

FLORIDA HOUSE OF REPRESENTATIVES BILL ANALYSIS

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BILL #: [CS/HB 1255](#)

TITLE: Education

SPONSOR(S): Trabulsky

COMPANION BILL: [SB 1618](#) (Calatayud)

LINKED BILLS: None

RELATED BILLS: None

Committee References

[Student Academic Success](#)

15 Y, 2 N, As CS

[PreK-12 Budget](#)

[Education & Employment](#)

SUMMARY

Effect of the Bill:

The bill adds two components to a school district reading instruction plan and requires the inclusion of a mathematics instruction plan within the existing reading instruction plan. The bill revises several provisions of law to provide additional supports for mathematics instruction and interventions. The bill establishes new screening requirements for private schools participating in educational scholarship programs. The bill requires instruction on human embryologic development as part of health education courses and updates requirements for the financial literacy course. The bill revises the term “critical teacher shortage areas” to “high-demand teacher needs areas” and repeals provisions related to the Florida School for Competitive Academics throughout the education code.

The bill saves the Interstate Compact on Educational Opportunity for Military Children from repeal. The bill prohibits specified expenditures by public K-12 educational entities. The bill expands authority to purchase emergency opioid antagonists approved by the FDA. The bill clarifies the process for withdrawal and reenrollment in Voluntary Prekindergarten programs. The bill enhances parental rights by providing additional notifications surrounding New Worlds programs and requiring parental opt-in for corporal punishment.

Fiscal or Economic Impact:

The bill includes new background screening requirements for employees, contractors, owners and operators of private schools participating in educational scholarship programs. The bill has an indeterminate impact on private sector expenditures. The bill will have a negligible negative impact on state expenditures for membership fees in the Interstate Compact on Educational Opportunity for Military Children.

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ANALYSIS

EFFECT OF THE BILL:

The bill provides for two additional components for a [school district reading instruction plan](#) and requires approval of the plan by the Department of Education (DOE). The first additional component specifies that intensive reading interventions must be delivered by instructional personnel who possess a micro-credential through the New Worlds Reading Initiative or are certified or endorsed in reading. Intensive reading interventions must also incorporate evidence-based strategies identified by the Just Read, Florida! Office. Instructional personnel possessing only the micro-credential must be supervised¹ by an individual certified or endorsed in reading. The second is to provide a description of how the district prioritizes the assignment of highly effective teachers to students in kindergarten through grade 2. (Section [20](#)).

¹ The bill defines supervised to mean 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.

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The bill creates a comprehensive system of [mathematics instruction](#) for students in pre-kindergarten through grade 12 and those who exhibit a substantial deficiency in early mathematics skills to mirror the existing provisions related to reading instruction. The bill requires each school district to include a mathematics instruction plan as part of the reading instruction plan that may include:

- Additional time per day of evidence-based intensive mathematics instruction for students in kindergarten through grade 12, which may be delivered during or outside of the regular school day.
- Highly qualified mathematics coaches who hold either a grades 5 through 9 mathematics certification or a grades 6 through 12 mathematics certification and have 3 consecutive years of a highly effective district evaluation to specifically support classroom teachers in making instructional decisions based on progress monitoring data and improve classroom teacher delivery of effective mathematics instruction and mathematics intervention.
- Tutoring in mathematics. (Section [21](#)).

The bill requires that the State Board of Education (SBE) define a highly qualified teacher of mathematics or a trained tutor for purposes of delivering supplemental, evidence-based mathematics interventions. Additionally, the bill requires that the parents of students identified as having a substantial deficiency in mathematics be notified of their eligibility for the New Worlds Scholarship Accounts and the school district services provided by the New Worlds Tutoring Program. (Section [25](#)).

The bill requires the [New Worlds Tutoring Program](#) to consult with the Office of Mathematics and Sciences in the development of best practice guidelines for mathematics tutoring in alignment with state standards. The bill updates the deadline for reporting New Worlds Tutoring Program data from July 1 to August 31, annually. (Section [27](#)).

The bill authorizes students providing tutoring under the RAISE High School Tutor Program, either paid or unpaid, to count the time spent tutoring toward meeting community service requirements for high school graduation and for the Florida Bright Futures Scholarship Program. (Section [26](#)).

The bill updates the [background screening requirements](#) for private schools participating in an educational scholarship program. Employees and contracted personnel with direct contact with students as well as owners and operators must now be screened using the same standards as individuals seeking educator certification, a level 2 background check, through the Care Provider Background Screening Clearinghouse operated by the Agency for Health Care Administration. The bill also provides that disqualification pursuant to such a background screening will be based on the laws and rules in effect at the time of the application for employment, provided that the person is continually employed by the same school. (Sections [15](#) and [31](#)).

The bill requires that instruction on human embryologic development be included in health education for students in kindergarten through grade 12 as part of [required instruction](#). For students in grades 6 through 12, the bill requires that instruction in human embryologic development include a high-definition ultrasound video showing the development of the heart and other organs and movement of the limbs and head. The instruction must also include a high-quality, computer generated rendering showing and describing the process of fertilization and various states of human development in the uterus. The SBE is required to adopt rules to implement this instruction. (Section [19](#)).

The bill revises the term "[critical teacher shortage areas](#)" to "high-demand teacher needs areas" throughout the education code. (Sections [6](#), [23](#), [29](#) and [30](#)).

The bill repeals provisions related to the [Florida School for Competitive Academics](#) as the school never officially opened and the provisions at issue are unnecessary. (Sections [1](#), [2](#), [3](#), [4](#), [7](#), [12](#), [13](#), [14](#), and [28](#)).

Effective upon becoming law, the bill authorizes the DOE to join or establish a national consortium to assist in the development and implementation of advanced courses aligned to the requirements for general education courses as part of [articulated accelerated mechanisms](#) for secondary students. (Section [24](#)).

The bill requires the DOE, when adopting statewide, competency-based pathways for the reading endorsement, to evaluate and make recommendations for updates to reading endorsement competencies and subject area examination for educator certification that address among other issues dyscalculia and evidence-based mathematics instruction. (Section [33](#)).

The bill amends the [Christa McAuliffe Ambassador for Education Program](#) to authorize charter school consortia of at least 30 member schools and an approved professional learning system to nominate teachers for Teacher of the Year and to serve as the Ambassador for Education. (Section [34](#)).

