



Florida Organization of Instructional Leaders

Florida Department of Education (FDOE) Updates
May 28, 2025



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Overview of General Sessions

Day 1

- Educator Recognition
- Legislative Updates
- Recent and Upcoming State Board of Education Rulemaking
- Strategic Improvement Updates
- Literacy Achievement Updates
- Educator Quality Updates
- Early Learning Updates
- Upcoming FDOE Professional Learning Events

Day 2

- Assessment Updates
- Accountability Updates

Breakout Sessions – Day 1

- Voluntary Prekindergarten (VPK) Program and Policy Updates
- HOPE Florida: The Power of School Liaisons and Resiliency Coaches: Supporting Student Outcomes Through the Power of Volunteerism
- Strengthening Tier 1 Instruction in the K-5 English Language Arts Classroom
- Keys to Success to Provide High-Quality Kindergarten – Grade 4 Mathematics Interventions
- Exceptional Student Education Services
- School Safety Update
- Florida Harm Prevention and Threat Management Model: Updates and Compliance Issues
- K-12 ESEA Federal Programs Overview: Using Federal Educational Programs to Increase Student Achievement
- From Compliance to Commitment: Strategically Supporting Underperforming Schools
- Staffing for Impact: Leveraging the Value-Added Model (VAM) to Improve Outcomes
- Coaching for Capacity: Enhancing Civic Education
- Addressing Student Attendance Through Intervention and Support

Breakout Sessions – Day 2

- From Compliance to Commitment: Strategically Supporting Underperforming Schools
- Staffing for Impact: Leveraging the Value-Added Model (VAM) to Improve Outcomes
- School Safety Update
- Florida Harm Prevention and Threat Management Model: Updates and Compliance Issues
- Dispute Resolution and Monitoring (DRM) Alternative Resolution Options
- Maximizing Outcomes for English Language Learners through Strategic Supports and Use of Title III Funds
- K-20 Articulation Updates
- Beyond the Checkbox – Advancing Teacher and Leader Effectiveness Through Results-Driven Evaluation

All presentations will be posted at

<https://www.fldoe.org/schools/k-12-public-schools/foil.shtml>.



Educator Recognition

LEADERSHIP AND GREAT TEACHING MATTERS





Congratulations

2026 FLORIDA TEACHER OF THE YEAR *FINALISTS*

**AUTUMN
CRABTREE**

Citrus County

**SHELLY
TEEL**

Columbia County

**BRANDY NICOLE
ANDERSON**

Flagler County

**KATY JO
HARRISON**

Liberty County

**MARK
HARRISON**

Union County



Congratulations 2025 FLORIDA PRINCIPAL OF THE YEAR *Finalists*



JOSEPH MIKULSKI

Golden Gate High School
Collier County



SARAH TUTHILL

Felix A. Williams Elementary School
Martin County



CHANTAL OSBORNE

Lindsey Hopkins Technical College
Miami-Dade County





Congratulations

2025 FLORIDA PRINCIPAL OF THE YEAR

JOSEPH MIKULSKI

Golden Gate High School
Collier County



Congratulations 2025 FLORIDA ASSISTANT PRINCIPAL OF THE YEAR
Finalists



CHRISTINA THOMPSON

Oakleaf High School
Clay County

JENNIFER CANADY

Riverview High School
Hillsborough County

BRYAN ALVAREZ

Yulee Middle School
Nassau County



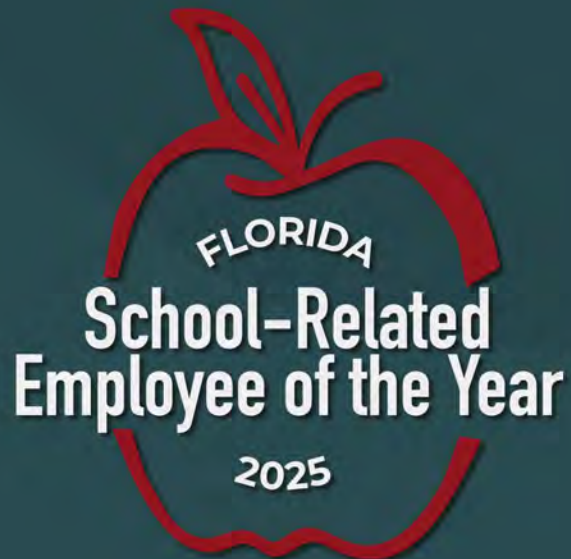
Congratulations
2025 FLORIDA
ASSISTANT PRINCIPAL OF THE YEAR

