws. Training was to be available no later than January 1, 2023, to school librarians, media specialists and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. Thereafter, such personnel are charged with the approval process specified in law for library materials.

If a teacher nonetheless chooses to maintain a classroom library, the following minimal criteria must be considered. Such materials must be:

1. Free of Pornography and material prohibited under s. 847.012, F.S.

Mr. Rex Ingerick, President
January 27, 2023
Page Two

2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used and made available.

The Department of Education further urges the following considerations to be followed in the library materials approval process:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students.
- Maturity of students.
- Err on the side of caution.

Moreover, note the requirement in Rule 6A-7.0713, requiring library materials to be posted to the school's website.

While most would agree that such restrictions on the ability of a professional educator to make library materials available, which would enhance the student learning experience, are an affront to professionalism, we are nonetheless constrained to recommend to teachers, for their own self-interests, that they refrain from using materials in their classrooms which have not undergone the formal review and approval process dictated by the recent changes in law and which the District confirms meet all requirements.

I have included the December 2, 2022, guidance on the subject disseminated to superintendents by the Department of Education. I hope that you find this information of assistance.

Sincerely yours,



Ronald G. Meyer

RGM/ltt

Enclosure



State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

Manny Diaz, Jr.
Commissioner of Education

MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: December 2, 2022

SUBJECT: **New State Board of Education Rule Regarding Elementary School Website Listing of Library Media Materials**

Contact Information:

Amber Baumbach
850-245-9115
Amber.Baumbach@fldoe.org
DPS: 2022-170

The Commissioner of Education has made parental rights and the assurance of transparency a high priority.

On October 19, 2022, the State Board of Education adopted [Rule 6A-7.0713, Elementary School Website Listing of Library Materials and Reading Lists](#), Florida Administrative Code (F.A.C.). Rule 6A-7.0713, F.A.C., defines and prescribes the format for the statutory requirement under s. 1006.28(2)(d)3., F.S., that requires districts to post on elementary school websites the materials maintained in elementary school library media centers and materials found on required reading lists. The rule became effective November 22, 2022.

The rule defines “library media center” to mean books, ebooks, periodicals, etc., which can be checked-out or used by a student in any elementary school grade level, to include classroom libraries.

In addition, the rule requires that lists posted to the elementary school website be searchable by, at minimum, author and title for books and ebooks, and, at minimum, title, for all other materials.

Below is the entire rule language as adopted:

6A-7.0713 Elementary School Website Listing of Library Materials and Reading Lists.

(1) Purpose. The purpose of this rule is to provide school districts with the requirements for the format districts must use on elementary school websites in order to post, and permit searches of, materials maintained in elementary school library media centers and materials found on a required school or a grade-level reading list in an elementary school.

(2) Definitions. In this rule, the following definitions apply:

(a) “Elementary school” means a district-run public school that includes one or more grade levels from prekindergarten through grade five or a district-run school that includes any elementary school grade level;

(b) “Elementary school grade level” means kindergarten through grade five;

JACOB OLIVA
SENIOR CHANCELLOR

www.fldoe.org

325 W. Gaines Street | Tallahassee, FL 32399-0400 | 850-245-0505

New State Board of Education Rule Regarding Elementary School Website Listing of Library Media Materials

December 2, 2022

Page Two

(c) "Library media center" means any collection of books, ebooks, periodicals, and videos maintained and accessible on the site of an elementary school including classrooms;

(d) "School or grade-level reading list" means a list of required reading material for a student in an elementary school, or required at one or more elementary school grade levels; and

(e) "School District" means the Florida Virtual School under s. 1002.37, the Florida School for the Deaf and the Blind under s. 1002.36, Developmental research (laboratory) schools under s. 1002.32, and districts set forth in Article IX, Section 4, of the Florida Constitution.

(3) Format. The format that must be used by school districts for materials maintained in an elementary school library media center which can be checked-out or used by a student in any elementary school grade level must:

(a) Identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals and videos; and

(b) List, at a minimum, the following information;

1. The title and author for books and ebooks;

2. The name or title for periodicals and videos; and

3. The title for any other material maintained in the media center.

(c) Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

(4) Reading Lists. A school or grade level reading list must meet the same requirements set forth in subsection (3) of this rule.

Thank you for your attention and implementation of these important changes to further ensure the rights of parents and students and provide transparency for all.

JO/ab



HB 1467: Updated Guidance

Overview

Below are updates to the original document that was provided in the fall. District staff continues to work with School Board counsel to support best practice and provide guidance to ensure we are adhering to current legislation. Our goal remains the same: provide transparency, deepen understanding and ensure accountability and compliance across the district to compliment the high quality, standards aligned instruction offered by our outstanding instructional staff.

Classroom Libraries

What HB 1467 says:

All books contained within a school media center must be made available on the district website in a searchable format.

- Through the DOE rulemaking process the definition of a “library media center” was expanded to include K-5 Classroom Libraries
- As of 1/24/23 – a **proposed** revision expands the definition to include “any collection of books, eBooks, periodicals, and videos maintained and accessible to students on the site of a school, including classrooms.” This would impact all K-12 classroom libraries.

In response:

- A plan is underway to comply with the publishing of all K-5 classroom libraries on the district web
 - The program for scanning/publishing libraries has been identified
 - We will not be barcoding classroom titles; however, all books will be scanned using their ISBN
- A pilot is being conducted to:
 - determine an estimated timeline
 - create guidance and instructions on the process
 - maximize efficiency and ensure accountability

Purchases/Vetting/Staffing

What HB 1467 says:

Requires that all books purchased, donated, or otherwise made available to a school media center, classroom library or included on a school or grade level reading list, regardless of how they were obtained, must be selected by an employee with a valid education media specialist certificate. This includes school and staff purchases.

In response:

- All book purchases remain temporarily frozen
 - In limited cases, community partners, sponsoring programs around books and donations to students and families home use, have been approved.
 - Library Manager has been hired to support district libraries and the implementation of new legislation
 - (3) District Media Specialist have been hired
 - Start date: August 2023 so as not to disrupt schools and cause additional vacancies
 - Potential for vetting some titles exists between now and the end of the school year
 - Processes and Procedures being created with guidance from district counsel

In addition to requiring all new books be vetted by a media specialist prior to purchase, HB 1467 also requires districts to publish the contents of media center and classroom collections and engage in “the removal or discontinuance of books”, otherwise known as “weeding”.

It is strongly encouraged that teachers regularly evaluate and weed their classroom libraries using the guidelines and recommendations below. Your professionalism, dedication and hard work are valued and appreciated, and we know that you will use best practice and common sense in making your choices.

- **Weeding** – Weeding is the process of permanently removing an item from a library’s collection. A careful weeding plan is an integral part of keeping school and classroom libraries as trusted sources of **self-selected** reading for students.

Use the following guidelines as a roadmap for deciding what you might consider removing. Copies identified as candidates for weeding should be removed from the classroom.

- **Poor Condition**
 - Keep an eye out for torn out pages, broken covers, mold, and books that are beyond repair.
- **Usage Statistics**
 - Infrequent circulation can be a sign that students are not interested in the book in question. Look into what’s not being used to clear the way for new books.
- **Out of Date Content – Non-fiction**
 - If a library has a new edition or better book on a subject, this can replace one that is no longer current.

In addition to the parameters above, the following tenants are considered **critical** in the evaluation of the materials currently found in your classroom library. Please evaluate all classroom library books to ensure that they are:

- **Free from pornography and material printed under s.847.012, F.S. and under 847.001****
 - **847.001 “Harmful to minors” means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:*
 - *Predominantly appeals to a prurient, shameful, or morbid interest.*
 - *Is patently offensive to prevailing community standards in the adult community as a whole with respect to what is suitable materials or conduct for minors; and*
 - *Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.*
- **Suited to student needs and their ability to comprehend the materials presented**
- **Appropriate for the grade level and age group for which the materials are used and made available**
- **Adding Books to Collections** – All books being considered for addition to classroom libraries must pass through the state mandated vetting process. Stay tuned for more information.
- An implementation plan of the recently released FLDOE Library Media training has been proposed and initiated with select staff, with the intent to be in full compliance by June 2023.

None of this would be possible without the tireless effort, passion and drive exemplified every day in classrooms across the district, by our amazing staff. The district team remains committed to providing guidance and support through this process as we work to ensure full compliance with the legislation and help our students strive, thrive and succeed.

Subject: RE: [fsbaa] FW: Reservation Link for Florida School Board Attorneys Association

Date: 2/2/2023 4:09 PM

From: "Brian Moore" <bmoore@fadss.org>

To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

DOE response to all questions: "Please consult your local attorney."

Here is what we sent them last April (how many have been answered even if only indirectly?):

1. The DOE is required to have training available for media specialists by January 1, 2023, but the law goes into effect July 1, 2022. What advice does DOE have for school personnel subject to this law until they can receive the training?
2. Can the DOE give us an idea of its vision (step-by-step) of what it takes to buy a copy of Book A for the media center? For example, does each book purchased for the media center have to be approved by the Board as an individual action item vote? Does each desired purchase have to go before a review committee, or is it enough that the stakeholder committee has established standards to apply when the media specialist makes decisions?
3. Similarly, what must a teacher, grade-level team, or school do from start to finish before suggesting a book to students?
4. Does the board have to vote to approve a donated book as an action item?
5. How does a school make a book available for public review if it doesn't own it yet?
6. The law refers to school and grade-level reading lists. Does this mean an individual teacher's classroom reading list is not subject to these requirements? What about classroom collections the teacher may have?
7. How will this law affect AP, IB, AICE, and other courses where the curriculum and reading material is set by an outside entity? For example, can the AP English teacher recommend that students read books that have been known to be on the AP exam?
8. Can a school re-order books it already owns without going through the entire process?
9. Does the current media center or school collection need to go through this process, or is it only for the purchase or receipt of new material?
10. What are the DOE's thoughts about establishing check-out procedures like Flagler has implemented (parent decides between open check-out, up to 5 specifically banned books, or no check-outs without parental permission)?
11. What will the DOE requirements for online, searchable indices of library materials (elementary) and instructional materials (all schools) look like?
12. Are there any concerns about schools hosting book fairs where parents and students buy books with a portion of the proceeds going to the school? Do all of the books available for sale need to go through this process first? What about books purchased by parents for donation to their child's teacher's classroom?

We received a few more questions after I sent my email to you.

1. Are all materials on the DOE approved adoption list automatically in compliance with the new law? Are all books on the BEST Book List in compliance?
2. Overall, when "instructional materials" and "library media materials" are referenced, they are often used interchangeably. A definition of "instructional materials" is given in lines 253-255.

What is the difference in the law between the two? Library Media resources do not go through an adoption process nor have the same purpose as an instructional material as defined.

3. Is the intent of 1467 to restrict the use of non-adopted materials in the classroom? Should teachers avoid using outside supplemental resources that support their content? For example, the use of supplemental articles found on a digital platform (Gale Databases, NewsELA, Newsbank). Is a teacher expected to have those materials reviewed by their certified media specialist before using it with a class?
4. And a related question, how do districts approve digital resources such as myOn and NewsELA? Since there are thousands of books and articles that are not possible to review, should districts not use these resources?
5. Do classroom libraries have to be reviewed? These are typically optional reading for students whereby they choose a book of interest.
6. Lines 244-247 refer to the principal's responsibility in overseeing compliance. What compliance measures are other districts considering? For example, in conjunction with certified Library Media specialist, could principals approve their school library Collection Development plan that will show the selection goals/policies/procedures aligned with state statute?
7. With thousands of books to review, how much time do certified library media specialists have to review all materials? Are there additional funds to have them work after hours and in the summer to review materials?

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

From: 'Bruce Harris' via FSBA [<fsbaa@googlegroups.com>](mailto:fsbaa@googlegroups.com)

Sent: Thursday, February 2, 2023 3:39 PM

To: fsbaa@googlegroups.com; Palmerini, John C. [<John.Palmerini@ocps.net>](mailto:John.Palmerini@ocps.net)

Subject: Re: [fsbaa] FW: Reservation Link for Florida School Board Attorneys Association

John:

Have you finalized the agenda yet for this meeting and the speakers?

If not, I have a suggestion: Ask the General Counsel of FL DOE to come to address issues of the 2022 legislation and new SBE rules relating mainly to library media/classroom materials but, time permitting, also Instructional materials--for questions on interpretations.

Thank you.

On Wed, Dec 21, 2022 at 10:15 AM Palmerini, John C. [<John.Palmerini@ocps.net>](mailto:John.Palmerini@ocps.net) wrote:

Dear all,

Below is the link for the hotel to make your reservations for the conference set for February 24-25. It is at Aloft Downtown Orlando, 500 S. Orange Ave., Orlando, FL 32801.

Do not worry about the deadline of Christmas Eve – it is actually January 24, 2023.

Sincerely,

John C. Palmerini, B.C.S. in Education and Labor and Employment Law
Deputy General Counsel, Employment, Labor and Litigation
School Board of Orange County, Florida
445 W. Amelia St., Orlando, FL 32801
407-317-3200, ext. 2002954



From: Tatiana Rocha <tatiana.rocha@aloftorlandodowntown.com>
Sent: Wednesday, December 21, 2022 10:04 AM
To: Palmerini, John C. <John.Palmerini@ocps.net>
Subject: Reservation Link for Florida School Board Attorneys Association

You don't often get email from tatiana.rocha@aloftorlandodowntown.com. [Learn why this is important](#)

⚠ CAUTION: This email originated from outside of Orange County Public Schools. Do not click links or open attachments unless you know the content is safe.

Good morning,

Below is the group link that you may forward to anyone looking to book at the group discounted rate.

Let me know if you have any questions.

Have a great day!



Tatiana Rocha

Senior Sales Manager

Aloft Orlando Downtown, 500 South Orange Avenue, Orlando, Florida 32801

t 407 380 3500 f 407 380 3600 d. 407 992 4020

Re:Launch 2022: Experience a new rhythm of travel in our newly renovated space

Oceania is a McKibben Hospitality member license from Marriott International, Inc. or one of its affiliates.