The bill saves the [Interstate Compact on Educational Opportunity for Military Children](#) (Compact) from repeal by amending the automatic repeal date from July 1, 2025, to July 1, 2028. To provide additional support to military families relocating to Florida, the bill requires the DOE to develop and implement a training module relating to facilitating and expediting the transfer of a K-12 student's education records from an out-of-state school. The training must be provided to all school districts and charter schools and must be made available to all employees working directly with military families. (Section [5](#) and [17](#)).

The bill [prohibits expenditures](#) by public K-12 educational entities and their direct-support organizations in a similar manner to existing restrictions on public postsecondary education institutions. A public school, charter school, school district, charter school administrator, or direct-support organization may not expend funds on membership in organizations that discriminate on the basis of race, color, national origin, sex, disability, or religion. Additionally, the bill prohibits these entities from expending funds on programs that violate the Florida Educational Equity Act (FEEA) or advocate, promote, or engage in political or social activism, as defined by the SBE. The bill exempts student-led organizations and activities necessary to comply with federal and state law, receive or maintain accreditation, or for continuing to receive state funds based on SBE rule. (Section [8](#)).

The bill removes the requirement that the Commissioner of Education (Commissioner) determine that [school advisory councils](#) include minority persons and persons of lower socioeconomic status to the maximum extent possible. (Section [9](#)).

The bill modifies provisions related to [opioid antagonists](#) and [corporal punishment](#) in schools. The bill expands the options for opioid antagonists available for purchase by district school boards by authorizing any emergency opioid antagonist approved by the U.S. Food and Drug Administration (FDA), rather than only naloxone. Regarding corporal punishment, the bill requires that if a district school board has a policy authorizing corporal punishment, the policy must include a requirement for parental consent. The policy may specify that parent consent is provided for the entire school year or before each administration of corporal punishment. The bill requires charter schools to comply with the updated requirements for corporal punishment. (Section [10](#) and [11](#)).

The bill removes the 70 percent completion cap and the substantially completed limitation on withdrawal from and reenrollment in a [Voluntary Prekindergarten Program](#) (VPK) for good cause and extreme hardship, respectively. These changes allow a student to withdraw and reenroll regardless of how much of the program he or she completed while maintaining that the total funding for the student may not exceed one full-time equivalent student. (Section [16](#)).

The bill amends the required curriculum for the mandatory [financial literacy](#) course to include instruction on the costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid (FAFSA), scholarships and grants, and student loans. (Section [22](#)).

The bill expands options for educators who hold a valid certificate issued by The American Board for Certification of Teacher Excellence (ABCTE) to have a direct pathway to a professional [teaching certificate](#) in Florida. The bill specifies that ABCTE certification satisfies general knowledge, subject area, and professional preparation and educator competence requirements. (Section [32](#)).

The bill requires that new and revised [state academic standards](#) documents submitted to the SBE must only consist of academic standards and benchmarks. The bill also requires the Commissioner to submit all revised standards documents to the SBE for approval no later than July 1, 2026. By removing the benchmark clarifications

statements, educators will have more flexibility in how they incorporate the standards into their instruction. (Section [18](#)).

The effective date of the bill is July 1, 2025, except as otherwise provided. (Section [35](#)).

RULEMAKING:

The bill requires the SBE to adopt rules to implement the required instruction on human embryologic development. The bill requires the SBE to define a highly qualified teacher of mathematics or a trained tutor for purposes of delivering supplemental, evidence-based mathematics interventions in rule. The bill requires the SBE to adopt rules to implement the expenditure prohibition provision of the bill.

Lawmaking is a legislative power; however, the Legislature may delegate a portion of such power to executive branch agencies to create rules that have the force of law. To exercise this delegated power, an agency must have a grant of rulemaking authority and a law to implement.

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The annual fee that member states pay as dues to the Interstate Commission under the Interstate Compact on Educational Opportunity for Military Children is at the rate of \$1.15 per dependent child of a military family eligible for transfer under the Compact. The total number of military connected students at the end of the 2023-2024 school year was 40,815. Funding in the amount of \$45,187 for the dues was included in the 2024-2025 General Appropriations Act.

PRIVATE SECTOR:

The bill requires that private schools participating in educational scholarship programs conduct background screening to the same standards and through the same mechanism as individuals seeking educator certification. As it is uncertain how many new employees, contractors, owners, or operators would need to be screened under the bill, the bill has an indeterminate impact on private sector expenditures.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

[Critical Teacher Shortage Areas](#)

Critical teacher shortage areas are high-need content areas and high-priority location areas identified by the SBE. The SBE must adopt rules to annually identify critical teacher shortage areas and must consider current and emerging educational requirements and workforce demands in determining critical teacher shortage areas. School grade levels may also be designated critical teacher shortage areas. Individual district school boards may identify and submit other critical teacher shortage areas. Such submissions must be aligned to current and emerging educational requirements and workforce demands in order to be approved by the SBE. High-priority location areas must be in high-density, low-economic urban schools; low-density, low-economic rural schools; and schools that earned a grade of “F” or three consecutive grades of “D”. The SBE must develop strategies to address critical teacher shortage areas.²

[Florida School for Competitive Academics](#)

Established in statute in 2023, the Florida School for Competitive Academics (FSCA) in Alachua County was envisioned as a state-supported public school for grade 6 through 12 students. The FSCA was intended to provide rigorous academic curriculum, and to prepare students for regional, state, and national academic competitions in all areas of study, such as, STEM. The mission of the FSCA was to provide students who meet selective admissions requirements an environment that will foster high academic engagement and advanced understanding of subject

² Section [1012.07, F.S.](#)

areas, develop productive work habits, build resiliency, connect students with industry leaders, and promote civic leadership.³ However, the FSCA never officially opened.