BRYAN ALVARÉ

*Yulee Middle School
Nassau County*







2025 *Finalists*

EDUARDO CRISOSTOMO ANASTACIO
Patronis Elementary School, Bay County

KELSIE MARY RODRIGUEZ
Summers Elementary School, Columbia County

CALVIN KLINGER
Florida School for the Deaf and the Blind

ANTHONY MAJOR
Life Work Transition Program, St. Johns County

SEAN SIMMONS
Wakulla Institute, Wakulla County



KELSIE MARY RODRIGUEZ
*Summers Elementary School
Columbia County*



Legislative Updates

2025 Education Legislation

Disclaimers:

- Some bills have not been signed by the Governor yet.
- Bills may have different effective dates.
 - Most are effective July 1, 2025, if signed, but there can be other important dates within the bill that start or stop a provision.
- This overview will not include all provisions of each education bill.

2025 Legislative Session Overview

- March 4 – May 2, 2025 (extended to June 6)
- 1,982 bills filed (last year 1,902).
- 1,210 bills had the potential to affect FDOE, public education, educators, children, and/or parents (last year 1,325).
- 254 bills passed both chambers (last year 325).
- 30 K-12 education-related bills passed both chambers (last year 38).
- 16 education-related bills have been signed by the Governor, as of May 27, 2025.

House Bill 875 – Educator Preparation

“It is the intent of the Legislature to ensure all students have access to a well-qualified and prepared teacher at all grade levels. In order to prepare all teachers for success in the classroom, the Legislature intends to revise educator preparation programs, educator certification and professional learning to modernize teacher training and properly prepare educators to meet the challenges of educating students in the 21st century.”

House Bill 875 – Educator Preparation

Requirements and Timelines

- No later than September 1, 2025, FDOE shall establish a workgroup to update and revise the Florida Educator Accomplished Practices (FEAP).
 - The workgroup must include, at a minimum, representatives from state-approved initial teacher preparation programs, educator preparation institutes, school district personnel, classroom teachers, and other education stakeholders.
- FDOE shall submit the workgroup's findings and recommendations, including the final version of the revised practices, to the Governor, the President of the Senate, and the Speaker of the House of Representatives by July 1, 2026.

House Bill 875 – Educator Preparation

Requirements and Timelines

- The revised FEAP and rule to implement the uniform core curricula (UCC) pursuant to Section (s.) 1012.551, Florida Statutes (F.S.), must be considered by the State Board of Education (SBE) by August 1, 2026.
- No later than July 1, 2027, FDOE shall begin development of the Florida Teacher Excellence Examination (FTEE), which must align with the revised FEAP and serve as a measure of educator readiness for professional certification.

House Bill 875 – Educator Preparation

Requirements and Timelines

- Upon approval of the FEAP and rule implementing the UCC, FDOE shall submit a report to the Governor, the President of the Senate and the Speaker of the House of Representatives, which includes an implementation plan and schedule for aligning initial teacher preparation programs, educator preparation institutes, teacher preparation core courses, and Coaching for Educator Readiness and Teaching (CERT) programs to the revised FEAP and the FTEE.
- The report must include any recommended changes to existing statutes necessary to implement such alignment.

House Bill 875 – Educator Preparation

Creates new s. 1012.551, F.S., Teacher preparation core principles, standards and content

- Beginning August 1, 2027, each teacher preparation program approved pursuant to ss. 1004.04, 1004.85, and 1012.552, F.S., must provide UCC courses aligned with the FEAP that establish the foundational standards and expectations for evidence-based instruction and professional responsibility.
- Moves the current UCC from s. 1004.04, F.S., to the newly created s. 1012.551, F.S.