From: MarriottResLink@marriott.com <MarriottResLink@marriott.com>

Sent: Wednesday, December 21, 2022 10:02 AM

To: Tatiana Rocha <tatiana.rocha@aloftorlandodowntown.com>

Subject: Reservation Link for Florida School Board Attorneys Association

Thank you for choosing to have your Event with us!

Here's your reservation link your guests can use to make reservations:

[Book your group rate for Florida School Board Attorneys Association](#)

You will find the information for your online reservation link below. If you have questions or need help with the link, please do not hesitate to ask. We appreciate your business and look forward to a successful event.

Event Summary:

Florida School Board Attorneys Association

Start Date: Thursday, February 23, 2023

End Date: Saturday, February 25, 2023

Last Day to Book: Saturday, December 24, 2022

Hotel(s) offering your special group rate:

- Aloft Orlando Downtown for 199 USD per night

[Book your group rate for Florida School Board Attorneys Association](#)

The information contained in this e-mail message is intended solely for the recipient(s) and may contain privileged information. Tampering with or altering the contents of this message is prohibited. This information is the same as any written document and may be subject to all rules governing public information according to Florida Statutes. Any message that falls under Chapter 119 shall not be altered in a manner that

misrepresents the activities of Orange County Public Schools.
[References: Florida State Constitution I.24, Florida State Statutes Chapter 119, and OCPS Management Directive A-9.] If you have received this message in error, or are not the named recipient notify the sender and delete this message from your computer.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/BN0PR01MB6989969A79D570CEBBEBFBAEE0EB9%40BN0PR01MB6989.prod.exchangelabs.com>.

--

Bruce Harris, Esq.
Assistant General Counsel
Office of General Counsel
Palm Beach County School District
3318 Forest Hill Blvd., Ste. C-323
West Palm Beach, FL 33416
(561) 969-5882 (px 45882)

Disclaimer: Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGk71sfu0Z1B3LXS8QRJKp15tA_xi3Auct9-5Bc8RjXewbhy1w%40mail.gmail.com.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24509091B81C5576107B1807D5D69%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: Re: [fsbaa] Annual Certification Required under HB 1467
Date: 2/21/2023 3:24 PM
From: "Odom, Ellen" <eodom@ecsdfl.us>
To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

Thanks Brian and Bruce!

On Tue, Feb 21, 2023 at 2:19 PM 'Bruce Harris' via FSBA <fsbaa@googlegroups.com> wrote:
Ellen

SBER 6A-7.0715 Certifications and Plans for Instructional Materials and Library Media contains no such certification requirement--and there are 3 forms.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-7.0715>

On Tue, Feb 21, 2023 at 2:54 PM Odom, Ellen <eodom@ecsdfl.us> wrote:

Good afternoon!

I know that HB 1467 requires Superintendents to certify by July 1, 2023, that all individuals involved in selection of library collections have completed the DOE-developed training. Is there any corresponding requirement (rule or statute) to certify that all books have been screened by that same date? I see nothing in HB 1467. I know we were all wrestling with how to manage existing collections with at least one county clearing the shelves until the review could be completed.

Appreciate any guidance, thoughts, prayers, etc....

EO

--

Ellen D. Odom
General Counsel
School Board of Escambia County, Florida
850-469-6362
eodom@ecsdfl.us

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. Florida has broad public records laws and virtually all written communications are public records unless specifically deemed confidential pursuant to state or federal law.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAGinI2Bjuq%3DtRvG2TNUvGOYt8wJX8Dcx05yLm8gp%3Dif5sgeYTg%40mail.gmail.com>.

--

Bruce Harris, Esq.
Assistant General Counsel
Office of General Counsel
Palm Beach County School District
3318 Forest Hill Blvd., Ste. C-323
West Palm Beach, FL 33416
(561) 969-5882

Disclaimer: Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAGk71sdZsVF4%2Bk1cNTwQYBXdp%3Dvqt5OtaH79Xg4%2BAVPq7YQOxQ%40mail.gmail.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2CXRJZw8OCh2MqAKV_TxCL9JhD2NgeTJzAZcqaVtqQK9A%40mail.gmail.com.

Subject: Re: Book banning
Date: 2/28/2023 6:18 AM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Foster Allison" <Allison.Foster@sarasotacountyschools.net>
"Manoogian Rob" <Rob.Manoogian@sarasotacountyschools.net>, "Renouf Chris" <chris.renouf@sarasotacountyschools.net>, "Ellington Kelly" <Kelly.Ellington@sarasotacountyschools.net>, "Meckler Sue" <Sue.Meckler@sarasotacountyschools.net>, "Cocozza Catherine" <Catherine.Cocozza@sarasotacountyschools.net>, "Johnson Brandon" <Brandon.Johnson@sarasotacountyschools.net>, "Cantees Stephen" <Stephen.Cantees@sarasotacountyschools.net>

My general approach with legislation is to monitor and prep to take action but to wait until the ink is dry on the governor's signature as it can change last minute.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Feb 28, 2023, at 4:33 AM, Foster Allison <Allison.Foster@sarasotacountyschools.net> wrote:

CAUTION: External Email

Thank you Rob!

[<image003.jpg>](#)

Dr. Allison S. Foster, SHRM-SCP

Interim Superintendent

Sarasota County Schools

Office: (941) 927-9000 ext. 31151

Email: allison.foster@sarasotacountyschools.net

Web: <https://www.sarasotacountyschools.net>

<image004.png>

<image005.png>

<image006.png>

<image029.png>

<image030.png>

"Too often we give children answers to remember rather than problems to solve." – Roger Lewin

Please be aware that all email sent to an from Sarasota County Schools is subject to the public records laws of Florida.

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 11:46 AM
To: Foster Allison <Allison.Foster@sarasotacountyschools.net>; Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Book banning

Because of the way the law is written, with the onus on districts to include the voice of local school community stakeholders, I don't believe we'll ever see such a list. Although it would certainly make things easier.

As we did just recently, we will receive a list of books that have been removed from districts. If/when HB 1069 passes, that list will also include the titles of any books that have been challenged, and the results of that challenge if the titles were not removed.

<image031.jpg>

Rob Manoogian
Supervisor,
Instructional Materials & Library
Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image032.png>

<image033.png>

<image034.png>
<image035.png>
<image036.png>

From: Foster Allison <Allison.Foster@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 11:38 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Book banning

Thank you Rob!

Is it possible that the state will produce lists of titles that we can use?

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 9:32 AM
To: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>; Foster Allison <Allison.Foster@sarasotacountyschools.net>
Subject: RE: Book banning

TY Rob! Welcoming the thoughts and perspectives of others especially as it relates to supporting efforts to ensure compliance of any new and/or pending legislation.

Chris

<image037.png>

Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

<image038.png>

@SarasotaSchools

<image039.png>

@SarasotaSchools

<image040.png>

@SarasotaSchools

<image041.png>

@SarasotaCountySchoolsEducationChannel

From: Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>

Sent: Monday, February 27, 2023 8:51 AM

To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly

<Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue

<Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine

<Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J.

<pduggan@shumaker.com>

Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen

<Stephen.Cantees@sarasotacountyschools.net>

Subject: RE: Book banning

Chris

Just to clarify, proposed HB 1069, which will most certainly pass, states, "each district school board shall adopt and publish on its website the process for a parent to limit the books and media materials his or her student can access in the school's library."

The opt-out goes a long way toward meeting that goal in advance of the legislation being passed. We will have to develop a system by which parents can request that certain titles be flagged in Destiny. While this is probably easy to implement from a process point standpoint, it may prove very time consuming on the back end as the flagging of titles is something that has to be done on an individual basis.

<image042.jpg>

Rob Manoogian

Supervisor,

Instructional Materials & Library Services

925 North Brink Avenue

Sarasota, FL 34237

Office: 941.358.4470 ext. 65361

Email: rob.manoogian@sarasotacountyschools.net

Web: www.sarasotacountyschools.net

<image043.png>
<image044.png>
<image045.png>
<image046.png>
<image047.png>

From: Manoogian Rob
Sent: Monday, February 27, 2023 8:36 AM
To: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: RE: Book banning

Chris

In light of this request, compliance with HB 1467 and language contained in proposed HB 1069, it may be beneficial for the district to consider offering an opt out of access to school libraries. This would, in my opinion, address several issues related to these pieces of legislation, including, but not limited to:

- Parental rights from both sides
- Community concerns from both sides
- Reduction in concerns about student access to “personally objectionable” materials – not just materials some consider “inappropriate”
- More parental control over instructional materials, as parents would be responsible for selecting required reading materials for their student should they choose to opt out.
- May minimize school-based issues that require time, effort, and energy of school staff to support (challenges)

<image048.jpg>

Rob Manoogian
Supervisor,
Instructional Materials & Library Services
925 North Brink Avenue
Sarasota, FL 34237

Office: 941.358.4470 ext. 65361
Email: rob.manoogian@sarasotacountyschools.net
Web: www.sarasotacountyschools.net

<image049.png>
<image050.png>
<image051.png>
<image052.png>
<image053.png>

From: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>
Sent: Monday, February 27, 2023 8:12 AM
To: Ellington Kelly <Kelly.Ellington@sarasotacountyschools.net>; Meckler Sue <Sue.Meckler@sarasotacountyschools.net>; Coccozza Catherine <Catherine.Coccozza@sarasotacountyschools.net>; Manoogian Rob <Rob.Manoogian@sarasotacountyschools.net>; Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Johnson Brandon <Brandon.Johnson@sarasotacountyschools.net>; Cantees Stephen <Stephen.Cantees@sarasotacountyschools.net>
Subject: FW: Book banning

Good morning Team ~

Wanted to share to get you input as it relates to the implementation and compliance of HB 1467. A parent below has submitted the following request to Dr. Foster...

a formal request to have a form created that is an "all opt-in" form which will allow my child to have access to any and all reading materials whether in the classroom or in the libraries.

Chris

<image054.png>

Christopher T. Renouf, Ed. S.
Assistant Superintendent, Chief Academic Officer
Sarasota County Schools

"If you can DREAM it, You can do it!"
Walt Disney

Office: 941-927-9000 ext. 31105
Email: chris.renouf@sarasotacountyschools.net
Web: <https://www.sarasotacountyschools.net/>

Find us on social media!

<image038.png>
[@SarasotaSchools](#)

<image039.png>
[@SarasotaSchools](#)

<image040.png>
[@SarasotaSchools](#)

<image041.png>

@SarasotaCountySchoolsEducationChannel

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

Subject: [fsbaa] Fwd: FADSS Legislative Update

Date: 3/3/2023 8:20 AM

From: "Brian Moore" <bmoore@fadss.org>

To: "FSBAA" <fsbaa@googlegroups.com>

CAUTION: External Email

Get Outlook for iOS

From: Brian Moore <bmoore@fadss.org>

Sent: Thursday, March 2, 2023 4:29 PM

To: Superintendents <superintendents@fadss.org>

Cc: Secretaries <secretaries@fadss.org>; Bill Montford <bmontford@fadss.org>; David Sikes <dsikes@fadss.org>; Katrina Figgett <kfiggett@fadss.org>; Diana Oropallo <doropallo@fadss.org>; Angie Freeland <AFreeland@fadss.org>; Renae Wallace <rwallace@fadss.org>; Merrill Wimberley <mwimberley@fadss.org>; Megan Fay <megan@cccfla.com>; Ron LaFace <ron@cccfla.com>; econdonfadss@gmail.com <econdonfadss@gmail.com>; mdouglassfadss@gmail.com <mdouglassfadss@gmail.com>

Subject: FADSS Legislative Update

Good afternoon, everyone. I am attaching my weekly update. This week, we are looking ahead to the start of session next Tuesday. I have included links to a spreadsheet that lists all of the bills we are tracking so far (through those filed Tuesday) and separates them into categories, like employment, curriculum, finance, legal, general government, safe schools, etc. You may wish to share this with your team so that they can review the different bills in their subject areas. I highlighted some in orange to indicate that these are bills that have already received committee hearings or are big ticket items for which we could use some feedback. There are also bills highlighted in yellow that I think would be of particular interest to your teams. If I didn't highlight a bill, it doesn't necessarily mean that it isn't important or likely to move forward. In some cases, they may not yet have a direct effect on schools but could be amended, or they may cover issues that are well-known and have been raised before. I also may have simply missed the importance of something. We hope to keep the chart updated throughout the session so that you and your teams can refer back to it. Once it becomes more clear which bills are going to move forward, we will start paring it down as well so that you aren't looking at a list of 200+ bills.

The spreadsheet can be accessed here:

https://docs.google.com/spreadsheets/d/1z83T9hw4lpWkGEvpDhCtvoZttjZQjpVKHZ_xZ7N7Jag/edit?usp=sharing. Within the spreadsheet, there is also a link to the working draft our interns prepared that has short summaries of most of these bills, which we will also continue to update as session progresses.

Brian

LEADERSHIP ADVOCACY SERVICE

FADSS



To: Florida District School Superintendents
 From: Brian T. Moore, FADSS General Counsel
 Subject: FADSS Legislative Update – Week of February 27, 2023
 Date: Thursday, March 2, 2023

After six weeks of pre-session committee meetings, the Legislature took a break this week to prepare for the 2023 Legislative Session beginning on March 7, 2023. Although few education-related bills have been heard in committee so far, many have been filed that could have a significant impact on district operations and finances. There are already six bills scheduled before the Senate *Education Pre-K – 12 Committee* next week, and the pace is expected to increase significantly in the early weeks of session.

As we prepare for the upcoming session, this update will address the bills scheduled for committee hearings next week, as well as a few other significant bills that require your attention. In addition, I have attached a spreadsheet (see link above) that lists every bill we are tracking as of February 28, 2023, and categorizes them by their primary focus (e.g., curriculum, district operations, district finance, etc.). Each of the bills has a clickable link to see exactly what has been proposed. You may wish to share that document with appropriate staff members for them to review and then share any feedback with FADSS, your own legislative liaison, or directly with your local representatives and senators. Many of the bills are highlighted orange or yellow. The orange highlights are for bills already moving or where there is a particular need for input from districts. The yellow highlights are for other important bills where local expertise would be useful. There may be some important bills that are not highlighted, but this may be due to oversight on my part or because the topic is already well-known.