Background Screening of Individuals at Schools

Individuals who work in or provide services to school districts, charter schools, alternative schools, and private schools participating in state school choice scholarship programs must undergo a fingerprint-based background screening before being permitted access to school grounds.⁴ The individuals who must undergo background screening fall under three personnel classifications: instructional and noninstructional personnel;⁵ noninstructional school district employees and contracted personnel;⁶ and noninstructional contractors.⁷ Candidates for educator certification must also undergo background screening.⁸

The background screening requirements for each personnel classification vary depending upon the individual's duties, whether or not the individual is a school district employee, and the degree of contact the individual has with students.⁹ Because they are more likely to have direct contact with students, candidates for educator certification, instructional and noninstructional personnel, and noninstructional school district employees and contracted personnel must be screened against level 2¹⁰ screening standards.¹¹ Athletic coaches employed by public schools must be certified by the DOE and are subject to the same background screening standards as other individuals seeking certification.¹² In contrast, noninstructional contractors, individuals who are not school district employees and have no direct contact with students, are screened against a statutory list of 12 disqualifying offenses.¹³ These background screenings are conducted through the Clearinghouse.¹⁴

Required Instruction Topics

Florida law requires that public school students in grades K-12 receive instruction on specific subjects including, among other items, historical time periods, comprehensive health education, and government.¹⁵ Instructional personnel are required to teach these subjects efficiently and faithfully, using historically accurate books and materials, following prescribed courses and approved methods of instruction.¹⁶ Unless otherwise specified, the law generally does not prescribe grade level, instructional hours, or instructional materials requirements for these topics. School districts are required to report, annually each summer, to the DOE on how instruction was provided during the previous school year for certain required subjects.¹⁷ Amongst several topics, school districts are required to provide comprehensive age-appropriate and developmentally appropriate kindergarten through grade 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.

³ Section [1002.351, F.S.](#)

⁴ Sections [1002.421](#), [1012.32\(2\)](#), [1012.465\(2\)](#), and [1012.467\(2\)\(a\), F.S.](#)

⁵ Instructional and noninstructional personnel are individuals who are hired or contracted to fill positions that require direct contact with students in any public school. Section [1012.32\(2\), F.S.](#)

⁶ Noninstructional school district employees and contracted personnel are individuals who are permitted access to school grounds when students are present; who have direct contact with students; or who have access to, or control of, school funds. Section [1012.465\(1\), F.S.](#)

⁷ Noninstructional contractors are vendors or contractors who are not school district employees, are permitted access to school grounds when students are present, and have little or no direct contact with students. Section [1012.467\(1\)\(a\), F.S.](#)

⁸ Sections [1012.315](#), [1012.32\(2\)\(a\)](#), and [1012.56\(10\)\(a\), F.S.](#)

⁹ See ss. [1012.32\(2\)](#), [1012.465\(2\)](#), and [1012.467\(2\)\(a\), F.S.](#)

¹⁰ Level 2 background screening includes, but is not limited to, fingerprinting for statewide criminal history records checks through the FDLE and national criminal history checks through the Federal Bureau of Investigation (FBI), and may include local criminal records checks through local law enforcement agencies. Section [435.04, F.S.](#)

¹¹ Sections [1012.315](#), [1012.32](#), and [1012.465, F.S.](#)

¹² Section [1012.55\(2\), F.S.](#) See also [s. 1012.56, F.S.](#); r. 6A-4.004(4), F.A.C.

¹³ See [s. 1012.467\(2\)\(b\), F.S.](#) The law references eight specific offenses plus crimes involving lewd and lascivious behavior in ch. 800, F.S., which include four such offenses. *Id.*

¹⁴ Section [1012.315, F.S.](#)

¹⁵ Section [1003.42, F.S.](#)

¹⁶ Section [1003.42\(2\), F.S.](#)

¹⁷ *Id.*

- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.¹⁸

Current law requires students to take a one-half credit course in personal financial literacy that must include instruction in all of the following:

- Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution’s services.
- Balancing a checkbook.
- Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
- Completing a loan application.
- Receiving an inheritance and related implications.
- Basic principles of personal insurance policies.
- Computing federal income taxes.
- Local tax assessments.
- Computing interest rates by various mechanisms.
- Simple contracts.
- Contesting an incorrect billing statement.
- Types of savings and investments.
- State and federal laws concerning finance.¹⁹

Comprehensive System of Reading Intervention

Each school district is required to implement a system of comprehensive reading instruction for students enrolled in prekindergarten through grade 12 and certain students who exhibit a substantial deficiency in early literacy.²⁰ Students with a substantial deficiency are defined as:²¹

- A voluntary prekindergarten student in early literacy skills who scores below the tenth (10th) percentile or is unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system.
- A kindergarten through grade 3 student in reading if:
 - The student is identified as in need of Tier 3 interventions.²²
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year test administration of the coordinated screening and progress monitoring system.
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified test administration of the coordinated screening and progress monitoring system.
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system.
 - A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized English Language Arts (ELA) assessment.

¹⁸ Section [1003.42\(2\)\(o\)1, F.S.](#)

¹⁹ Section [1003.4282\(3\)\(5\), F.S.](#)

²⁰ Section [1003.4201, F.S.](#)

²¹ Rule 6A-6.053, F.A.C.

²² Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions.

The comprehensive reading instruction plan may include all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district.²³ The plan may include the following components:²⁴

- Additional time per day of evidence-based intensive reading instruction for kindergarten through grade 12 students, which may be delivered during or outside of the regular school day.
- Highly qualified reading coaches, who must be endorsed in reading, to specifically support classroom teachers in making instructional decisions based on progress monitoring data and improve classroom teacher delivery of effective reading instruction, reading intervention, and reading in the content areas based on student need.
- Professional learning to help instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction.
- Summer reading camps, using only classroom teachers or other district personnel who possess a micro-credential²⁵ in reading or are certified or endorsed in reading consistent for all students in kindergarten through grade 5 exhibiting a reading deficiency as determined by district and state assessments.
- Incentives for instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program who possess a reading certification or endorsement or micro-credential and provide educational support to improve student literacy.
- Tutoring in reading.

[Reading Achievement Initiative for Scholastic Excellence Act](#)

In 2021, the Florida Legislature established the Reading Achievement Initiative for Scholastic Excellence (RAISE) program within the DOE.²⁶ The RAISE program provides instructional supports to school districts, school administrators, and instructional personnel in implementing evidence-based reading instruction and interventions in order to improve student reading achievement.²⁷

Under the RAISE program, the DOE must establish 20 literacy support regions and regional support teams in Florida to assist schools in improving low reading scores.²⁸ Eligible schools include:²⁹

- Schools serving students in kindergarten through grade 5 where 50 percent of the students score below a Level 3 on the statewide, standardized ELA assessment for any grade level. and
- Schools where 50 percent or more of students in kindergarten through grade 3 are not on track to pass the grade 3 ELA assessment based on data from the coordinated screening and progress monitoring system.