House Bill 875 – Educator Preparation

- Requires each teacher candidate to complete:
 - One **introduction to education course** that allows teacher candidates to demonstrate competency in the cognitive science of learning principles, including cognitive load theory, working memory, and long-term memory; retrieval practice; attention and selective attention; social science of motivation and persistence; background knowledge; and production effect.
 - One **classroom management and high-impact teaching strategies** course that allows teacher candidates to demonstrate competency of instructional strategies based on the FEAP.

House Bill 875 – Educator Preparation

Creates s. 1012.552, F.S., The Coaching for Educator Readiness and Teaching (CERT) Certification Program

- The Professional Learning Certification Program (PLCP) is renamed and established in a separate statute.
 - Recommend to sunset PLCP once the CERT rule is adopted by SBE and effective.
- Mentorship requirements are aligned to provisions in s. 1012.56, F.S.

House Bill 875 – Educator Preparation

S. 1012.98, F.S., School Community Professional Learning Act

- Requires training, when such training is available, on the use of instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, F.S.; materials evaluated and identified pursuant to s. 1001.215(4), F.S.; materials developed pursuant to s. 1006.39, F.S.; and materials posted online by FDOE, including when and how to use intervention materials.
- For school administrators, materials must be aligned to the Florida Educational Leadership Standards adopted in rule by the SBE.
- Inservice activities must support and increase the success of educators through school improvement plans that focus on enhanced and differentiated instructional strategies to engage students in rigorous and knowledge-based curriculum based on the FEAP.

House Bill 875 – Educator Preparation

S. 1012.98, F.S., School Community Professional Learning Act

- Training must be provided to individuals who serve as mentors or clinical educators.
- FDOE shall develop criteria for clinical educator and mentor training that must include, at a minimum:
 - Instruction and assessment in the FEAP.
 - Effective communication strategies to guide reflection and personal growth.
 - Effective modeling of evidence-based teaching practices and skills.
 - Fostering resilience in educators.

House Bill 875 – Educator Preparation

S. 1012.56, F.S., Educator certification requirements

- Successful completion of an introduction to education course and a classroom management and high-impact teaching strategies course approved pursuant to s. 1012.551, F.S., satisfies demonstration of mastery of general knowledge.
- Successful completion of a CERT Program satisfies mastery of professional preparation and education competence.
- Candidates who successfully complete a teacher preparation program that meets the requirements of s. 1012.551, F.S., are not required to take the Professional Education Competency Exam.

House Bill 875 – Educator Preparation

S. 1012.56, F.S., Educator certification requirements

- Clarifies that the student must be in the final semester of the clinical experience or internship at a public school immediately preceding graduation for eligibility for the Temporary Teacher Internship Certificate.

House Bill 875 – Educator Preparation

S. 1012.56, F.S., Educator certification requirements

- A person who is issued a temporary certificate must be assigned a teacher mentor or clinical educator for a minimum of 2 years. Each teacher mentor or clinical educator must:
 - Hold a valid professional certificate;
 - Have earned at least 3 years of teaching experience in prekindergarten through grade 12;
 - Have earned an effective or highly effective rating on the prior 3 year's performance evaluation under s. 1012.34, F.S.;
 - Provide evidence of successful completion of clinical educator training pursuant to s. 1012.98, F.S.; and
 - Be certified or endorsed in reading when assigned to an individual providing instruction to students in kindergarten through grade 3 or an individual enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), F.S.

House Bill 875 – Educator Preparation

S. 1012.555, F.S., Teacher Apprenticeship Program

- Aligns the requirements for a teacher who serves as a mentor in the apprenticeship program to s. 1012.56(7), F.S.

House Bill 875 – Educator Preparation

Creates new s. 1012.981, F.S., The Florida Center for Teaching Excellence

- The Florida Center for Teaching Excellence is established at Miami Dade College, subject to an appropriation, for the purpose of preparing high-quality teachers in this state through rigorous, evidence-based programs grounded in cognitive science, high-impact teaching strategies, and the implementation of knowledge-rich curricula.