There is also a link to a general summary by our interns of all the bills we are currently tracking. We have not gotten to every bill on the list yet, and most of the summaries are just a broad overview in a single paragraph. However, it has similarly been divided into categories and may be of use to your teams. We hope to continue to update both of these documents throughout the session for you and your teams to review.

- **2023 Legislation**

- **Senate Education Pre-K – 12 Committee (Monday, March 6, 2023)**

SB 196 (Jones) / HB 141 (Arrington) – Guidance Services on Academic and Career Planning

This bill would expand the notice to parents of incoming high school students to include information about academic and career planning options other than accelerated options like IB or AICE. It also amends the requirements for promotion from middle school to expand upon the career development course requirements. Under the bill, a student’s personalized academic and career

plan created through the course would have to be “developed in consultation with a certified school counselor.” The bill does not explain what “developed in consultation” means, such as personalized one-on-one meetings between the student and counselor, class discussion led by the counselor, or the counselor consulting with teachers to help them work with the students in the course. In the absence of such clarity, the Department of Education (DOE) may feel the need to adopt rules to provide a definition.

Concerns: There is already a high vacancy rate for school counselors across the state, and many districts have particular trouble keeping counselor positions staffed at high needs schools. In addition, mental health concerns are at all-time highs, and a potentially time-consuming added requirement like this will be difficult to fit within their already over-burdened schedules.

SB 244 (Calatayud) – K-12 Teachers (Teachers’ Bill of Rights)

Modeled after the Parents’ Bill of Rights that created Chapter 1014, Florida Statutes, two years ago, this bill would pull several provisions from the Education Code related to teachers and reprint them in a separate Chapter (Chapter 1015) under the title “Teachers’ Bill of Rights.” It does add one provision that a teacher’s actions in the classroom to maintain order and discipline has a rebuttable presumption of being necessary and appropriate if faced with litigation or professional practices sanctions.

In addition to the Teachers’ Bill of Rights, the bill would also create a scholarship program for high school teachers who wish to obtain advanced degrees so that they can teach dual enrollment courses on campus. Teachers would have three years to obtain the necessary degrees and credentials and would then be required to teach at least one dual enrollment course per semester for three years. If they failed to obtain the degree or teach for three years, they would be required to repay the scholarship over a period of time determined by the DOE.

Finally, the bill would also create a teacher apprenticeship program. Individuals with an associates degree and a GPA of at least 3.0 could receive an apprenticeship certificate. They would then spend two years in the classroom of a mentor teacher using team teaching strategies. The mentor teacher would have to have at least 7 years of experience and be highly effective for the previous three years. If there is an appropriation for it, a mentor teacher could also receive a bonus.

Concerns: The language about teacher authority within the classroom, which is copied from section 1003.32, often creates confusion in the difference between establishing and maintaining classroom rules of conduct and the much larger issue of infractions of the student code of conduct, including SESIR offenses. Teachers are not expected to interview all witnesses, refer to DOE guidance on SESIR reporting, and make the final decision about whether the offense had the necessary monetary value to rise to the level of vandalism, for example. Similarly, they may not have all of the background information on a student to know the appropriate consequence for more severe offenses. Hopefully, separating out these provisions in their own chapter will not create a false sense that individual teachers can now make final disciplinary decisions for all violations of the code of conduct.

SB 294 (Rodriguez) / HB 287 (Plascencia) – Required Instruction in the History of Asian Americans and Pacific Islanders

These bills would add a new topic of required instruction to section 1003.42, Florida Statutes, which already includes such topics as flag education, the history of the Holocaust, the history of African Americans, and kindness to animals, among numerous others. This new provision would add the “history of Asian Americans and Pacific Islanders, including the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders to American society. Instructional materials must include the contributions of Asian Americans and Pacific Islanders to American society.”

Concerns: As with all provisions of section 1003.42, the concern is that this ever-growing list of topics of required instruction applies only to traditional public schools. If Florida students are required to learn something, it should be built into the state standards for all students, not just those in district-run public schools.

SB 308 (Collins) / CS/HB 225 (Hawkins/Canady) – Interscholastic and Intrasccholastic Activities
These bills would allow additional athletic associations to operate if approved by the State Board of Education (SBE). The House version of the bill was amended in committee to change the governing structure of the FHSAA to a smaller board of directors with all of its members appointed by the Governor rather than elected by the member schools from different regions. Instead of two superintendents, the board would have just one from the northern part of the state. There would then be just one school board member, who would come from the southern part of the state. Finally, the representative assembly would become only an advisory body. It could not pass new rules for the association; it would only be able to make recommendations to the board of directors.

As of March 1, 2023, the Senate version of the bill has not had any amendments filed that would align it with the House version and the new governance structure it proposes.

SB 478 (Perry) / HB 703 (Garcia) – Early Childhood Music Education Incentive Program
These bills would convert the Early Childhood Music Education Incentive Program from pilot status to permanent. The primary change is removing the language about the University of Florida and Florida International University evaluating the effectiveness of the pilot program.

SB 636 (Simon) / CS/HB 19 (Tant) – Individual Education Plans
These bills require schools to provide students and their parents at IEP meetings with information about what happens with legal rights and responsibilities when the student turns 18. The information must be shared at least one year before the student turns 18 and must include ways that the student can provide consent for the continued participation of the parents.

The House version has received one hearing, where it was reported favorably. The Senate version will get its first hearing on Monday.

Other, High Impact Bills

CS/CS/HB 1 (Tuck and Plascencia) / SB 202 (Simon) – **School Choice.**
These bills, which have been discussed at length previously, seek to remove most, if not all, of the remaining limitations on school vouchers through both the Family Empowerment Scholarship (FES) and the Florida Tax Credit Scholarship (FTC) programs. The Senate version of the bill also contains

several measures meant to reduce the regulations levied on district schools that charter and private schools do not have to adhere to.

The House bill has been reported favorably by two committees with a few amendments, primarily focused on home school students. The Senate version of the bill received its first hearing last week and was reported favorably without any amendments. For good reason, almost all of the attention on the education front has been focused on these two bills and their potential ramifications.

As these bills go forward, the focus will be on the financial impact these programs are having on districts and the budgeting process, as well as making sure that the final bill includes deregulation provisions and plans.

HB 1259 (Canady) / SB 1328 (Boyd) – Charter School Capital Outlay Funding

These bills were filed this week. The House bill appears to continue the recent trend of the Legislature funding PECO sufficiently to avoid districts having to pay charter schools capital millage proceeds on a per student basis rather than based on need. However, much of the language added to the law in 2018 would be removed under both of these bills, and it is not clear whether charter schools would be entitled to receive local capital millage funds in addition to the state's PECO dollars. There are some differences in the language and what gets stricken between the two bills as well. Finally, there may be a different effect depending on your tax base and local tax returns. I would urge you to have your CFO review these bills and their potential effect on the district.

HB 1223 (Anderson) / HB 1069 (McClain) / SB 1320 (Yarborough) – Child Protection in Public Schools

These bills would expand upon HB 1467 (books) and HB 1557 (LGBTQ) from last year. Two of them were also just filed this week and require more time to digest. HB 1223 is focused more on the expansion of HB 1557, while HB 1069 has more provisions expanding HB 1467. The Senate version incorporates both.

These bills, collectively, would expand the prohibition on classroom instruction on sexual orientation or gender identity from K-3 to PreK-8, with a requirement that any instruction at the high school level be age- or developmentally appropriate. The bills also define the word "sex" to be male or female based on reproductive roles and genitalia present at birth; prohibit anyone from being required to use a person's preferred title or pronoun if it does not match that person's sex at birth; require the DOE to approve sex education curriculum; and require teaching the "binary, stable, and unchangeable" facts that "biological males impregnate biological females by fertilizing the female's egg with the male's sperm" with gestation occurring in the female.

With respect to books, the bills specifically add classroom libraries into the law after the DOE adopted rules doing so this year, arguably beyond their legislative authority. The bills also expand the type of material that cannot be made available to students to include material that "depicts or describes sexual conduct as defined in s. 847.001(19), unless such material is for a course required by s. 1003.46, s. 1003.42(2)(n)1.g., or identified by State Board of Education rule." Further, the bills would require that districts not allow students to access any material that is subject to an objection until the objection is resolved.

Finally, the Senate version of the bill would remove a parent's right to file a lawsuit over disputes under these provisions, leaving the DOE's special magistrate process as the sole avenue to seek redress. The House version of the bill would still allow both a lawsuit or a special magistrate challenge.

Concerns: HB 1467 and HB 1557 were discussed at length last year, questions were asked but not answered, concerns were raised, and most of those questions and concerns have been validated throughout this school year. As these bills start getting heard in committee, similar discussions will undoubtedly occur.

A Look Ahead

It is shaping up to be an interesting session. On one hand, the Legislature is acknowledging the disparate playing fields on which districts operate compared to other publicly-funded school options, but, at the same time, most of the education-related bills that have been filed seek to add additional requirements applicable only to traditional public schools. Unfortunately, very few of these bills address teaching and learning or student achievement in reading, writing, and arithmetic.

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24503736A8ABCAAF21923D31DD5B39%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: RE: [fsbaa] Holding Current Book Challenges in Abeyance Pending Compliance with HB 1467
Date: 3/6/2023 1:44 PM
From: "Harvey, Walter J." <Walter.Harvey@dadeschools.net>
To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

Not in Miami-Dade



Walter J. Harvey

General Counsel
Miami-Dade County Public Schools
c/o Office of the General Counsel
Board Certified - Education Law - Registered Parliamentarian
1450 NE 2nd Ave., Suite 430, Miami, Florida 33132
Office 305.995.1304 | Fax 305.995.1412
Walter.Harvey@dadeschools.net

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

THIS MESSAGE IS INTENDED ONLY FOR THE RECEIPT BY AND USE OF THE INDIVIDUAL TO WHOM IT IS ADDRESSED AND MAY CONTAIN INFORMATION THAT IS ATTORNEY WORK PRODUCT, PRIVILEGED, CONFIDENTIAL AND EXEMPT FROM DISCLOSURE UNDER APPLICABLE LAW. IF THE READER OF THIS MESSAGE IS NOT THE INTENDED RECIPIENT, OR THE EMPLOYEE OR AGENT RESPONSIBLE FOR DELIVERING THE MESSAGE TO THE INTENDED RECIPIENT, YOU ARE HEREBY NOTIFIED THAT ANY DISSEMINATION, DISTRIBUTION OR COPYING OF THIS COMMUNICATION IS STRICTLY PROHIBITED. IF YOU HAVE RECEIVED THIS COMMUNICATION IN ERROR, PLEASE IMMEDIATELY NOTIFY US BY TELEPHONE, DELETE THE ORIGINAL MESSAGE AND RETURN ANY HARD COPIES TO US AT THE ABOVE ADDRESS VIA U.S. POSTAL SERVICE. THANK YOU.

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> On Behalf Of Bridges, Wes
Sent: Monday, March 6, 2023 1:10 PM
To: fsbaa@googlegroups.com
Subject: RE: [fsbaa] Holding Current Book Challenges in Abeyance Pending Compliance with HB 1467

CAUTION: This email originated outside of dadeschools.net. Do not click on links or attachments unless you are expecting the email or recognize the sender and know the message is safe.

Not Polk.

CWB

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> On Behalf Of Odom, Ellen
Sent: Monday, March 6, 2023 12:13 PM
To: fsbaa@googlegroups.com
Subject: Re: [fsbaa] Holding Current Book Challenges in Abeyance Pending Compliance with HB 1467

CAUTION: This email originated OUTSIDE of Polk County Schools. DO NOT CLICK LINKS or OPEN ATTACHMENTS unless you recognize the sender and know the content is safe.

Are there any school districts which have completely shut down their libraries pending review and selection of all library materials

On Mon, Mar 6, 2023 at 11:05 AM 'Gibbs.Paul@General Counsel' via FSBA <fsbaa@googlegroups.com> wrote:

We did not originally. When the new board was sworn in on November 22, they directed the materials be pulled once they are formally challenged until the challenge is resolved.

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> On Behalf Of Odom, Ellen
Sent: Monday, March 6, 2023 11:33 AM
To: fsbaa@googlegroups.com
Subject: Re: [fsbaa] Holding Current Book Challenges in Abeyance Pending Compliance with HB 1467

Caution: This email originated from outside of Brevard Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Paul,
Did your district cut off access to all books pending review and selection? I know some districts did.
Appreciate your input!
Ellen

On Mon, Mar 6, 2023 at 10:29 AM 'Gibbs.Paul@General Counsel' via FSBA <fsbaa@googlegroups.com> wrote:

Ellen, as to whether we are tracking the specialist, it would be the specialist assigned to the schools this year as it is a new law/requirement. I do not know if we have any tracking information regarding the specialist who initially selected the titles, if it was even a certified specialist as we used to have library technicians that worked in our schools, and I would suspect assisted with the selection of materials.

I think the Superintendent could make that direction to protect the District with compliance with the Statute and Rule. I would probably recommend that they also bring it to the Board at the next available meeting to get everyone on the same page as this could blow up, especially with the call made for your Superintendent's resignation. The representative would love to have the opportunity to raise violation of the law/rule with the state for sanctions. Besides, the Board will likely start to receive complaints regarding books being pulled anyway, and the directive should not be just for those challenged books, but for all books not approved as required. From the beginning we have moved very

carefully with the book issues, removing access until titles have been vetted regardless of backlash, which the Board got, and I would explain that we were being very conservative on interpretation ahead of rulemaking by DOE. Responses were that classroom libraries would not be covered, but now we know they were.

For whatever it is worth.

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> On Behalf Of Ellen, Ellen
Sent: Monday, March 6, 2023 10:33 AM
To: fsbaa@googlegroups.com
Subject: [fsbaa] Holding Current Book Challenges in Abeyance Pending Compliance with HB 1467

Caution: This email originated from outside of Brevard Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

HYPO: School district is languishing under the weight of 170 or so book challenges. It is unclear whether the books have ever undergone a preliminary review and selection by a certified media specialist required under HB 1467 (at least no individual responsible for the review and selection has been identified).