As part of the RAISE program, the DOE must establish a tutoring program and develop training to prepare eligible high school students to tutor students in kindergarten through grade 3.³⁰ If high school students serve as a tutor in the RAISE program, they:³¹

- May earn up to three elective credits for high school graduation based on the verified number of hours the student spends tutoring under the program.
- May use unpaid hours devoted to tutoring toward meeting community service requirements for high school graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program.

[New Worlds Tutoring Program](#)

²³ Section [1003.4201\(1\), F.S.](#)

²⁴ Section [1003.4201\(2\), F.S.](#)

²⁵ To earn an early literacy micro-credential a teacher must demonstrate competency in diagnosing literacy difficulties and determining the appropriate range of literacy interventions based upon the age and literacy deficiency of the student and how use evidence-based instructional and intervention practices grounded in the science of reading, including strategies identified by the Just Read, Florida! Office.

²⁶ Section [1008.365, F.S.](#)

²⁷ Section [1008.365\(2\), F.S.](#)

²⁸ Section [1008.365\(3\), F.S.](#)

²⁹ Section [1008.365\(4\), F.S.](#)

³⁰ Section [1008.365\(8\), F.S.](#)

³¹ Section [1008.365\(8\)\(c\), F.S.](#)

The New Worlds Tutoring Program (tutoring program) was established in 2024 to support school districts and schools in improving student achievement in reading and mathematics. The tutoring program must:³²

- Provide best practice science of reading guidelines for districts in consultation with the Just Read, Florida! Office.
- Provide best practice guidelines for mathematics tutoring in alignment with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for mathematics.
- Establish minimum standards that each school district must meet to participate in the program. The minimum standards must address:
 - Appropriate group sizes for tutoring sessions.
 - The frequency and duration of tutoring sessions.
 - Minimum staffing qualifications for tutors.
 - The use of ongoing, informal and formal assessments to target instructional interventions.
 - Prioritization strategies for tutoring students.
- Provide access during the school day to additional literacy or mathematics support through evidence-based automated literacy tutoring software that provides each student with real-time interventions that are based in science of reading principles or mathematics instructional best practices and individually tailored to the needs and ability of each student. The bill provides that access must be provided to students in kindergarten through grade 5 enrolled in a public school who have a substantial deficiency in reading or mathematics.
- Award grants to school districts that may be used for stipends for in-person tutoring during the school day, before and after school, or during a summer program. At a minimum, in-person tutoring may be provided to kindergarten through grade 5 students enrolled in a public school who have a substantial deficiency in reading or mathematics.
- Provide technical assistance and professional learning to school districts, including:
 - Advising district staff on tutoring program design and intervention selection upon request.
 - Assisting districts in reviewing tutoring programs, professional learning programs, curriculum, and resources to ensure that they adhere to the science of reading or best practices in mathematics.
 - Providing professional learning to district staff to build their knowledge and skills around the science of reading or best practices in mathematics.

Mathematics Instruction

Florida law requires all public school students in grades 3 through 8 to participate in the annual statewide, standardized mathematics assessment.³³ The law also provides that students enrolled in Algebra 1 and Geometry courses must take the associated statewide, standardized end-of-course (EOC) assessment.³⁴ A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score,³⁵ in order to earn a standard high school diploma.³⁶ A student who does not achieve a Level 3 or above on the statewide, standardized Mathematics assessment or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.³⁷

In 2023, the Legislature created a framework for increasing mathematics proficiency in Florida by requiring the identification of any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic progress monitoring, or assessment data; statewide assessments; or teacher observations. Immediately following the identification of the mathematics deficiency, the student must be provided systematic and explicit mathematics instruction to address his or her

³² Section [1008.366, F.S.](#)

³³ Section [1008.22\(3\)\(a\), F.S.](#) Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment is the statewide, standardized mathematics assessment for students in grades 3 through 8.

³⁴ Section [1008.22\(3\)\(b\), F.S.](#) An EOC assessment counts as 30 percent of a student's final course grade. Section [1008.22\(3\)\(b\)4., F.S.](#)

³⁵ Beginning with students entering grade 9 in the 2019-2020 school year, a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT, or on the Geometry EOC assessment may be used to meet the Algebra I EOC assessment graduation requirement. *See* r. 6A-1.09422(8)(b)2., F.A.C.

³⁶ Section [1003.4282\(3\)\(b\), F.S.](#)

³⁷ Section [1008.25\(4\)\(a\), F.S.](#)

specific deficiencies. Instruction must be through either daily targeted small group mathematics interventions based on student need or supplemental, evidence-based mathematics interventions before or after school, or both, and delivered by a highly qualified teacher of mathematics or a trained tutor. Additionally, for students identified with a mathematic deficiency, the student's performance must be monitored and instruction be adjusted based on student needs.³⁸

Articulated Accelerated Mechanisms

High school students in Florida have a variety of avenues by which they can earn college credit. These opportunities, known as articulated acceleration mechanisms, shorten the time necessary for a student to complete the requirements for a high school diploma and a postsecondary degree. These mechanisms also allow Florida schools to increase the depth of study in a particular subject and expand available curricular options.³⁹

Programs that provide high school students with the opportunity to earn college credit include, but are not limited to, dual enrollment and early admission, credit by examination, advanced placement, the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education (AICE) Program. Credit earned through the Florida Virtual School also provides additional opportunities for early graduation and acceleration.⁴⁰

The DOE annually identifies and publishes the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, AICE examination, IB examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT). In addition, the DOE also identifies courses in the general education core curriculum of each state university and Florida College System (FCS) institution for which credit is to be granted.⁴¹ The DOE is also authorized to partner with an independent third-party testing or assessment organization to develop assessments that measure competencies consistent with general education core courses.⁴²

Christa McAuliffe Ambassador for Education Program

The Christa McAuliffe Ambassador for Education Program was created in 1986⁴³ to recognize that Florida continues to face teacher shortages, and that fewer young people consider teaching as a career. The Christa McAuliffe Ambassador for Education Program was established to provide salary, travel, and other related expenses annually for an outstanding Florida teacher (Teacher of the Year) to promote the positive aspects of teaching as a career. The goals of the program are to:⁴⁴

- Enhance the stature of teachers and the teaching profession.
- Promote the importance of quality education and teaching for our future.
- Inspire and attract talented people to become teachers.
- Provide information regarding Florida's scholarship and loan programs related to teaching.
- Promote the teaching profession within community and business groups.
- Provide information to retired military personnel and other individuals who might consider teaching as a second career.
- Work with and represent the DOE, as needed.
- Work with and encourage the efforts of school and district teachers of the year.
- Support the activities of the Florida Future Educator of America Program.
- Represent Florida teachers at business, trade, education, and other conferences and meetings.
- Promote the teaching profession in other ways related to the teaching responsibilities, background experiences, and aspirations of the Ambassador for Education.