House Bill 875 – Educator Preparation

- The center shall, in collaboration with the Center for Innovative Teaching and Learning at the University of South Florida, do all of the following:
 - Develop and deliver evidence-based professional learning opportunities aligned to the FEAP.
 - Develop and deliver educator training programs that integrate high-quality instructional materials.
 - Develop and design models of high-quality clinical experiences for aspiring teachers.
 - Collaborate with school districts and other education stakeholders to identify emerging needs in teacher preparation and align center programs accordingly.

House Bill 875 – Educator Preparation

- The center shall, in collaboration with the Center for Innovative Teaching and Learning at the University of South Florida, do all of the following:
 - Establish a network of teachers and instructional leaders to mentor and support aspiring and current educators.
 - Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-based curricula to inform policy, improve classroom instruction, and address the importance of background knowledge in student achievement.
 - **Report to FDOE the completion of professional learning by individuals who are not employed by entities with an approved professional learning system.**

House Bill 875 – Educator Preparation

Educator Preparation Rules in Development

Rule Number	Title	Timeline
6A-5.065, Florida Administrative Code (F.A.C.)	Florida Educator Accomplished Practices	July 2026
6A-5.066, F.A.C.	Approval of Teacher Preparation Programs	July 2026
6A-5.067, F.A.C.	Teacher Apprenticeship Program	January 2026*
6A-5.0661, F.A.C.	Teacher Preparation Courses	July 2026
6A-5.068, F.A.C.	Coaching for Educator Readiness and Teaching (CERT) Certification Program	October 2026*
6A-5.040, F.A.C.	Clinical Education	October 2026*

*Approximation.

House Bill 875 – Educator Preparation

Future Rule Development After FEAP Redesign

Rule Number	Title
Rule 6A-5.030, F.A.C.	Instructional and School Administrator Evaluation Systems
Rule 6A-5.069, F.A.C.	School District Professional Learning Systems
Rule 6A-5.071, F.A.C.	Professional Learning Catalogs
Rule 6A-5.067, F.A.C.	Teacher Apprenticeship Program

House Bill 875 – Educator Preparation

Creates s. 1004.0982, F.S., Flexible education pathway for school counselors

- To better enable students enrolled in postsecondary school counseling programs to enter the workforce as certified counselors, FDOE shall:
 - Reduce the 600-hour internship requirement to a 300-hour internship requirement if a candidate:
 - Is a current full-time teacher who has been employed as a teacher for the last 5 years; and
 - Has earned an effective or highly effective rating on his or her performance evaluation for the past 3 years under s. 1012.34, F.S.
 - Establish rules, regulations, guidelines and programs to provide flexibility in meeting the internship requirements for students enrolled in a postsecondary school counseling program.

House Bill 875 – Educator Preparation

S. 1012.39, F.S., Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education and career specialists and nondegreed teachers of fine and performing arts; students performing clinical field experience

- Establishes qualifications for nondegreed teachers of fine and performing arts courses in the course code directory. The qualifications must require:
 - The filing of a complete set of fingerprints in the same manner as required by s. 1012.32, F.S.
 - Documentation of education and successful experience, including documentation of:
 - A high school diploma or equivalent.
 - Completion of three years of full-time successful experience or the equivalent of part-time experience in the teaching specialization area. www.FLDOE.org

Senate Bill 248 – Student Participation in Interscholastic and Intrасcholastic Extracurricular Sports **signed**

- Schools considering whether to offer an activity or a sport must ensure the activity or sport meets the designation requirements of s. 1006.205(3)(a), F.S. (s. 1006.15, F.S.)
- Provides that a home education student is eligible to participate on an interscholastic athletic team at any public school in the district in which the student resides, provided certain conditions are met.
- Changes conditions for private school students to participate in public school sports.
- Requires decisions by the Florida High School Athletic Association (FHSAА) committee on appeals executive director/designee or board of directors to be posted online in a searchable format and be in compliance with Florida law. (s. 1006.20, F.S.)