Can the Superintendent direct that all current book challenges be held in abeyance pending a review and selection by a certified media specialist? If that individual determines the book does not meet the new state standards, it would be pulled. If that individual determines it does meet the new state standards, the challenge would proceed.

As an aside, are districts tracking the identity of the certified media specialist who has selected a particular book?

Thanks!

EO

--
Ellen D. Odom
General Counsel
School Board of Escambia County, Florida
850-469-6362
eodom@ecsdfl.us

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. Florida has broad public records laws and virtually all written communications are public records unless specifically deemed confidential pursuant to state or federal law.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2B25i_-0nTayta%2B6TEOY5_WLqz4nOpzKYC4vPo_zCzPig%40mail.gmail.com.
Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CO6PR22MB286864221AF0421182264C6CE6B69%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CAGtnJ2ANmq0g52CFgd5DNssW1aG9FptUkZ9nw%2BvZ99LsU0dUaQ%40mail.gmail.com>.
Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/CO6PR22MB2868DC34E7B710B4795DF43CE6B69%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit https://groups.google.com/d/msgid/fsbaa/CAGtnJ2AuDa_OegsCa9CK7RrohMsE-m8H2X_oGe4nTP2mSjCvDQ%40mail.gmail.com.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/BN8PR01MB53487ECE125491B2B8E3EA3B7B69%40BN8PR01MB5348.prod.exchangelabs.com>.

--
You received this message because you are subscribed to the Google Groups "FSBAA" group.
To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/fsbaa/BN0PR01MB71187795537B6AB9F5E7612BEEB69%40BN0PR01MB7118.prod.exchangelabs.com>.

Subject: [fsbaa] Rule Challenge by FEA
Date: 3/24/2023 8:50 AM
From: "Brian Moore" <bmoore@fadss.org>
To: "FSBAA" <fsbaa@googlegroups.com>

CAUTION: External Email

Some of you may have seen news coverage last week that the FEA has filed a rule challenge over the recently adopted book rules. I have been waiting to share until the case showed up on the DOAH website. I haven't checked for a few days, but it is there now.

You can follow at: <https://doah.state.fl.us>

Case number is 23-001103RX (RX means they waited too long – existing rule challenge now, not a proposed rule challenge, so burden is on the FEA, not the DOE)

They are basically arguing that the DOE did more with its rule (e.g., defining school library without authority and then giving a definition that defies logic – it includes classroom?). I think the state knows it is on shaky ground here on the classroom library issue, which explains why the Legislature is pursuing an expansion of both 1467 and 1557, including adding classroom libraries to the law. It's like the Jeb days – DOE does what it wants, Legislature lets them because they agree with it, and eventually a law gets passed to authorize the DOE to do what it already started doing.

Petition: https://www.doah.state.fl.us/DocDoc/2023/001103/23001103_408_03162023_14295254_e.pdf

DOE's attorney attacks Judge Van Laningham:

https://www.doah.state.fl.us/DocDoc/2023/001103/23001103_237_03242023_06143169_e.pdf

Brian T. Moore

General Counsel

Florida Association of District School Superintendents (FADSS)

bmoore@fadss.org

(850) 577-5784

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB245062B3E686776EC937C6C7D5849%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: Re: [fsbaa] HB 1069
 Date: 5/22/2023 5:01 PM
 From: "Brian Moore" <bmoore@fadss.org>
 To: "fsbaa@googlegroups.com" <fsbaa@googlegroups.com>

CAUTION: External Email

I welcome questions during the presentation, as I would rather talk about the stuff that interests you than just go through 150 pages of headache.

They didn't spend much time worrying about federal conflicts, nor was there any help with enforcement or conflict resolution. If Betty has been teaching here for 10 years before me, why should I get to call her him and then skate free for deliberately misgendering her? Do I get to demand that Betty prove her biological sex at birth before I can be disciplined?

I really wanted opponents to be more focused in their debate. Just keep bringing up genital checkers over and over. Thank you, Mr. Speaker. Representative Bill Sponsor, who do you propose will strip search the 8-year-old girl to see if she had boy parts? Why doesn't the law designate who is authorized to be a genital checker?

Get Outlook for iOS

From: 'Gibbs.Paul@General Counsel' via FSBA A <fsbaa@googlegroups.com>
Sent: Monday, May 22, 2023 4:53:44 PM
To: fsbaa@googlegroups.com <fsbaa@googlegroups.com>
Subject: RE: [fsbaa] HB 1069

Thank you, Brian. The trailer before the fun in a couple of weeks.

Did any discussion occur during the passage of this surrounding pronouns regarding calling an employee calling another employee against the pronouns they prefer? The state has placed districts directly in the line of a lawsuit for violating federal anti-discrimination/anti-harassment laws, especially as the Supreme Court opinion recognized discrimination based on sexual orientation and gender identity constitutes sex discrimination in the employment context.

It seems like it would have been better off focusing only on students, which would have only gotten them far enough to pacify the parents that do not support their children's identity, but to include the language regarding employees, and conditions of employment, implicates our policies prohibiting sex discrimination and harassment. I would venture to guess every district prohibits discrimination and harassment based on sex (some may already have gone so far as to prohibit based on sexual orientation and gender identity). Moreover, if an adult has taken all the necessary steps to be the identity they recognize, why would we care if they were really a man or woman. By merely representing themselves as their identity sex, they are asking to be called those pronouns, and are in violation of the law.

The language provides:

An employee, contractor, or student of a public K-12

instruction on sexual orientation and gender identity from K-3 to PreK - 8. Any instruction in grades 9-12 must be age- or developmentally-appropriate.^[1] Finally, the new law adds a requirement that districts post on their websites the policies they have adopted for parental notification of the procedures required in this subparagraph of section 1001.42(8)(c).

The law also addresses required health education. First, it amends section 1003.42 to remove all local school board authority over the curriculum and materials to teach about reproductive health and sexually transmitted diseases. Instead, all materials used to teach these topics now “must be approved by the [DOE].” Also, section 1003.46 is amended to require that schools must classify males and females as defined by this new law “and teach that biological males impregnate biological females by fertilizing the female egg with male sperm; that the female then gestates the offspring; and that these reproductive roles are binary, stable, and unchangeable.” Once again, the law adds that the DOE must approve any materials used for this instruction. It is not clear whether the DOE will review and adopt an approved list of materials from which districts can choose or if districts will pick their own materials and then submit to the DOE for approval.

Finally, this new law also amends section 1006.28 and its provisions related to book challenges. First, it codifies the DOE’s interpretation (Rule 6A-7.0715, F.A.C.) that references to materials available in school libraries includes individual classroom libraries. Next, it adds that the objection form for parents or county residents must be a standardized form adopted by SBE rule. Also, the district’s process for challenging books “must be easy to read and understand and be easily accessible on the homepage of the school district’s website.” The objection form must also identify the district’s point of contact and contact information for submitting an objection.

The current law allows for an objection if a book is pornographic, is not suited to student needs and comprehension ability, or is inappropriate for a particular grade level or age group. The new law adds a fourth category for material that “[d]epicts or describes sexual conduct as defined in s. 847.001(19), unless such material is for a course required by s. 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n) 3., or identified by State Board of Education rule.” Sexual conduct is defined in section 847.001(19) as “actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother’s breastfeeding of her baby does not under any circumstance constitute ‘sexual conduct.’” If a challenge is filed based on a book containing pornography or sexual conduct, it must be pulled from circulation within five (5) days and remain unavailable until the rejection is resolved.

The law further provides that parents have the right to read passages from any challenged material. If the schools board denies the parent the right to read passages aloud at a meeting, the district must discontinue using the material. Also, if the district finds that a book meets the pornography definition, it must discontinue use of the book entirely. If the district finds that the books meets one of the other three categories, it must discontinue the use of the book for any grade level or age group for which the books is inappropriate.

Finally, the law addresses the review process. First, review committees must include parents and provide access to the challenged material. Next, the committee meetings must be noticed and open to the public. Then, if a parent^[2] disagrees with the final determination about a book by the school board, her or she may ask the Commissioner to appoint a special magistrate who will review the board's decision and make a recommended finding to the SBE. As with the special magistrate process created in HB 1557 last year, the costs of the special magistrate and hearing process will be borne by the district. The law directs the SBE to adopt rules to implement these new provisions, including the adoption of any necessary forms.

- Who Is Responsible for or Affected by the Bill? This new law is likely to affect all personnel connected to teaching and learning, from classroom teachers to media specialists to school administrators and all the way up to district administrators and the school board itself.

- How Will the Bill Be Implemented? Curriculum departments will need to determine if the DOE will be pre-approving certain sex education materials, or if the expectation is that districts will still select first but then must seek approval from DOE before the materials can be used. That information must be determined this summer if schools are going to know what they can and cannot teach next year.

The district media specialist or whoever is overseeing this process for the district will need to watch for new SBE rules on these subjects, including the adoption of a standard objection form. The form will need to include the name and contact information for the point-person in the district, and the district's website needs to include the process for challenges related to LGBTQ issues and book challenges.

- Required Rulemaking? The SBE is authorized to adopt rules to implement further the new pronoun statute, and districts may need to amend or repeal any of their own policies that conflict with the new state-mandated policy for all districts that sex is an immutable biological trait.

The SBE may need to amend some of its recently-adopted rules concerning classroom instruction on sexual orientation or gender identity, and districts that have adopted policies addressing these topics may also need to make amendments to reflect the changes enacted this year.

Finally, districts may need to review and amend their policies concerning book challenges, especially if their policy requires that material be left on the shelf until the conclusion of the challenge. For example, NEOLA's policy template for this topic has historically left it as a school board choice.

- Required Reports? N/A.

- Required Training? All instructional and administrative personnel should be advised of the new provisions added this year and provided with whatever resources are available to help them navigate through this. Unfortunately, there is not much available from the DOE, and the media specialist training they created earlier this year advises such things as "when in doubt, err on the side of caution." Teachers in grades PreK and 4-8 need to know that the law expanded the prohibition on classroom instruction, and all teachers and administrators need to know about the

rule amendments the SBE has adopted this past year on these subjects, because these put their certification at risk.

- Does the Bill Apply to Charter Schools? Yes and no. The sections addressing the definition of sex, pronouns, and classroom instruction on sexual orientation and gender identity apply to charter schools. While it was questionable whether HB 1557 applied to charter schools last year because the law only amended section 1001.42, Florida Statutes, the SBE adopted rules that did extend to charter schools with respect to the appointment of a special magistrate. This year, HB 1069 further amended section 1001.42(8)(c) and added, "This subparagraph applies to charter schools," in the subparagraph addressing prohibited classroom instruction. Arguably, the rest of paragraph (8)(c) of section 1001.42 does not apply to charter schools, but the SBE apparently found that this was a health, safety, and welfare law from which charters were not exempt.

However, charter schools are not required to teach the "required" topics listed in section 1003.42, so the changes to required health and sex education do not apply to charters. Also, just as HB 1467 did not apply to charter schools, despite it arguably being a health, safety, or welfare law, charter schools are not required to comply with section 1006.28 involving instructional materials and library collections.

- What Problems or Concerns May Arise as a Result of this New Bill? The problem is not that the Legislature and DOE want districts to have processes in place to make sure that limited school resources are being spent on age- and developmentally appropriate reading material. The problem is that the method they have employed is incredibly time and resource-intensive, takes educators away from teaching and learning, and has fed into this damaging narrative that public schools are places of indoctrination and sexual abuse.

One of the major issues with both HB 1467 and HB 1557 last year is that they were very much open to interpretation. The DOE and other legislative proponents talked about the laws applying "only" to classroom instruction or pornographic material. However, without clear definitions or guardrails, these issues have been interpreted quite broadly locally, as many people have an expansive definition of classroom instruction and wildly differing views on what is considered pornography.

Many districts have been besieged by book challenges from parents, employees, and community members. While some of the challenges have had merit, at least with respect to age appropriateness, many of the challenged books have little to do with sexual activity or could meet even the most expansive definition of pornography. Instead, books that reference slavery, Jim Crow, the civil rights era, and other ugly parts of American history are challenged. Meanwhile, teachers are not sure whether an LGBTQ character in a book or movie or a picture of a same-sex married couple in the classroom violates the law, because those are not classroom instruction as educators understand the term, but they are the focal point of many local complaints. Bill sponsors have repeatedly said that a picture of a same-sex spouse on the teacher's desk is not classroom instruction, but they are much less direct when asked how the teacher can respond if a student asks a question about it. This year, the answers from some legislators were on the verge of telling teachers to respond to their students that their questions were inappropriate for the classroom and simply direct them back to the state standards instead.

These laws are tying up district resources, as committees must convene, read, review, and assess each of the challenged books, and it is taking books out of circulation for long periods of time. This new law doubles down on that problem by specifically mandating that any challenged book be made unavailable until the objection is resolved. The law limits this requirement to objections based on pornography or sexual content, but, as with so many of these recent laws, the law does little to put guardrails in place and encourages individuals to read the law expansively to the point that the mere reference to an LGBTQ person is challenged for including inappropriate sexual content.^[3] Thus, those with the most extreme views are allowed to control the narrative and, at least temporarily, ban books, while the DOE, despite telling districts to err on the side of caution, accuses districts of creating political narratives when they follow DOE direction.

Creates: Section 1000.071, Florida Statutes.

Amends: Sections 1000.21, 1001.42, 1003.42, 1003.46, 1006.28, Florida Statutes.

Companion Bills: CS/HB 1223 (Anderson) / CS/SB 1320 (Yarborough)

Final Legislative Analysis

Brian T. Moore

General Counsel
Florida Association of District School Superintendents (FADSS)
bmoore@fadss.org
(850) 577-5784

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Brian Moore
Sent: Monday, May 22, 2023 2:08 PM
To: fsbaa@googlegroups.com
Subject: Re: [fsbaa] HB 1069

I just spent the last 5 hours trying to break down 1069 for my legislative summary, and I am left with the same questions. Legally, I don't think the word masturbation appearing in a book is sufficient, but we have all seen what people are challenging. I make several references to the DOE training about erring on the side of caution, but going too far down that road would mean banning Florida statutes and the Bible, because both mention it.