³⁸ Section [1008.25\(6\), F.S.](#)

³⁹ Section [1007.27\(1\), F.S.](#)

⁴⁰ *Id.*

⁴¹ Section [1007.27\(2\)\(a\), F.S.](#)

⁴² Section [1007.27\(2\)\(b\), F.S.](#)

⁴³ Chapter 1986-156, L.O.F.

⁴⁴ Section [1012.77\(2\), F.S.](#)

The Teacher of the Year is required to serve as the Ambassador for Education for a year. Applications and selection criteria are distributed annually by the DOE to all school districts. The Commissioner is required to establish a selection committee which assures representation from teacher organizations, administrators, and parents to select the Teacher of the Year and Ambassador for Education from among the school district teachers of the year.⁴⁵

Florida's Voluntary Prekindergarten Program

The VPK program prepares children for success in school and in life. Implemented in 2005, VPK is a free education program available to all four-year-old children residing in the state.⁴⁶ Each child who resides in Florida who attains the age of four years on or before September 1 of the school year is eligible for the VPK program during either that school year or the following school year. Parents of four-year-olds with birthdays from February 2 through September 1 may wait to enroll their child the following year when they are five.⁴⁷ The child remains eligible until the child is admitted to kindergarten, or unless the child has attained the age of 6 years by February 1 of any school year.⁴⁸ In 2023-2024, there were 155,275 children enrolled with 6,247 providers in Florida's VPK program.⁴⁹

Parents of each child eligible for a VPK program in Florida may enroll their child in one of the following programs:⁵⁰

- A school-year prekindergarten program delivered by an approved private prekindergarten provider.
- A school-year prekindergarten program delivered by a public school.
- A summer prekindergarten program delivered by a public school or private prekindergarten provider.
- A specialized instructional services program for children who have disabilities, if the child has been evaluated and determined as eligible and has a current individual educational plan developed by the local school board.

Funding for Florida's VPK Program

A full-time equivalent student in the VPK program is calculated as follows:⁵¹

- For a student in a school-year prekindergarten program delivered by a private prekindergarten provider: 540 instructional hours.
- For a student in a school-year prekindergarten program delivered by a public school: 540 instructional hours.
- For a student in a summer prekindergarten program delivered by a public school or private prekindergarten provider: 300 instructional hours.

A child who, for any of the prekindergarten programs, has not completed more than 70 percent of the hours authorized to be reported for funding may withdraw from the program for good cause and reenroll in one of the programs. The total funding for a child who reenrolls in one of the programs for good cause may not exceed one full-time equivalent student.⁵² A child who has not substantially completed any of the prekindergarten programs may withdraw from the program due to an extreme hardship that is beyond the child's or parent's control, reenroll in one of the summer programs, and be reported for funding purposes as a full-time equivalent student in the summer program.⁵³

State Academic Standards

Florida's state academic standards 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. Standards must be rigorous

⁴⁵ Section [1012.77\(3\), F.S.](#)

⁴⁶ Art. IX, s. 1., Fla. Const.

⁴⁷ Florida Department of Education, *Division of Early Learning, Annual Report 2023-2024*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf>.

⁴⁸ Section [1002.53\(2\), F.S.](#)

⁴⁹ Florida Department of Education, *Division of Early Learning, Annual Report 2023-2024*, available at <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf>.

⁵⁰ Section [1002.53\(3\), F.S.](#)

⁵¹ Section [1002.71\(2\), F.S.](#)

⁵² Section [1002.71\(4\), F.S.](#)

⁵³ *Id.*

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.⁵⁴

The Commissioner is required to develop and submit proposed revisions to the standards for review and comment by Florida educators, school administrators, representatives of the FCS institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education and careers, a representative from the Department of Commerce, business and industry leaders for in-demand careers, and the public.⁵⁵ The state academic standards are required to meet the following requirements:⁵⁶

- ELA standards are required to establish specific curricular content for, at a minimum, reading, writing, speaking and listening, and language.
- Science standards are required to establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science.
- Mathematics standards are required to establish specific curricular content for, at a minimum, algebra, geometry, statistics and probability, number and quantity, functions, and modeling.
- Social Studies standards are required to establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, economics, and financial literacy.
- Visual and performing arts, physical education, health, and foreign language standards are required to establish specific curricular content and include distinct grade-level expectations for the core content knowledge.

Florida uses a unique coding scheme that is defined by five-character positions in alphanumeric code: the subject, grade level, strand, standard and benchmark. The strand is a focal group of related standards, standards are overarching criteria for the grade level or grade band, and the benchmark is a specific expectation for the grade level or grade band that falls within the standard.⁵⁷

Within the approved state academic standards documents, the DOE includes clarifications that are added to standards to guide teachers in the integration of those standards within instruction. For example, in the Computational Thinking and Reasoning Standards for the Computer Science Standards, there are seven standards, and each of the seven standards has a clarification for how that standard should be integrated into instruction.⁵⁸

District and School Advisory Councils

Each district school board must establish an advisory council for each school in the district and develop procedures for the election and appointment of advisory council members. The school advisory council is the sole body responsible for final decision-making at the school relating to the implementation of school improvement and education accountability.⁵⁹

The advisory councils must consist of the principal and an appropriately balanced number of teachers,⁶⁰ education support employees,⁶¹ students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Career center and high school advisory councils must include students, and middle and junior high school advisory councils may include students. School advisory councils of career centers and adult education centers are not required to include parents as members. Council

⁵⁴ Section [1003.41\(1\), F.S.](#)

⁵⁵ Section [1003.41\(3\), F.S.](#)

⁵⁶ Section [1003.41\(2\), F.S.](#)

⁵⁷ Florida Department of Education, Florida’s State Academic Standards Computer Science 2024 (2024), available at <https://www.fldoe.org/core/fileparse.php/20758/urlt/7-3.pdf>.

⁵⁸ *Id.*

⁵⁹ Section [1001.452\(1\)\(a\), F.S.](#)

⁶⁰ Section [1001.452\(1\)\(a\), F.S.](#) (flush left provision at the end of the paragraph). For the purposes of school advisory councils and district advisory councils, the term “teacher” includes classroom teachers, certified student services personnel, and media specialists.