Senate Bill 296 – Middle School and High School Start Times **signed**

- Amends s. 1001.42, F.S., Powers and duties of district school board.
- Allows a district school board/charter school governing board to be deemed in compliance with school start time requirements, if the board submits to FDOE, by **June 1, 2026**, a report that includes, at a minimum:
 - Current start times of all schools.
 - Strategies considered to implement a later start time.
 - Description of impact of implementing a later start time.
 - Identification of unintended consequences to the district, students and community of implementing a later start time.
- FDOE must prescribe the report format.

House Bill 443 – Charter Schools

- Addresses charter school facilities. (s. 163.3180, F.S.)
- Addresses lab school facilities (s. 1002.32, F.S.)
- Amends s. 1002.33, F.S., Charter schools.
- Specifies timeframes by which a sponsor can impose administrative deadlines upon a charter school.
- Allows a charter school governing board to adopt its own code of student conduct.
- Provides that charter schools are not exempt from s. 1001.42(8)(c), F.S., regarding student welfare.
- Allows eligible charter schools to increase student enrollment beyond the original charter.
- Adds restrictions to charter school governing board member requirements.

House Bill 443 – Charter Schools

- Requires the sponsor to provide access to its student information system to charter schools and their contractors.
- Requires FDOE to provide student performance data to charter schools and their contractors.
- Expands allowances for high-performing charter schools.
(s. 1002.331, F.S.)
- Allows students participating full-time in a virtual instruction program, as defined, to be eligible to participate on an interscholastic athletic team at any public school in the district where the student resides, or such students may develop an agreement to participate at a private school, with stipulations.
(s. 1006.15, F.S.)

Senate Bill 1402 – Students Enrolled in Dropout Retrieval Programs **signed**

- Requires each approved virtual instruction program provider to receive a school grade or school improvement rating, as applicable, for each district with which it contracts, based on the assessment scores of all students served within the school district. (s. 1002.451, F.S.)
- A virtual instruction program provider operating exclusively as a dropout retrieval program is exempt from the district grade requirement.
- Defines dropout retrieval program. (s. 1003.53, F.S.)
- Requires each dropout retrieval program to choose to receive a school grade or a school improvement rating.

Senate Bill 1470 – School Safety **signed**

- Updates components of the Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program. (ss. 30.15 and 402.305, F.S.)
 - Child care facilities.
 - Contracting for school security guards (including additional requirements in s. 1006.07, F.S.).
- Requires the Office of Safe Schools to convene a workgroup of stakeholders to make recommendations for the establishment of a Florida Institute of School Safety, including programs and functions to enhance school safety. (s. 1001.212, F.S.)
 - Workgroup to include school facilities staff, school safety specialists, school administrators, superintendents and school-based mental health professionals, among others.
 - Workgroup report due no later than January 1, 2026.

Senate Bill 1470 – School Safety **signed**

- Amends s. 1006.07, F.S., District school board duties relating to student discipline and school safety.
- Subject to an appropriation, FDOE, in cooperation with the Department of Management Services, shall identify a centralized system for use by all public safety answering point infrastructure which can receive alerts from all panic alert systems and integrate digital maps used by public schools, charter schools, and other educational institutions.
- If established, each public school and charter school shall confirm with the district school board that the school's respective panic alert system is connected to the centralized system.

Senate Bill 1470 – School Safety **signed**

- Section 1006.07, F.S., continued:
- Specifies that school safety access control requirements apply from 30 minutes before the school start time until 30 minutes after the end of the school day.
- Defines “exclusive zone” and “nonexclusive zone” and identifies which requirements apply to each regarding access control.
 - Permits temporary door locks in emergencies.
 - Revises access control requirements for career and technical education classrooms and common areas.
- Requires each substitute teacher to be provided all school safety protocols and policies before beginning his or her first day of substitute teaching at a school.

Senate Bill 1374 – School District Reporting Requirements **signed**

- Amends s. 435. 12, F.S., Care Provider Background Screening Clearinghouse.
- Provides that an individual who volunteers for school districts, charter schools, and other entities listed in s. 435.12(3)(a), F.S., may be screened at the discretion of such entity.
- If the entity elects to conduct a background screening, it may be conducted pursuant to s. 435.12, F.S., or s. 943.0542, F.S.