Get [Outlook for iOS](#)

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> on behalf of Palmerini, John C.
<John.Palmerini@ocps.net>
Sent: Monday, May 22, 2023 2:02:54 PM
To: fsbaa@googlegroups.com <fsbaa@googlegroups.com>
Subject: RE: [fsbaa] HB 1069

Dear all,

The problem we have is that the media specialist trainings talk about those who review books should “err on the side of caution.” In this environment (where the mere inclusion of an openly gay character in a movie shown to elementary students is enough to have DOE investigate), shouldn't we be advising our clients to “err on the side of caution?” I think the law is expansive and it was purposely drafted to be expansive.

John C. Palmerini, B.C.S. in Education and Labor and Employment Law
Deputy General Counsel, Employment, Labor and Litigation
School Board of Orange County, Florida
445 W. Amelia St., Orlando, FL 32801
407-317-3200, ext. 2002954



From: 'Odom, Ellen' via FSBA fsbaa@googlegroups.com
Sent: Monday, May 22, 2023 1:43 PM
To: fsbaa@googlegroups.com
Subject: Re: [fsbaa] HB 1069

⚠ CAUTION: This email originated from outside of Orange County Public Schools. Do not click links or open attachments unless you know the content is safe.

Gibbs, you have to warn people before cracking off emails like that...coffee out the nose...

On Mon, May 22, 2023 at 12:24 PM 'Gibbs.Paul@General Counsel' via FSBA fsbaa@googlegroups.com wrote:

This is the problem with the legislature trying to utilize statutory definitions of criminal codes for something entirely different. No one knows what to include or not include. I would agree the mere mention of masturbation would not be prohibited by itself, but where does the line get drawn. Is it a book on a teenager who says he/she masturbates five times a day, or is the graphic depiction of the steps he/she takes to masturbate, and the actual description? How graphic does it have to be to satisfy the simulation piece of the statute? If it is a story of a boy who says he rushes into the bathroom drops trou and masturbates, is that book prohibited?

I don't know how we protect staff here without banning every single book that has any type of coming of age story line. Moreover, how do we even identify the books? Is there an official breakdown somewhere of this book has 4 graphically detailed sex scenes in satisfaction of 847.001 (19) fla stat., and 3 masturbatory scenes, and 2 homosexual scenes, all graphically detailed...? I am

afraid we have come to a time where to make a point districts may wish to shut media centers down completely, and use them only for class identified projects and not to check out books. Promote memberships to the county library system.

We have a cabinet meeting to discuss 1069 (was that numbering intentional?), and other legislation, in a few weeks after our new superintendent takes over. Should be a good time.

Paul Gibbs

From: fsbaa@googlegroups.com <fsbaa@googlegroups.com> **On Behalf Of** Duggan, Patrick J.
Sent: Monday, May 22, 2023 1:14 PM
To: fsbaa@googlegroups.com
Subject: RE: [fsbaa] HB 1069

Caution: This email originated from outside of Brevard Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

To me a mere reference to the word is different than an actual description, image, or depiction of the act.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct [941.364.2735](tel:941.364.2735) | Fax [941.366.3999](tel:941.366.3999)

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

From: 'Gibbs.Paul@General Counsel' via FSBA <fsbaa@googlegroups.com>

Sent: Monday, May 22, 2023 1:12 PM

To: fsbaa@googlegroups.com

Subject: RE: [fsbaa] HB 1069

CAUTION: External Email

Isn't masturbation simulated sexual intercourse?

Also, what's the definition of deviate sexual intercourse? I'm sure our parents think a whole lot will fit that definition. With a person's physical contact with buttocks, if a character slaps someone on the behind, is that book supposed to be banned? What about she passed him, her buttocks brushing up against his hand... (take it from there), is that banned? Sorry, prohibited?

Sorry, more questions than answers at this point.

Paul Gibbs

From: 'Odom, Ellen' via FSBA fsbaa@googlegroups.com

Sent: Monday, May 22, 2023 12:35 PM

To: fsbaa@googlegroups.com

Subject: [fsbaa] HB 1069

Caution: This email originated from outside of Brevard Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

New legislation on library books prohibits material which "depicts or describes sexual conduct as defined in s. 847.001(19) (unless required for a course).

(19) "Sexual conduct" means actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, or sadomasochistic abuse; actual or simulated lewd exhibition of the genitals; actual physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast with the intent to arouse or gratify the sexual desire of either party; or any act or conduct which constitutes sexual battery or simulates that sexual battery is being or will be committed. A mother's breastfeeding of her baby does not under any circumstance constitute "sexual conduct."

A question has arisen among our terrified media specialists about masturbation (insert any number of jokes here). Does anyone read the new legislation so strictly that the mere mention of the concept is prohibited, eg.- "Stella found it annoying that all of her classmates talked about masturbation to the exclusion of all other topics."

To me, that does not describe or depict sexual conduct.

Anyone disagree?

Anyone planning on advising that flying too close to the sun may melt the wax holding your wings on and cause you to plummet to earth (a more conservative approach)?

Appreciate your thoughts.

EO

--

Ellen D. Odom
General Counsel
School Board of Escambia County, Florida
850-469-6362
eodom@ecsdf.us

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. Florida has broad public records laws and virtually all written communications are public records unless specifically deemed confidential pursuant to state or federal law.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

https://groups.google.com/d/msgid/fsbaa/CAGtnJ2A3_Qabe03_J7fwAViP7Je5egFePCzM7Bo2%2BD_cZ%3D1EMQ%40mail.gmail.com.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28688A6AF6F3A8F3D8C23CB5E6439%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/c0fd259b3a0b4faa91d912d32a5a3450%40shumaker.com>.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB28681347A3B723F61F083927E6439%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

https://groups.google.com/d/msgid/fsbaa/CAGtnJ2AZfEQDjBt42q5YGh6s0YAvcWGvY6rGeRTEE_EuugdQRxQ%40mail.gmail.com.

The information contained in this e-mail message is intended solely for the recipient(s) and may contain privileged information. Tampering with or altering the contents of this message is prohibited. This information is the same as any written document and may be subject to all rules governing public information according to Florida Statutes. Any message that falls under Chapter 119 shall not be altered in a manner that misrepresents the activities of Orange County Public Schools.

[References: Florida State Constitution I.24, Florida State Statutes Chapter 119, and OCPS Management Directive A-9.] If you have received this message in error, or are not the named recipient notify the sender and delete this message from your computer.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN0PR01MB69895B07D499B23398A86179E0439%40BN0PR01MB6989.prod.exchangelabs.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB2450AD337303C5535F73201FD5439%40BN8PR18MB2450.namprd18.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB2450EC96B90B2655153364ABD5439%40BN8PR18MB2450.namprd18.prod.outlook.com>.

[1] It should be noted that the SBE amended Rule 6A-10.081 recently to provide that Florida educators “[s]hall not intentionally provide classroom instruction to students in grades 4 through 12 on sexual orientation or gender identity **unless such instruction is either expressly required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson** for which a student’s parent has the option to have his or her student not attend.”

[2] Although the law allows a parent or county resident to file a book challenge, this part of the law refers only to “a parent.” It is not clear whether this means any parent in the district can ask for a special magistrate if he or she disagrees with the ultimate decision of the school board or if it only applies to a parent who filed the initial challenge. Presumably, a county resident who filed a challenge cannot ask for a special magistrate unless he or she is also a parent of a child attending a district school.

[3] This vagueness in the law forces each district to address these issues on their own, opening each up to challenge and criticism no matter what they do. The DOE instructs districts to err on the side of caution but then accuses districts of manufacturing controversy when they do so. The Escambia County School District is the latest victim of this, as it now faces a court challenge from Penguin Books, as well as several authors and parents.

Due to Florida's broad public records law, most written communications to or from government employees regarding public education are public records. Therefore, this e-mail communication may be subject to public disclosure.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/CO6PR22MB286885B63B83E050284F6657E6439%40CO6PR22MB2868.namprd22.prod.outlook.com>.

--

You received this message because you are subscribed to the Google Groups "FSBAA" group.

To unsubscribe from this group and stop receiving emails from it, send an email to

fsbaa+unsubscribe@googlegroups.com.

To view this discussion on the web visit

<https://groups.google.com/d/msgid/fsbaa/BN8PR18MB24504C81A3ADCF504BAB02A7D5439%40BN8PR18MB2450.namprd18.prod.outlook.com>.

Subject: FW: Attachment (HB 1557)
Date: 8/22/2022 5:59 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "DeLeo, Daniel J." <ddeleo@shumaker.com>, "McKinley, Michael R." <mmckinley@shumaker.com>
Cc: "McKinley, Zenia L." <zmckinley@shumaker.com>

All,

Brennan asked me to put together a summary of HB 1557 for teachers. Attached is a draft. At Brennan's suggestion, I relied upon the similar version prepared by John Palmieri from Orange County although I think some of what he includes is beyond what HB 1557 provides and inconsistent with its intent.

Before I send it to Brennan I was hoping you could each review it – including its margin comments – and let me know any thoughts so we can have consistency amongst ourselves about what HB 1557 requires. The draft mostly restates in layman's terms what the bill says. I included margin comments regarding the specific portions that I would like any thoughts.

Lastly, I relied upon the SHT article from the other day about a so-called SB policy regarding name and pronoun changes. I did not formally review it beyond what was in the article and am not sure it was even adopted. If you have any insight, please advise. Otherwise I can double back to Craig Maniglia on it.

Thanks in advance. Let me know of any comments, concerns, etc.

From: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>
Sent: Friday, August 19, 2022 4:46 PM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>
Subject: Attachment

CAUTION: External Email

Patrick,

I think this is something we could use to "make it our own" and give to teachers for clarification.

The last document we wrote was for principals to have as they talk to teachers. I would like to alleviate fears, protect the teachers, and provide facts in a supportive way with a document I can send to them.

Let me know what you think.

Thank you.

Brennan



Brennan W. Asplen III Ed.D.
Superintendent
Sarasota County Schools
941-927-9000 ext. 31151
www.SarasotaCountySchools.net

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

To: Sarasota County Schools Teachers

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: HB 1557

Date: August 23, 2022

I hope each of you enjoyed a restful summer and are off to a great start to the 2022-2023 school year. Please know that I truly appreciate all of your tremendous professional efforts and the correspondingly profound impact that you have on this community's K-12 students. Thank you for what you do!

On July 1, 2022, HB 1557 – the “Parental Rights in Education” bill that has also been widely referred to as the “Don’t Say Gay” bill – became law. Attached is a copy of the bill in its entirety. Certain portions of this multi-faceted law have garnered tremendous media attention resulting in confusion about what exactly the law says and does not say. I appreciate that its media coverage has caused an unintended consequence: unnecessary stress and anxiety amongst those who are tasked with implementing it on a day-to-day basis. To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

Like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When that occurs, if further clarification is necessary, we will provide it. For now, here is our legal team’s current analysis of HB 1557:

- I. HB 1557 requires the adoption of policies regarding student mental, emotional, and physical health and wellbeing. We are in the process of doing so. Here is a summary of the requirements:
 - o School districts must adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or wellbeing and the school’s ability to provide a safe and supportive learning environment for the student.
 - o According to HB 1557:
 - These procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues related to his or her wellbeing with his or her parent.

Commented [DPJ1]: Has this occurred?

- These procedures cannot prohibit parents from accessing any of their student’s education and health records created, maintained, or used by the school district.
 - These procedures cannot prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or wellbeing, or a change in related services or monitoring,
 - These procedures cannot encourage or effectively encourage a student to withhold from a parent such information.
 - These procedures cannot discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or wellbeing.
 - However, these procedures can permit school district personnel to withhold this type of information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.
- A few takeaways from this portion of the legislation include:
- The terms “services” and “monitoring” are not defined. Until further guidance is provided by FDOE, it is best to apply a common meaning to them.
 - If a student discloses personal information, teachers must encourage the child to discuss such information with their parents.
 - **If a student makes a disclosure to a teacher about the student’s mental, emotional, or physical health or wellbeing, the teacher should disclose such information to parents unless the teacher reasonably believes disclosure will result in abuse, abandonment, or neglect.**
 - For the purposes of withholding information from a parent,
 - “Abuse” means “any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child’s physical, mental, or emotional health to be significantly impaired. Abuse of a child includes the birth of a new child into a family during the course of an open dependency case when the parent or caregiver has been determined to lack the protective capacity to safely care for the children in the home and has not substantially complied with the case plan towards successful reunification or met the conditions for return of the children into the home. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child.”
 - “Abandonment” means “a situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver, while being able, has made no significant contribution to the child’s care and maintenance or has failed to establish or

Commented [DPJ2]: Do we want to include the provisions regarding preferred name and pronoun that were recently highlighted by SHT?

Those procedures appear consistent with the requirements of the PBoR but are not explicitly contained in HB 1557.

Notwithstanding, if we include them, they probably go in this section.

Commented [DPJ3]: The highlighted/bolded text is not a specific requirement of HB 1557. This recommended language is more “pro-parent” than Orange County’s instructions but to me it comports with the “fundamental right of parents to make decisions...” and does not “discourage or prohibit parental notification...”

It also is consistent with the policy that was recently referenced in the SHT article.

Orange County takes a “disclose if a parent asks” approach. I believe the intent of the law is more proactive than this approach.

The policies required by HB 1557 must also comport with FS 1002.20 and 1014.04. My proposed approach here is consistent with the proactive “without obstructing or interfering” approach taken in 1014.04. Further, there is nothing in FS 1002.20 that suggests “upon parental request” is proper here.

Ultimately how we interpret this and implement it is a matter of policy – but given the law’s creation of court and other remedies for parents, how proactive or reactive we are with parental notification matters.

WE NEED TO: compare against whatever the full “policy revisions” were referenced in the SHT recently. I only referenced the highlighted provision from the news article.

maintain a substantial and positive relationship with the child, or both.”