⁶¹ *Id.* For the purposes of school advisory councils and district advisory councils, “education support employee” means any person employed by a school who is not defined as instructional or administrative personnel and whose duties require 20 or more hours in each normal working week.

members representing teachers, education support employees, students, and parents must be elected by their respective peer groups at the school in a fair and equitable manner.⁶²

The district school board must review the membership composition of each advisory council. If the district school board determines that the membership elected by the school is not representative of the ethnic, racial, and economic community served by the school, the district school board must appoint additional members to achieve proper representation. The Commissioner must determine if schools have maximized their efforts to include minority persons and persons of lower socioeconomic status on their advisory council.⁶³

Opioid Antagonists

In 2022, public schools were authorized to purchase a supply of the opioid antagonist, naloxone, from an approved wholesale distributor, in the event of a student opioid overdose.⁶⁴ School districts are required to maintain the naloxone in a secure location and the school district employee who administers the opioid antagonist in compliance with state law is immune from civil liability.

Opioid receptor antagonists block one or more of the opioid receptors in the central or peripheral nervous system. The two most commonly used centrally-acting opioid receptor antagonists are naloxone and naltrexone. Naloxone comes in intravenous, intramuscular, and intranasal formulations and is FDA-approved for the use in an opioid overdose and the reversal of respiratory depression associated with opioid use. Naltrexone is available in both oral and long-acting injectable formulations and is FDA-approved for the treatment of opioid and/or alcohol maintenance treatment. The most commonly used peripheral opioid receptor antagonist is methylnaltrexone, which is a potent competitive antagonist acting at the digestive tract and is also FDA-approved for the treatment of opioid-induced constipation.⁶⁵

Corporal Punishment

District school boards have the option of administering corporal punishment and must establish a policy authorizing the use of corporal punishment as a form of discipline, which must be reviewed every three years. The district school board is required to take public testimony in establishing or reviewing the policy authorizing corporal punishment.⁶⁶ If the school board has a corporal punishment policy, it must provide that:⁶⁷

- The use of corporal punishment must be approved by the principal before it is used, but approval is not necessary for each specific instance in which it is used. The principal is required to prepare guidelines for administering such punishment that must identify the types of punishable offenses, the conditions under which the punishment is administered, and the specific personnel on the school staff authorized to administer the punishment.
- A teacher or principal may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.
- A teacher or principal who has administered corporal punishment shall, upon request, provide the student's parent with a written explanation of the reason for the punishment and the name of the other adult who was present.

In the 2023-2024 school year, there were 516 incidents of corporal punishment in 17 school districts.⁶⁸

Florida Educational Equity Act

⁶² Section [1001.452\(1\)\(a\), F.S.](#)

⁶³ *Id.* (flush left provision at the end of the paragraph).

⁶⁴ Chapter 2022-28, L.O.F. A wholesale distributor means a person, other than a manufacturer, a manufacturer's co-licensed partner, a third-party logistics provider, or a repackager, who is engaged in wholesale distribution.

⁶⁵ *Opioid Antagonists*, Theriot, Jonathan, et. al., (last updated July 23, 2023), available at

<https://www.ncbi.nlm.nih.gov/books/NBK537079/#:~:text=3%5D%5B4%5D-,The%20two%20most%20commonly%20used%20centrally%20acting%20opioid%20receptor%20antagonists,depression%20associated%20with%20opioid%20use>. (last visited Mar. 19, 2025).

⁶⁶ Section [1002.20\(4\)\(c\), F.S.](#)

⁶⁷ Section [1003.32\(1\)\(k\), F.S.](#)

⁶⁸ Florida Department of Education, *Discipline Data, 2023-24*, available at

<https://www.fldoe.org/file/18612/2324DisciplineReport.xlsx>.

The FEEA prohibits discrimination in any program or employment condition on the basis of race, color, national origin, sex, disability, religion, or marital status against a student or an employee in the state system of public K-20 education.

The FEEA specifies, in part, that:

- No individual may, on the basis of race, color, national origin, sex, 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.⁶⁹
- The criteria for admission to a program or course may not have the effect of restricting access by persons of a particular race, color, national origin, sex, disability, religion, or marital status.⁷⁰

Included in the prohibition on discrimination on the basis of race, color, national origin, or sex is subjecting 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.

[Florida College System institution and State University System Prohibited Expenditures](#)

A FCS institution, state university, FCS institution direct-support organization, or state university direct-support organization may not expend any funds, regardless of source, to purchase membership in, or goods and services from, any organization that discriminates on the basis of race, color, national origin, sex, disability, or religion.⁷¹

An FCS institution, state university, FCS institution direct-support organization, or state university direct-support organization may not expend any state or federal funds to promote, support, or maintain any programs or campus activities that:⁷²

- Violate FEEA.
- Advocate for diversity, equity, and inclusion, or promote or engage in political or social activism, as defined by rules of the SBE and regulations of the Board of Governors.

The requirements for prohibited expenditures do not apply to student fees to support student-led organizations regardless of any speech or expressive activity by such organizations, but the public funds must be allocated to student-led organizations pursuant to written policies or regulations of each FCS institution or state university.⁷³ The requirements also do not apply to programs, campus activities, or functions required for compliance with general or federal laws or regulations; for obtaining or retaining institutional or discipline-specific accreditation;

⁶⁹ Section [1000.05\(2\)\(a\), F.S.](#)

⁷⁰ Section [1000.05\(2\)\(b\), F.S.](#)

⁷¹ Section [1004.06\(1\), F.S.](#)

⁷² Section [1004.06\(2\), F.S.](#)

⁷³ *Id.* (Flush left provision at the end of the subsection).

or for access programs for military veterans, Pell Grant recipients, first generation college students, nontraditional students, "2+2" transfer students from the FCS, students from low-income families, or students with unique abilities.⁷⁴

Educator Certification

Educational personnel in public schools must possess appropriate skills in reading, writing, and mathematics; adequate pedagogical knowledge; and relevant subject matter competence to demonstrate an acceptable level of professional performance.⁷⁵ For a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.⁷⁶

A professional teaching certificate is valid for five school fiscal years and is renewable. A professional certificate is awarded to an applicant who meets the basic eligibility requirements for certification and demonstrates mastery of:⁷⁷

- General knowledge.
- Subject area knowledge. and
- Professional preparation and education competence.