- For purposes of this term, ‘establish or maintain a substantial and positive relationship’ includes, but is not limited to, frequent and regular contact with the child through frequent and regular visitation or frequent and regular communication to or with the child, and the exercise of parental rights and responsibilities. Marginal efforts and incidental or token visits or communications are not sufficient to establish or maintain a substantial and positive relationship with a child. A man’s acknowledgment of paternity of the child does not limit the period of time considered in determining whether the child was abandoned.
- The term does not include a surrendered newborn infant as described in s. 383.50, a ‘child in need of services’ as defined in chapter 984, or a ‘family in need of services’ as defined in chapter 984. The absence of a parent, legal custodian, or caregiver responsible for a child’s welfare, who is a service member, by reason of deployment or anticipated deployment as defined in 50 U.S.C. s. 3938(e), may not be considered or used as a factor in determining abandonment. The incarceration, repeated incarceration, or extended incarceration of a parent, legal custodian, or caregiver responsible for a child’s welfare may support a finding of abandonment.”
- “Neglect” occurs “when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child’s physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired.
 - The foregoing circumstances shall not be considered neglect if caused primarily by financial inability unless actual services for relief have been offered to and rejected by such person.
 - A parent or legal custodian legitimately practicing religious beliefs in accordance with a recognized church or religious organization who thereby does not provide specific medical treatment for a child may not, for that reason alone, be considered a negligent parent or legal custodian; however, such an exception does not preclude a court from ordering

the following services to be provided, when the health of the child so requires:

- (a) Medical services from a licensed physician, dentist, optometrist, podiatric physician, or other qualified health care provider; or
- (b) Treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Neglect of a child includes acts or omissions.

II. HB 1557 also restricts classroom instruction by school personnel or third parties on sexual orientation and gender identity in a grade level and developmental manner.

- o The law states, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”
 - The constitutionality of this law has been challenged in federal court. The challenge is currently ongoing. No court ruling has been entered to date.
 - In a June 6, 2022 memorandum, FDOE stated, “This provision [of HB 1557] takes effect only for kindergarten through grade 3. For other grades, it takes effect only after [FDOE] develops rules or guidance on age-appropriate and developmentally appropriate instruction.”
 - The impact of FDOE’s pronouncement that this provision of this legislation’s effective date is partially delayed pending rule enactment on a parent’s ability to bring a court challenge, seek relief through a special magistrate, or pursue other remedies (which is explained in more detail below) is unclear.
 - Although no enacted rules or other formal guidance currently exist, FDOE provided additional informal insight regarding this provision of the law in its filings in the lawsuit challenging HB 1557 constitutionality, including that:
 - “The statute limits classroom instruction on ‘sexual orientation or gender identity’. Nothing in that language ‘aims at sexual orientations or gender identities that differ from heterosexual and cisgender identities’. To the contrary, instruction on ‘the normalcy of opposite-sex attraction’ would equally be ‘instruction on sexual orientation’. The statute is neutral on the proscribed subjects”.

Commented [DPJ4]: I kept this paragraph intentionally vague and objective to avoid any action that could confer some type of enforcement standing in the court challenge.

- “There is no merit, for example, to the suggestion that the statute restricts gay and transgender teachers from ‘put[ting] a family photo on their desk’ or ‘refer[ring] to themselves and their spouse (and their own children)’. Those actions are not ‘instruction’, which is ‘the action, practice, or profession of teaching.’”
- This provision “does not prohibit intervention against LGBTQ bullying, participation in extracurricular activities (such as Gay-Straight Alliances or book fairs) and even after-hours tutoring, among many other examples”.
- Teachers are “free to ‘respond if their students discuss...their identities or family life’, ‘provide grades and feedback if a student chooses ‘LGBTQ identity’ as an essay topic and answer ‘questions about their families’”.
- “No one should think that HB 1557 prohibits incidental references in literature to a gay or transgender person or to a same-sex couple. Such references, without more, are not ‘instruction on’ those topics. Nor are ‘references’ to a student’s ‘mom’ and ‘dad’ ‘instruction’ on cisgender identity or heterosexual orientation. Such references could be to a person of any sexual orientation or gender identity.”
- “Typical class participation and schoolwork are not ‘instruction’ even if a student chooses to address sexual orientation or gender identity.”

Importantly, it is unclear if these quoted provisions from FDOE’s court response in the challenge to HB 1557’s constitutionality are currently or will become the formal position of FDOE or what persuasive impact such statements would have in the event a parent brought a court challenge, sought relief through a special magistrate, or pursued other remedies.

Commented [DPJ5]: I also kept this paragraph intentionally vague and objective to avoid any action that could confer some type of enforcement standing in the court challenge.

- III.** HB 1557 further requires that school districts at the beginning of each school year notify parents of each healthcare service offered at their student’s school and notify them of the option to withhold consent or decline any specific service.
- Parental consent to healthcare services does not waive the parent’s right to access his or her student’s educational or health records or to be notified about a change in his or her student’s services or monitoring.
 - Before administering a student wellbeing questionnaire or health screening form to a student in kindergarten through grade 3, the school district must provide the questionnaire or health screening form to the parent and obtain the permission of the parent.

IV. Lastly, HB 1557 requires the school district to adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns addressed by HB 1557 and the process for resolving those concerns within 7 days after notification by the parent. These procedures shall include policies for the notification to parents of such procedures. We are in the process of drafting such procedures.

Commented [DPJ6]: Have we done this?

- o At a minimum, such procedures must require that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.

- If a concern is not resolved, a parent may:

- Request that the Commissioner of Education appoint a special magistrate. The special magistrate shall thereafter determine facts related to the dispute over the school district procedure or practice, consider information provided by the school district, and render a recommended decision for resolution to the Florida Board of Education within 30 days of receipt of the request by the parent. The Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting. The cost of the special magistrate shall be borne by the school district.

- Bring a court action against the school district to obtain a declaratory judgment that the school district procedure or practice violated HB 1557 and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.

HB 1557 further provides that nothing in its provisions regarding challenges raised by parents shall be construed to abridge or alter rights of action or remedies in equity already existing under common law or general law. In other words, other types of legal challenges may exist depending on the circumstances.

In closing, it is my sincere hope that this analysis of HB 1557 will help reduce the misinformation surrounding HB 1557 and mitigate the anxiety and concern that it is causing teachers. We are working diligently to enact the policies that are required by HB 1557's provisions. Please know that the school district is also closely monitoring developments related to HB 1557 and the administrative rule making process related to it and will provide additional instruction and guidance should the need arise. I truly appreciate all that each of you do and am committed to doing whatever it takes to support this school district's teachers regarding HB 1557 within the bounds of the law.



Orange County Public Schools

Date: August 1, 2022
To: Dr. Barbara M. Jenkins, Superintendent
Dr. Maria Vazquez, Deputy Superintendent
From: John C. Palmerini, Deputy General Counsel
Office of Legal Services
Recipients: Cabinet, Area Superintendents, Associate Superintendents, Executive Area Directors-on-Assignment, Principals and Assistant Principals
Subject: **House Bill 1557 Guidance**

Principals: Please distribute to teachers during pre-planning.

We understand the stress recent legislation has placed on teachers and principals. The following is our best interpretation to date of House Bill 1557, the "Parental Rights in Education" statute. This interpretation is being shared for your understanding and guidance. We will provide further guidance as it is received from the State. The Bill made the following changes:

The School Board is required to "adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent. The procedures may not prohibit parents from accessing any of their student's education and health records created, maintained, or used by the school district..."

- A change in student services or monitoring related to the student's mental, emotional or physical health or well-being (as opposed to a single conversation with the student on his or her mental, emotional or physical health or well-being) includes:
 - New scheduled mental health counseling
 - Scheduled behavior intervention
- A change in monitoring includes:
 - School counselor follow up services
 - Follow up by the teacher or other school personnel after the student discloses personal information to the teacher or other school personnel.
- If a student discloses personal information, teachers must encourage the child to discuss such information with their parents.
- The District "may not adopt procedures or student support forms that prohibit school district personnel from notifying a parent about his or her student's mental, emotional, or physical health



Orange County Public Schools

or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information. School district personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.”

- If a student makes a disclosure to a teacher about the student’s mental, emotional or physical health or well-being, and if the parent asks the teacher if the student has disclosed such information, then the teacher must disclose such information to the parent.
 - A teacher should inform the student that if the teacher is asked about the conversation by the student’s parents, the teacher will have to disclose the information.
 - The School District is allowed to adopt procedures that permit school personnel to withhold information from a parent “if a reasonably prudent person would believe that the disclosure would result in abuse, abandonment or neglect...” Those terms are defined in Management Directive A-4, a link to which is found [here](#).
- The Bill states “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not appropriate or developmentally appropriate for students in accordance with state standards.”
 - Based upon a memorandum dated June 6, 2022, from DOE “This provision takes effect on July 1, 2022, only for kindergarten through grade 3. For other grades, it takes effect only after the Florida Department of Education (Department) develops rules or guidance on age-appropriate and developmentally appropriate instruction.”
 - The State has further refined the guidance in its Motion to Dismiss filed in a lawsuit seeking to invalidate H.B. 1557. The guidance from the Motion to Dismiss is quoted below:
 - The Bill equally prohibits instruction on heterosexuality and all other types of sexuality: “The statute limits classroom instruction on ‘sexual orientation or gender identity.’ Nothing in that language ‘aims at sexual orientations and gender identities that differ from heterosexual and cisgender identities.’ To the contrary, instruction on ‘the normalcy of opposite-sex attraction’ would equally be ‘instruction on sexual orientation.’ The statute is neutral on the proscribed subjects.” A “cisgender” identity is when a person’s gender identity corresponds with the person’s birth sex.
 - “There is no merit, for example, to the suggestion that the statute restricts gay and transgender teachers from ‘put[ting] a family photo on their desk’ or ‘refer[ring] to themselves and their spouse (and their own children).’ Those



Orange County Public Schools

actions are not ‘instruction,’ which is ‘the action, practice, or profession of teaching.’”

- The Bill “does not prohibit intervention against LGBTQ bullying, participation in extracurricular activities (such as Gay-Straight Alliances or book fairs) and even after-hours tutoring, among many other examples.”
 - The Bill restricts “instruction” on sexual orientation and gender identity, not mere discussion of those subjects. In fact, an earlier version of the Bill prohibited classroom “discussion” about sexual orientation and gender identity, but the prohibition of classroom “discussion” rather than “instruction” on sexual orientation and gender identity did not make it into the final Bill.
 - Teachers are “free to ‘respond if their students discuss ... their identities or family life,’ ‘provide grades and feedback if a student chooses ‘LGBTQ identity’ as an essay topic and answer ‘questions about their families.’”
 - The State said “no one should think that H.B. 1557 prohibits incidental references in literature to a gay or transgender person or to a same-sex couple. Such references, without more, are not ‘instruction on’ those topics. Nor are ‘references’ to a student’s ‘mom’ and ‘dad’ ‘instruction’ on cisgender identity or heterosexual orientation. Such references could be to a person of any sexual orientation or gender identity.”
 - The State said “typical class participation and schoolwork are not ‘instruction,’ even if a student chooses to address sexual orientation or gender identity.”
- Based upon this guidance, the mere wearing of an “Ally” lanyard or rainbow symbols on clothing or in classrooms, or the display of “safe space” stickers in the classroom are not “classroom instruction” as defined by the State in its Motion to Dismiss the lawsuit seeking to invalidate House Bill 1557.
 - Employees should note School Board Policy GBI, which states that no employee shall “use the authority of his/her position to secure support or opposition for any candidate, party or issue in an election.” Employees are also prohibited from “engaging in passive political expressions, including but not limited to wearing a lapel pin, campaign button, hat, or political advertising on items of clothing.”
 - Under the Bill, if a parent notifies a principal of concerns that the provisions of this Bill have been violated, the Principal must attempt to resolve those concerns within seven (7) calendar days after notification by the parent. If a parent invokes this procedure, principals shall contact their area superintendent/chief/associate superintendent, who will involve the Office of Legal Services to provide guidance on resolution of the concerns. If the parent is not satisfied with the principal’s determination and escalates the concerns to the appropriate area superintendent/chief/associate superintendent, the concern must be resolved to the parent’s



Orange County Public Schools

satisfaction within 30 days after notification, or the appropriate area superintendent/chief/associate superintendent must provide a statement of the reason(s) for not resolving the concerns.

- The District will provide further guidance as such guidance is received from the State. In the interim, should you have any questions, please feel free to call the Office of Legal Services at (407) 317-3411.

Subject: RE: Attachment (HB 1557)
Date: 8/23/2022 3:12 PM
From: "McKinley, Zenia L." <zmckinley@shumaker.com>
To: "Duggan, Patrick J." <pduggan@shumaker.com>, "DeLeo, Daniel J." <ddeleo@shumaker.com>, "McKinley, Michael R." <mmckinley@shumaker.com>

Patrick,

Please see Mike's proposed changes attached. Give him a call to discuss.

Thanks.

Z

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Monday, August 22, 2022 6:00 PM
To: DeLeo, Daniel J. <ddeleo@shumaker.com>; McKinley, Michael R. <mmckinley@shumaker.com>
Cc: McKinley, Zenia L. <zmckinley@shumaker.com>
Subject: FW: Attachment (HB 1557)

All,

Brennan asked me to put together a summary of HB 1557 for teachers. Attached is a draft. At Brennan's suggestion, I relied upon the similar version prepared by John Palmieri from Orange County although I think some of what he includes is beyond what HB 1557 provides and inconsistent with its intent.

Before I send it to Brennan I was hoping you could each review it – including its margin comments – and let me know any thoughts so we can have consistency amongst ourselves about what HB 1557 requires. The draft mostly restates in layman's terms what the bill says. I included margin comments regarding the specific portions that I would like any thoughts.

Lastly, I relied upon the SHT article from the other day about a so-called SB policy regarding name and pronoun changes. I did not formally review it beyond what was in the article and am not sure it was even adopted. If you have any insight, please advise. Otherwise I can double back to Craig Maniglia on it.

Thanks in advance. Let me know of any comments, concerns, etc.

From: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>
Sent: Friday, August 19, 2022 4:46 PM
To: Duggan, Patrick J. <pduggan@shumaker.com>
Cc: Renouf Chris <Chris.Renouf@sarasotacountyschools.net>; Maniglia Craig <Craig.Maniglia@sarasotacountyschools.net>
Subject: Attachment

CAUTION: External Email

Patrick,

I think this is something we could use to “make it our own” and give to teachers for clarification.

The last document we wrote was for principals to have as they talk to teachers. I would like to alleviate fears, protect the teachers, and provide facts in a supportive way with a document I can send to them.

Let me know what you think.

Thank you.

Brennan



Brennan W. Asplen III Ed.D.
Superintendent
Sarasota County Schools
941-927-9000 ext. 31151
www.SarasotaCountySchools.net

Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

To: Sarasota County Schools Teachers

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: HB 1557

Date: August 23, 2022

I hope each of you enjoyed a restful summer and are off to a great start to the 2022-2023 school year. Please know that I truly appreciate all of your tremendous professional efforts and the correspondingly profound impact that you have on this community's K-12 students. Thank you for what you do!

On July 1, 2022, HB 1557 – the “Parental Rights in Education” bill that has also been widely referred to as the “Don’t Say Gay” bill – became law. Attached is a copy of the bill in its entirety. Certain portions of this multi-faceted law have garnered tremendous media attention resulting in confusion about what exactly the law says and does not say. I appreciate that its media coverage has caused an unintended consequence: unnecessary stress and anxiety amongst those who are tasked with implementing it on a day-to-day basis. To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

Like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When that occurs, if further clarification is necessary, we will provide it. For now, here is our legal team’s current analysis of HB 1557:

- I. HB 1557 requires the adoption of policies regarding student mental, emotional, and physical health and wellbeing. We are in the process of doing so. Here is a summary of the requirements:
 - o School districts must adopt procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or wellbeing and the school’s ability to provide a safe and supportive learning environment for the student.
 - o According to HB 1557:
 - These procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues related to his or her wellbeing with his or her parent.

Commented [DPJ1]: Has this occurred?

- These procedures cannot prohibit parents from accessing any of their student’s education and health records created, maintained, or used by the school district.
- These procedures cannot prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or wellbeing, or a change in related services or monitoring,
- These procedures cannot encourage or effectively encourage a student to withhold from a parent such information.
- These procedures cannot discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or wellbeing.
- However, these procedures can permit school district personnel to withhold this type of information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.

o A few takeaways from this portion of the legislation include:

- The terms “services” and “monitoring” are not defined. Until further guidance is provided by FDOE, it is best to apply a common meaning to them.
- If a student discloses personal information, teachers must encourage the child to discuss such information with their parents.
- **If a student makes a disclosure to a teacher about the student’s mental, emotional, or physical health or wellbeing, the teacher should disclose such information to parents unless the teacher reasonably believes disclosure will result in abuse, abandonment, or neglect.**

• ~~for the purposes of withholding information from a parent,~~

• ~~“Abuse” means “any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child’s physical, mental, or emotional health to be significantly impaired. Abuse of a child includes the birth of a new child into a family during the course of an open dependency case when the parent or caregiver has been determined to lack the protective capacity to safely care for the children in the home and has not substantially complied with the case plan towards successful reunification or met the conditions for return of the children into the home. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child.”~~

• ~~“Abandonment” means “a situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver while being able, has made no significant contribution to the child’s care and maintenance or has failed to establish or~~

Commented [DPJ2]: Do we want to include the provisions regarding preferred name and pronoun that were recently highlighted by SHT?

Those procedures appear consistent with the requirements of the PBoR but are not explicitly contained in HB 1557.

Notwithstanding, if we include them, they probably go in this section.

Commented [DPJ3]: The highlighted/bolded text is not a specific requirement of HB 1557. This recommended language is more “pro-parent” than Orange County’s instructions but to me it comports with the “fundamental right of parents to make decisions...” and does not “discourage or prohibit parental notification...”

It also is consistent with the policy that was recently referenced in the SHT article.

Orange County takes a “disclose if a parent asks” approach. I believe the intent of the law is more proactive than this approach.

The policies required by HB 1557 must also comport with FS 1002.20 and 1014.04. My proposed approach here is consistent with the proactive “without obstructing or interfering” approach taken in 1014.04. Further, there is nothing in FS 1002.20 that suggests “upon parental request” is proper here.

Ultimately how we interpret this and implement it is a matter of policy – but given the law’s creation of court and other remedies for parents, how proactive or reactive we are with parental notification matters.

WE NEED TO: compare against whatever the full “policy revisions” were referenced in the SHT recently. I only referenced the highlighted provision from the news article.

maintain a substantial and positive relationship with the child, or both.”

- For purposes of this term, “establish or maintain a substantial and positive relationship” includes, but is not limited to, frequent and regular contact with the child through frequent and regular visitation or frequent and regular communication to or with the child, and the exercise of parental rights and responsibilities. Marginal efforts and incidental or token visits or communications are not sufficient to establish or maintain a substantial and positive relationship with a child. A man’s acknowledgment of paternity of the child does not limit the period of time considered in determining whether the child was abandoned.
- The term does not include a surrendered newborn infant as described in s. 383.50, a “child in need of services” as defined in chapter 984, or a “family in need of services” as defined in chapter 984. The absence of a parent, legal custodian, or caregiver responsible for a child’s welfare, who is a service member, by reason of deployment or anticipated deployment as defined in 50 U.S.C.s. 3938(e), may not be considered or used as a factor in determining abandonment. The incarceration, repeated incarceration, or extended incarceration of a parent, legal custodian, or caregiver responsible for a child’s welfare may support a finding of abandonment.”
- “Neglect” occurs “when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child’s physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired.”
 - The foregoing circumstances shall not be considered neglect if caused primarily by financial inability unless actual services for relief have been offered to and rejected by such person.
 - A parent or legal custodian legitimately practicing religious beliefs in accordance with a recognized church or religious organization who thereby does not provide specific medical treatment for a child may not, for that reason alone, be considered a negligent parent or legal custodian; however, such an exception does not preclude a court from ordering

~~the following services to be provided when the health of the child so requires:~~

~~(a) Medical services from a licensed physician, dentist, optometrist, podiatric physician, or other qualified health care provider; or~~

~~(b) Treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.~~

~~Neglect of a child includes acts or omissions~~

II. HB 1557 also ~~restricts~~ limits classroom instruction by school personnel or third parties on sexual orientation and gender identity in a grade level and developmental manner.

- o The law states, "Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards."

- ~~The constitutionality of this law has been challenged in federal court. The challenge is currently ongoing. No court ruling has been entered to date.~~

- In a June 6, 2022 memorandum, FDOE stated, "This provision [of HB 1557] takes effect only for kindergarten through grade 3. For other grades, it takes effect only after [FDOE] develops rules or guidance on age-appropriate and developmentally appropriate instruction."

- ~~The impact of FDOE's pronouncement that this provision of this legislation's effective date is partially delayed pending rule enactment on a parent's ability to bring a court challenge, seek relief through a special magistrate, or pursue other remedies (which is explained in more detail below) is unclear.~~

- Although no enacted rules or other formal guidance currently exist, FDOE provided additional informal insight regarding this provision of the law in its filings in the lawsuit challenging HB 1557 constitutionality, including statements that:

- "The statute limits classroom instruction on 'sexual orientation or gender identity'. Nothing in that language 'aims at sexual orientations or gender identities that differ from heterosexual and cisgender identities'. To the contrary, instruction on 'the normalcy of opposite-sex attraction' would equally be 'instruction on sexual orientation'. The statute is neutral on the proscribed subjects".

Commented [DPJ4]: I kept this paragraph intentionally vague and objective to avoid any action that could confer some type of enforcement standing in the court challenge.

- “There is no merit, for example, to the suggestion that the statute restricts gay and transgender teachers from ‘put[ting] a family photo on their desk’ or ‘refer[ring] to themselves and their spouse (and their own children)’. Those actions are not ‘instruction’, which is ‘the action, practice, or profession of teaching.’”
- This provision “does not prohibit intervention against LGBTQ bullying, participation in extracurricular activities (such as Gay-Straight Alliances or book fairs) and even after-hours tutoring, among many other examples”.
- Teachers are “free to ‘respond if their students discuss...their identities or family life’, ‘provide grades and feedback if a student chooses ‘LGBTQ identity’ as an essay topic and answer ‘questions about their families’”.
- “No one should think that HB 1557 prohibits incidental references in literature to a gay or transgender person or to a same-sex couple. Such references, without more, are not ‘instruction on’ those topics. Nor are ‘references’ to a student’s ‘mom’ and ‘dad’ ‘instruction’ on cisgender identity or heterosexual orientation. Such references could be to a person of any sexual orientation or gender identity.”
- “Typical class participation and schoolwork are not ‘instruction’ even if a student chooses to address sexual orientation or gender identity.”

Importantly, it is unclear if these quoted provisions from FDOE’s ~~current~~ legal response in the challenge to HB 1557’s constitutionality are currently or will become the formal position of FDOE or what persuasive impact such statements would have in the event a parent brought a court challenge, sought relief through a special magistrate, or pursued other remedies.

Commented [DPJ5]: I also kept this paragraph intentionally vague and objective to avoid any action that could confer some type of enforcement standing in the court challenge.

- III.** HB 1557 further requires that school districts at the beginning of each school year notify parents of each healthcare service offered at their student’s school and notify them of the option to withhold consent or decline any specific service.
- Parental consent to healthcare services does not waive the parent’s right to access his or her student’s educational or health records or to be notified about a change in his or her student’s services or monitoring.
 - Before administering a student wellbeing questionnaire or health screening form to a student in kindergarten through grade 3, the school district must provide the questionnaire or health screening form to the parent and obtain the permission of the parent.

IV. Lastly, HB 1557 requires the school district to adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns addressed by HB 1557 and the process for resolving those concerns within 7 days after notification by the parent. These procedures shall include policies for the notification to parents of such procedures. We are in the process of drafting such procedures.

Commented [DPJ6]: Have we done this?

~~At a minimum, such procedures must require that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.~~

~~If a concern is not resolved, a parent may~~

- ~~Request that the Commissioner of Education appoint a special magistrate. The special magistrate shall thereafter determine facts related to the dispute over the school district procedure or practice, consider information provided by the school district, and render a recommended decision for resolution to the Florida Board of Education within 30 days of receipt of the request by the parent. The Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting. The cost of the special magistrate shall be borne by the school district.~~
- ~~Bring a court action against the school district to obtain a declaratory judgment that the school district procedure or practice violated HB 1557 and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who requests declaratory or injunctive relief.~~

~~HB 1557 further provides that nothing in its provisions regarding challenges raised by parents shall be construed to abridge or alter rights of action or remedies in equity already existing under common law or general law. In other words, other types of legal challenges may exist depending on the circumstances.~~

In closing, it is my sincere hope that this analysis of HB 1557 will help reduce the misinformation surrounding HB 1557 and mitigate the anxiety and concern that it is causing teachers. We are working diligently to enact the policies that are required by HB 1557's provisions. Please know that the school district is also closely monitoring developments related to HB 1557 and the related administrative rule making process related to it and will provide additional instruction and guidance should the need arise. I truly appreciate all that each of you do and am committed to doing whatever it takes to support this school district's teachers regarding HB 1557 within the bounds of the law.

Subject: HB 1557 MEMO MRM Revisions.DOCX
Date: 8/23/2022 5:54 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>

Brennan,

Here is a draft analysis of HB 1557 for teachers. Let me know if you wish to discuss.

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

To: Sarasota County Schools Teachers

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: HB 1557

Date: August 23, 2022

I hope each of you enjoyed a restful summer and are off to a great start to the 2022-2023 school year. Please know that I truly appreciate all of your tremendous professional efforts and the correspondingly profound impact that you have on this community's K-12 students. Thank you for what you do!

On July 1, 2022, HB 1557 – the “Parental Rights in Education” bill that has also been widely referred to as the “Don’t Say Gay” bill – became law. Attached is a copy of the bill in its entirety. Certain portions of this multi-faceted law have garnered tremendous media attention resulting in confusion about what exactly the law says and does not say. I appreciate that its media coverage has caused an unintended consequence: unnecessary stress and anxiety amongst those who are tasked with implementing it on a day-to-day basis. To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

Like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When that occurs, if further clarification is necessary, we will provide it. For now, here is our legal team's current analysis of HB 1557:

- I. HB 1557 requires the adoption of policies regarding student mental, emotional, and physical health and wellbeing. We are in the process of doing so. Here is a summary of the requirements:
 - o School districts must adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for the student.
 - o According to HB 1557:
 - These procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues related to his or her wellbeing with his or her parent.

- These procedures cannot prohibit parents from accessing any of their student’s education and health records created, maintained, or used by the school district.
 - These procedures cannot prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or wellbeing, or a change in related services or monitoring,
 - These procedures cannot encourage or effectively encourage a student to withhold from a parent such information.
 - These procedures cannot discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or wellbeing.
 - However, these procedures can permit school district personnel to withhold this type of information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.
- A few takeaways from this portion of the legislation include:
- The terms “services” and “monitoring” are not defined. Until further guidance is provided by FDOE, it is best to apply a common meaning to them.
 - If a student discloses personal information, teachers must encourage the child to discuss such information with their parents.
 - If a student makes a disclosure to a teacher about the student’s mental, emotional, or physical health or wellbeing, the teacher should disclose such information to parents unless the teacher reasonably believes disclosure will result in abuse, abandonment, or neglect.

II. HB 1557 also limits classroom instruction by school personnel or third parties on sexual orientation and gender identity in a grade level and developmental manner.

- The law states, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”
- The constitutionality of this law has been challenged in federal court. The challenge is currently ongoing. No court ruling has been entered to date.
 - In a June 6, 2022 memorandum, FDOE stated, “This provision [of HB 1557] takes effect only for kindergarten through grade 3. For other grades, it takes effect only after [FDOE] develops rules or guidance on age-appropriate and developmentally appropriate instruction.”
 - The impact of FDOE’s pronouncement that this provision of this legislation’s effective date is partially delayed is unclear. For example, while FDOE can theoretically delay implementing an

administrative rule, it likely cannot prevent the type of challenge explained below that is raised by a concerned parent.