Acceptable means of demonstrating mastery of general knowledge include:⁷⁸

- Achievement of passing scores on the general knowledge examination.
- Documentation of a valid professional standard teaching certificate issued by another state.
- Documentation of a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS) or a national educator credentialing board approved by the SBE.
- Documentation of two semesters of successful, full-time or part-time teaching in a FCS institution, state university, or private college or university that meets certain criteria.
- Achievement of passing scores on national or international examinations with comparable verbal, writing, quantitative reasoning, and rigor as the general knowledge exam, including but not limited to Graduate Record Examination.
- Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.

A school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. The requirement of mastery of general knowledge must be waived for an individual who has been provided 3 years of support and instruction and who has been rated effective or highly effective for each of the last 3 years.⁷⁹

The acceptable means of demonstrating mastery of subject area knowledge include:⁸⁰

- Passing a subject area or other alternative examination as approved by the SBE.
- Having a valid teaching certificate from another state.
- Having a valid certificate from the NBPTS.
- A passing score or program completion of a specified defense language proficiency test or program.

The acceptable means of demonstrating mastery of a professional preparation and education competence include:⁸¹

⁷⁴ Section [1004.06\(3\), F.S.](#)

⁷⁵ Section [1012.54, F.S.](#)

⁷⁶ Sections [1012.55\(1\)](#) and [1002.33\(12\)\(f\), F.S.](#)

⁷⁷ Section [1012.56\(2\)\(g\)-\(i\), F.S.](#)

⁷⁸ Section [1012.56\(3\), F.S.](#)

⁷⁹ Section [1012.56\(3\), F.S.](#) (flush left provision at the end of the subsection)

⁸⁰ Section [1012.56\(5\), F.S.](#), and Rule 6A-4.002(4), F.A.C.

⁸¹ Section [1012.56\(6\), F.S.](#)

- Successful completion of an approved teacher preparation program at a postsecondary educational institution within the state and achievement of a passing score on the professional education competency examination required by SBE rule.
- Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by SBE rule.
- Documentation of a valid professional standard teaching certificate issued by another state.
- Documentation of a valid certificate issued by the NBPTS or a national educator credentialing board approved by the SBE.
- Documentation of two semesters of successful, full-time or part-time teaching in an FCS institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the DOE as having a quality program and achievement of a passing score on the professional education competency examination required by SBE rule.
- Successful completion of professional preparation courses as specified in SBE rule.
- Successful completion of a professional education competence program and documentation of 3 years of being rated effective or highly effective while holding a temporary certificate.
- Successful completion of a professional learning certification program.
- Successful completion of a competency-based certification program and achievement of a passing score on the professional education competency examination required by SBE rule.

American Board for Certification of Teacher Excellence (ABCTE)

The ABCTE is run by the nonprofit American Board program which is designed to offer a competency-based alternative path to teaching for career changers with a quick and affordable route to becoming a teacher.⁸² The ABCTE is approved in 15 states to offer teacher certification programs.⁸³ In Florida, ABCTE is approved to offer certification programs in the following subject areas:⁸⁴

- Biology (6-12);
- Chemistry (6-12);
- Elementary Education (K-6);
- English (6-12);
- Math (6-12);
- Physics (9-12);
- Reading (K-6);
- Science (5-9); and
- Special Education (K-12).

Currently, the DOE allows a teaching candidate with a valid certificate issued by ABCTE to qualify for a temporary certificate. Additionally, the DOE allows a teaching candidate with a valid certificate issued by ABCTE to qualify for a professional certificate if they have completed one of the requirements for demonstrating professional education competence in the classroom.⁸⁵

Interstate Compact on Educational Opportunity for Military Children

Children in active-duty military families face unique educational challenges. A military child changes schools on average three times more often than a non-military child.⁸⁶ Frequent moves may cause students to miss out on

⁸² Teach, *American Board About*, <https://www.teach.org/programs/american-board?programId=4918fb59-f054-492d-aad3-7e62061f68f0> (last visited Mar. 19, 2025).

⁸³ American Board, *Online Teacher Certification*, <https://www.americanboard.org/> (last visited Mar. 19, 2025). The 15 states include: Alabama, Florida, Idaho, Indiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, West Virginia, Wisconsin.

⁸⁴ American Board, *Florida Teacher Certification*, <https://www.americanboard.org/florida/> (last visited Mar. 19, 2025)

⁸⁵ Florida Department of Education, *Certificate Pathways & Routes*, <https://www.fldoe.org/teaching/certification/pathways-routes/#direct> (last visited Mar. 19, 2025).

⁸⁶ U.S. Dep't of Defense Education Activity (DoDEA). *The Military Interstate Compact*, <https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact> (last visited Mar. 19, 2025).

extracurricular activities and face obstacles in meeting requirements to graduate.⁸⁷ A military child experiences stress from gaps in education, difficulty in stopping and starting friendships, and repeated required adjustment to a new school setting.⁸⁸ Deployment of a family member exacerbates stress.⁸⁹

To provide transitioning military children greater educational stability and uniformity, in 2006, the U.S. Department of Defense (DoD), in concert with the Council of State Governments established the Compact.⁹⁰ The Compact only applies to public schools or to DoD Education Activity Schools.⁹¹

States join the Compact by enacting it into law, which Florida did in 2008.⁹² Before the compact could go into effect, at least 10 states had to sign on.⁹³ This occurred in July 2008, when Delaware became the tenth state to adopt the Compact.⁹⁴ Currently, all 50 states and the District of Columbia are members of the Compact.⁹⁵

The Compact applies to students who are children of:

- Active duty members of the uniformed services,⁹⁶ including members of the National Guard and Reserve on active duty orders;
- Members or veterans of the uniformed services who are medically discharged or retired for a period of one year; and
- Members of the uniformed services who die on active duty, for a period of one year following death.⁹⁷

Excluded from the Compact are children of DoD personnel or federal agency civilians and contract employees not on active duty.⁹⁸

The Compact accommodates military children in the following areas:

- Eligibility, including authorizing continued enrollment in the current school and reasonable accommodation for extracurricular participation;
- Enrollment, including in the production of education records, timing of immunizations, and flexibility in the entrance age of the child;
- Placement, including in accommodating original course and program placement, maintaining the same special education services as in the transferred school district, placement flexibility such as a waiver of prerequisites if similar coursework was already completed, and flexibility in absences due to family time with a deployed parent; and
- Graduation, including course waivers if similar coursework is already completed at another school, accepting exit exams from a sending state, and accepting a diploma from a sending school for a transfer during senior year so that a student may graduate on time.⁹⁹

⁸⁷ *Id.*

⁸⁸ Neil, Lori, U.S. Dep't of Education, *The Unique Needs of Students from Military Families*, available at <https://files.eric.ed.gov/fulltext/EJ1230690.pdf> (last visited Mar. 19, 2025).

⁸⁹ *Id.*

⁹⁰ Military Interstate Children's Compact Commission, *Background*, <https://mic3.net/background/> (last visited Mar. 19, 2025).

⁹¹ Military Interstate Children's Compact Commission, *Frequently Asked Questions*, available at https://mic3.net/wp-content/uploads/2023/08/FAQ-Final-Updates-2023_FINAL_2023.08.16.pdf (last visited Mar. 19, 2025).

⁹² Chapter 2008-225, L.O.F.

⁹³ U.S. Army, *Delaware Becomes the 10th State to Ratify Military Education Compact*, (July 17, 2008), <https://www.army.mil/article-amp/10975> (last visited Mar. 19, 2025).

⁹⁴ *Id.*

⁹⁵ Military Interstate Children's Compact Commission, *Interactive Map*, <http://www.mic3.net/interactive-map.html> (last visited Mar. 19, 2025).

⁹⁶ "Uniformed services" means the Army, Navy, Air Force, Space Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services. See Article II, s. R of the Compact, [s. 1000.36, F.S.](#)

⁹⁷ Military Interstate Children's Compact Commission, *supra* note 6. Also see Article III, s. A. of the Compact, [s. 1000.36, F.S.](#)

⁹⁸ Military Interstate Children's Compact Commission, *supra* note 6. Also see Article III, s. C. of the Compact, [s. 1000.36, F.S.](#)

⁹⁹ Dep't of Defense Education Activity, *The Interstate Compact on Educational Opportunity for Military Children, Fact Sheet for Service Providers*, available at <https://dodea.widen.net/s/5fzm2hhlxc/interstatecompacttoolkit-ooreview-15june2015>.

Review of Compact Rule Adoption

Since its enactment in 2008,¹⁰⁰ Florida's Compact legislation has included a repeal provision that requires automatic repeal of the Compact after a period of time, unless reauthorized by the Legislature.¹⁰¹ The repeal provision allows the Legislature to periodically review Compact rules and determine whether it agrees with any new rules or rule amendments adopted during the intervening period.

The Legislature last reauthorized the Compact and its implementing provisions during the 2022 Regular Session¹⁰² and provided for repeal of the Compact and its implementing provisions on July 1, 2025, unless reviewed and saved from repeal by the Legislature by that date.¹⁰³

Assistance to Transitioning Students from Military Families

School-aged dependents of military personnel, or military students, are faced with numerous transitions during their formative years and moves during the high school years provide special challenges to learning and future achievement. Recognizing the challenges faced by military students and the importance of military families to our community and economy, current law requires the DOE to assist the transition of these students by improving the timely transfer of records, developing systems to ease student transition during the first 2 weeks of enrollment, promoting practices which foster access to extracurricular programs, establishing procedures to lessen the adverse impact of moves from the end of the junior year as well as before and during the senior year, encouraging or continuing partnerships between the military base and the school system, providing services for transitioning students when applying to and finding funding for postsecondary study, and providing other assistance as identified by department, school, and military personnel.¹⁰⁴ Additionally, the DOE must facilitate the development and implementation of memoranda of agreement between school districts and military installations which address strategies for assisting students who are the children of active duty military personnel in the transition to Florida schools.¹⁰⁵

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2023	HB 5101	Tomkow	Hooper	Became law on July 1, 2023.
2023	CS/SB 676	Trabulsy	Grall	Became law on July 1, 2024, except as otherwise provided.
2023	CS/CS/CS/SB 266	Andrade	Grall	Became law on July 1, 2023.
2022	CS/SB 430	Altman	Wright	Became law on June 9, 2022.
2022	CS/SB 544	Caruso	Boyd	Became law on July 1, 2022.
2022	SB 1054	Busatta	Hutson	Became law on July 1, 2022.
2021	CS/HB 7011	Aloupis	Rodriguez	Became law on July 1, 2021.

¹⁰⁰ Chapter 2008-225, L.O.F.

¹⁰¹ See ch. 2008-225, s. 5, ch. 2010-52, s. 3, ch. 2013-20, s. 2, ch. 2016-34, s. 2, ch. 2019-7, s. 1, and, ch. 2022-182, s. 2, L.O.F.

¹⁰² Chapter 2022-182, s. 2, L.O.F. See [s. 1000.40, F.S.](#)

¹⁰³ Chapter 2022-182, s. 2, L.O.F. See [s. 1000.40, F.S.](#)

¹⁰⁴ Section [1003.05\(1\), F.S.](#)

¹⁰⁵ Section [1003.05\(2\), F.S.](#)

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Student Academic Success Subcommittee	15 Y, 2 N, As CS	3/18/2025	Sanchez	Wolff
THE CHANGES ADOPTED BY THE COMMITTEE:	<ul style="list-style-type: none"> • Clarified that the notification to parents related to New Worlds Tutoring Program must include the services available from the school district. • Updated reporting date for New Worlds Tutoring Program data. • Removed changes to Hope Scholarship Program incidents. • Prohibited public K-12 educational entities from making specified expenditures. • Saved the Interstate Compact on Educational Opportunity for Military Children from repeal. • Required the DOE to develop and implement a training module relating to facilitating and expediting the transfer of a military associated K-12 student's education records from an out-of-state school. • Removed the Commissioner's duty to verify school district advisory council membership. • Expanded authority for school districts to purchase any emergency opioid antagonists approved by the FDA. • Required parental opt-in for corporal punishment at both traditional public schools and charter schools. • Clarified reenrollment for VPK students that have not completed a VPK program after a withdrawal for good cause or extreme hardship. • Updated requirements for the presentation of state academic standards to the SBE. • Included additional topics related to postsecondary education in the mandatory financial literacy course. • Added certification by the American Board of Certification of Teacher Excellence as a direct pathway to educator certification in Florida. 			
PreK-12 Budget Subcommittee				
Education & Employment Committee				

THIS BILL ANALYSIS HAS BEEN UPDATED TO INCORPORATE ALL OF THE CHANGES DESCRIBED ABOVE.