- Although no enacted rules or other formal guidance currently exist, FDOE provided additional informal insight regarding this provision of the law in its filings in the lawsuit challenging HB 1557 constitutionality, including statements that:
 - “The statute limits classroom instruction on ‘sexual orientation or gender identity’. Nothing in that language ‘aims at sexual orientations or gender identities that differ from heterosexual and cisgender identities’. To the contrary, instruction on ‘the normalcy of opposite-sex attraction’ would equally be ‘instruction on sexual orientation’. The statute is neutral on the proscribed subjects”.
 - “There is no merit, for example, to the suggestion that the statute restricts gay and transgender teachers from ‘put[ting] a family photo on their desk’ or ‘refer[ring] to themselves and their spouse (and their own children)’. Those actions are not ‘instruction’, which is ‘the action, practice, or profession of teaching.”
 - This provision “does not prohibit intervention against LGBTQ bullying, participation in extracurricular activities (such as Gay-Straight Alliances or book fairs) and even after-hours tutoring, among many other examples”.
 - Teachers are “free to ‘respond if their students discuss...their identities or family life’, ‘provide grades and feedback if a student chooses ‘LGBTQ identity’ as an essay topic and answer ‘questions about their families’”.
 - “No one should think that HB 1557 prohibits incidental references in literature to a gay or transgender person or to a same-sex couple. Such references, without more, are not ‘instruction on’ those topics. Nor are ‘references’ to a student’s ‘mom’ and ‘dad’ ‘instruction’ on cisgender identity or heterosexual orientation. Such references could be to a person of any sexual orientation or gender identity.”
 - “Typical class participation and schoolwork are not ‘instruction’ even if a student chooses to address sexual orientation or gender identity.”

Importantly, it is unclear if these quoted provisions from FDOE’s legal response in the challenge to HB 1557’s constitutionality are currently or will become the formal position of FDOE or what persuasive impact such

statements would have in the event a parent brought a court challenge, sought relief through a special magistrate, or pursued other remedies.

- III.** HB 1557 further requires that school districts at the beginning of each school year notify parents of each healthcare service offered at their student's school and notify them of the option to withhold consent or decline any specific service.
- Parental consent to healthcare services does not waive the parent's right to access his or her student's educational or health records or to be notified about a change in his or her student's services or monitoring.
 - Before administering a student wellbeing questionnaire or health screening form to a student in kindergarten through grade 3, the school district must provide the questionnaire or health screening form to the parent and obtain the permission of the parent.
- IV.** Lastly, HB 1557 requires the school district to adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns addressed by HB 1557 and the process for resolving those concerns within 7 days after notification by the parent. These procedures shall include policies for the notification to parents of such procedures. We are in the process of drafting such procedures.
- At a minimum, such procedures must require that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.
 - If a concern is not resolved, a parent may:
 - Request that the Commissioner of Education appoint a special magistrate. The special magistrate shall thereafter determine facts related to the dispute over the school district procedure or practice, consider information provided by the school district, and render a recommended decision for resolution to the Florida Board of Education within 30 days of receipt of the request by the parent. The Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting. The cost of the special magistrate shall be borne by the school district.
 - Bring a court action against the school district to obtain a declaratory judgment that the school district procedure or practice violated HB 1557 and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.

HB 1557 further provides that nothing in its provisions regarding challenges raised by parents shall be construed to abridge or alter rights of action or remedies in equity already existing under common law or general law. In other words, other types of legal challenges may exist depending on the circumstances.

In closing, it is my sincere hope that this analysis of HB 1557 will help reduce the misinformation surrounding HB 1557 and mitigate the anxiety and concern that it is causing teachers. We are working diligently to enact the policies that are required by HB 1557's provisions. The school district is also closely monitoring developments related to HB 1557 and the related administrative rule making process related to it and will provide additional instruction and guidance should the need arise. I truly appreciate all that each of you do and am committed to doing whatever it takes to support this school district's teachers regarding HB 1557 within the bounds of the law.

Subject: Re: HB 1557 MEMO MRM Revisions.DOCX
Date: 8/23/2022 6:28 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "Asplen Brennan" <Brennan.Asplen@sarasotacountyschools.net>

I just spoke with Deb. Before you send something out, let's discuss.

Sent from my iPhone

Patrick J. Duggan

Attorney at Law

SHUMAKER

240 South Pineapple Avenue, Suite 1000 | Sarasota, Florida 34236

P.O. Box 49948 | Sarasota, Florida 34230-6948

Direct 941.364.2735 | Fax 941.366.3999

pduggan@shumaker.com | [bio](#) | [LinkedIn](#)

Confidentiality Statement: This electronic message contains information from the law firm of Shumaker, Loop & Kendrick, LLP, and may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this electronic message in error, please notify the sender immediately by reply e-mail or telephone 800.444.6659.

On Aug 23, 2022, at 5:54 PM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

Brennan,

Here is a draft analysis of HB 1557 for teachers. Let me know if you wish to discuss.

Subject: FW: HB 1557 MEMO MRM Revisions.DOCX
Date: 8/25/2022 12:52 PM
From: "Duggan, Patrick J." <pduggan@shumaker.com>
To: "McKinley, Zenia L." <zmckinley@shumaker.com>, "McKinley, Michael R." <mmckinley@shumaker.com>

From: Duggan, Patrick J. <pduggan@shumaker.com>
Sent: Tuesday, August 23, 2022 6:29 PM
To: Asplen Brennan <Brennan.Asplen@sarasotacountyschools.net>
Subject: Re: HB 1557 MEMO MRM Revisions.DOCX

I just spoke with Deb. Before you send something out, let's discuss.

Sent from my iPhone

On Aug 23, 2022, at 5:54 PM, Duggan, Patrick J. <pduggan@shumaker.com> wrote:

Brennan,

Here is a draft analysis of HB 1557 for teachers. Let me know if you wish to discuss.

To: Sarasota County Schools Teachers

From: Dr. Brennan Asplen, Superintendent

Re: Analysis and Guidance re: HB 1557

Date: August 23, 2022

I hope each of you enjoyed a restful summer and are off to a great start to the 2022-2023 school year. Please know that I truly appreciate all of your tremendous professional efforts and the correspondingly profound impact that you have on this community's K-12 students. Thank you for what you do!

On July 1, 2022, HB 1557 – the “Parental Rights in Education” bill that has also been widely referred to as the “Don’t Say Gay” bill – became law. Attached is a copy of the bill in its entirety. Certain portions of this multi-faceted law have garnered tremendous media attention resulting in confusion about what exactly the law says and does not say. I appreciate that its media coverage has caused an unintended consequence: unnecessary stress and anxiety amongst those who are tasked with implementing it on a day-to-day basis. To help allay these concerns, clarify what the law states, create as much district-wide consistency regarding it as possible, and set each of you up for success, I have asked our legal team to interpret this new law so that each of you understands what it actually says and what obligations it actually imposes.

Like most newly enacted education-related laws, our lawyers expect the Florida Department of Education will provide further guidance in the form of an administrative rule(s). When that occurs, if further clarification is necessary, we will provide it. For now, here is our legal team's current analysis of HB 1557:

- I. HB 1557 requires the adoption of policies regarding student mental, emotional, and physical health and wellbeing. We are in the process of doing so. Here is a summary of the requirements:
 - o School districts must adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for the student.
 - o According to HB 1557:
 - These procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues related to his or her wellbeing with his or her parent.

- These procedures cannot prohibit parents from accessing any of their student’s education and health records created, maintained, or used by the school district.
 - These procedures cannot prohibit school district personnel from notifying a parent about his or her student’s mental, emotional, or physical health or wellbeing, or a change in related services or monitoring,
 - These procedures cannot encourage or effectively encourage a student to withhold from a parent such information.
 - These procedures cannot discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or wellbeing.
 - However, these procedures can permit school district personnel to withhold this type of information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.
- A few takeaways from this portion of the legislation include:
- The terms “services” and “monitoring” are not defined. Until further guidance is provided by FDOE, it is best to apply a common meaning to them.
 - If a student discloses personal information, teachers must encourage the child to discuss such information with their parents.
 - If a student makes a disclosure to a teacher about the student’s mental, emotional, or physical health or wellbeing, the teacher should disclose such information to parents unless the teacher reasonably believes disclosure will result in abuse, abandonment, or neglect.

II. HB 1557 also limits classroom instruction by school personnel or third parties on sexual orientation and gender identity in a grade level and developmental manner.

- The law states, “Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.”
- The constitutionality of this law has been challenged in federal court. The challenge is currently ongoing. No court ruling has been entered to date.
 - In a June 6, 2022 memorandum, FDOE stated, “This provision [of HB 1557] takes effect only for kindergarten through grade 3. For other grades, it takes effect only after [FDOE] develops rules or guidance on age-appropriate and developmentally appropriate instruction.”
 - The impact of FDOE’s pronouncement that this provision of this legislation’s effective date is partially delayed is unclear. For example, while FDOE can theoretically delay implementing an

administrative rule, it likely cannot prevent the type of challenge explained below that is raised by a concerned parent.

- Although no enacted rules or other formal guidance currently exist, FDOE provided additional informal insight regarding this provision of the law in its filings in the lawsuit challenging HB 1557 constitutionality, including statements that:
 - “The statute limits classroom instruction on ‘sexual orientation or gender identity’. Nothing in that language ‘aims at sexual orientations or gender identities that differ from heterosexual and cisgender identities’. To the contrary, instruction on ‘the normalcy of opposite-sex attraction’ would equally be ‘instruction on sexual orientation’. The statute is neutral on the proscribed subjects”.
 - “There is no merit, for example, to the suggestion that the statute restricts gay and transgender teachers from ‘put[ting] a family photo on their desk’ or ‘refer[ring] to themselves and their spouse (and their own children)’. Those actions are not ‘instruction’, which is ‘the action, practice, or profession of teaching.”
 - This provision “does not prohibit intervention against LGBTQ bullying, participation in extracurricular activities (such as Gay-Straight Alliances or book fairs) and even after-hours tutoring, among many other examples”.
 - Teachers are “free to ‘respond if their students discuss...their identities or family life’, ‘provide grades and feedback if a student chooses ‘LGBTQ identity’ as an essay topic and answer ‘questions about their families’”.
 - “No one should think that HB 1557 prohibits incidental references in literature to a gay or transgender person or to a same-sex couple. Such references, without more, are not ‘instruction on’ those topics. Nor are ‘references’ to a student’s ‘mom’ and ‘dad’ ‘instruction’ on cisgender identity or heterosexual orientation. Such references could be to a person of any sexual orientation or gender identity.”
 - “Typical class participation and schoolwork are not ‘instruction’ even if a student chooses to address sexual orientation or gender identity.”

Importantly, it is unclear if these quoted provisions from FDOE’s legal response in the challenge to HB 1557’s constitutionality are currently or will become the formal position of FDOE or what persuasive impact such

statements would have in the event a parent brought a court challenge, sought relief through a special magistrate, or pursued other remedies.

- III.** HB 1557 further requires that school districts at the beginning of each school year notify parents of each healthcare service offered at their student's school and notify them of the option to withhold consent or decline any specific service.
- Parental consent to healthcare services does not waive the parent's right to access his or her student's educational or health records or to be notified about a change in his or her student's services or monitoring.
 - Before administering a student wellbeing questionnaire or health screening form to a student in kindergarten through grade 3, the school district must provide the questionnaire or health screening form to the parent and obtain the permission of the parent.
- IV.** Lastly, HB 1557 requires the school district to adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns addressed by HB 1557 and the process for resolving those concerns within 7 days after notification by the parent. These procedures shall include policies for the notification to parents of such procedures. We are in the process of drafting such procedures.
- At a minimum, such procedures must require that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.
 - If a concern is not resolved, a parent may:
 - Request that the Commissioner of Education appoint a special magistrate. The special magistrate shall thereafter determine facts related to the dispute over the school district procedure or practice, consider information provided by the school district, and render a recommended decision for resolution to the Florida Board of Education within 30 days of receipt of the request by the parent. The Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting. The cost of the special magistrate shall be borne by the school district.
 - Bring a court action against the school district to obtain a declaratory judgment that the school district procedure or practice violated HB 1557 and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.

HB 1557 further provides that nothing in its provisions regarding challenges raised by parents shall be construed to abridge or alter rights of action or remedies in equity already existing under common law or general law. In other words, other types of legal challenges may exist depending on the circumstances.

In closing, it is my sincere hope that this analysis of HB 1557 will help reduce the misinformation surrounding HB 1557 and mitigate the anxiety and concern that it is causing teachers. We are working diligently to enact the policies that are required by HB 1557's provisions. The school district is also closely monitoring developments related to HB 1557 and the related administrative rule making process related to it and will provide additional instruction and guidance should the need arise. I truly appreciate all that each of you do and am committed to doing whatever it takes to support this school district's teachers regarding HB 1557 within the bounds of the law.

HB 1467



Presented by

Rob Manooogian & Sue Meckler
SARASOTA COUNTY SCHOOLS

What is it?

Legislation which impacts the:

- Selection and/or purchase of books
- Maintenance of media center collections
- Instructional materials review and purchase approval process
- Textbook adoption process



What does it require?

Requires that:

- Each book made available to students must be selected by a school district employee who holds a valid educational media specialist certificate
- Our district school board adopt procedures for developing library media center collections.
- Procedures are posted on the website for each school within the district.



What does it mean for you?

School principals are responsible “for overseeing compliance with school district procedures for selecting school library media center materials” at his or her school.



District Response & Considerations

- Addition of (3) District Media Specialists
- Purchase of all books used in a school media center or classroom library will be frozen until January 2023
- School library opt in/out parent permission form
- Approval form must be completed for instructional materials purchase requests
- Revision of all current district instructional materials school board policies and procedures
- Ongoing dialogue with the district legal team for local interpretation of the legislation
- Waiting for the FLDOE to complete their rule making process and provide interpretation and guidance



Next Steps

Messaging

- Interpretation
- Implications
- Best Practice Guidelines and Expectations

WE ARE COMMITTED TO BEING TRANSPARENT, ACCOUNTABLE
AND IN COMPLIANCE WITH HB 1467

WE'RE HERE TO SUPPORT YOU AND YOUR TEACHERS!

More to Come... Stay tuned!





THANK YOU