Senate Bill 1374 – School District Reporting Requirements **signed**

- Amends s. 1012.22, F.S., Public school personnel; powers and duties of the district school board.
- Requires district school boards to adopt a policy temporarily removing instructional personnel from the classroom within 24 hours after a notification by law enforcement or a self-reporting employee of his or her arrest for a felony offense or for a misdemeanor offense listed in s. 435.04(2), F.S.

Senate Bill 1374 – School District Reporting Requirements **signed**

- Amends s. 1012.799, F.S., Reporting certain offenses.
- Instructional personnel and administrative personnel shall self-report within 48 hours to a school district authority, as determined by the district superintendent, any arrest for a felony offense or for a misdemeanor offense listed in s. 435.04(2), F.S.
- Such self-report is not considered an admission of guilt and is not admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.

Senate Bill 1374 – School District Reporting Requirements **signed**

- In addition, instructional personnel and administrative personnel shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment.
- When handling sealed and expunged records disclosed under this rule, school districts must comply with the confidentiality provisions of ss. 943.0585(4)(c) and 943.059(4)(c), F.S.

Senate Bill 112 – Children with Developmental Disabilities **signed**

- Creates new s. 391.3081, F.S., Early Steps Extended Option.
- Allows parents to choose if their eligible child stays in the program through their fourth birthday.
- Creates responsibilities for local program offices, including notifying FDOE if an eligible child is exiting the Early Steps Extended Option.
- FDOE will provide data to the Florida Department of Health (DOH) for Early Steps evaluation.
- Establishes University of Florida Center for Autism and Neurodevelopment. (s. 1004.551, F.S.)

Senate Bill 112 – Children with Developmental Disabilities **signed**

- The commissioner shall review the curricula in continuing education or inservice education of instructional personnel based on recommendations required under s. 1012.582, F.S., Continuing education and inservice training for teaching students with developmental and emotional or behavioral disabilities.
- No later than December 1, 2025, the commissioner shall report to the President of the Senate and Speaker of the House on findings and recommendations for updates to instruction.
- Credits or points that provide training in the knowledge and skills required to support students with autism can be used for educator certificates in any specialization area. (s. 1012.585, F.S.)

House Bill 447 – Disability History and Awareness Instruction **signed**

- Names this act the Evin B. Hartsell Act.
- Provides requirements for districts that provide instruction on disability history and awareness, as authorized in s. 1003.4205, F.S.
 - Grades K-3: conversations on bullying, activities to teach about physical disabilities.
 - Grades 4-6: information about autism spectrum disorder.
 - Grades 7-9: information about hearing impairments.
 - Grades 10-12: information on different types of learning and intellectual disabilities.

House Bill 597 – Diabetes Management in Schools **signed**

- Amends s. 1002.20, F.S., K-12 students and parent rights.
- Defines terms.
- Allows a school districts or public school to acquire and maintain a supply of undesignated glucagon for the purpose of treating a student with diabetes experiencing a hypoglycemic emergency.
- Provides requirements for storage, procurement, administration and notification.
- Requires the SBE, in cooperation with DOH, to adopt rules to implement this law.

Senate Bill 958 – Type 1 Diabetes Early Detection Program **signed**

- Creates new s. 381.992, F.S., Type 1 diabetes early detection program.
- Requires DOH to collaborate with school districts to develop informational materials for the early detection of Type 1 diabetes for parents and guardians of students.
- Requires these materials to be made available on the DOH website to each early learning coalition, school district and charter school, within 90 days of July 1, 2025.
- Requires DOH to develop a standardized methodology for each entity for the notification of parents or guardians by **September 20, 2025, and annually thereafter**, of the availability of the materials.
- Provides specifications for the materials.

Senate Bill 1070 – Electrocardiograms for Student Athletes

- Amends s. 1006.20, F.S., Athletics in public K-12 schools.
- Beginning in the 2026-27 school year and thereafter, the first time a student who is in grades 9-12 participates in an interscholastic athletic competition or is a candidate for such a team, he or she shall complete at least one electrocardiogram screening that meets the requirements of s. 1006.165, F.S.
- Allows electrocardiograms completed up to two years prior to the 2026-27 school year to satisfy this requirement.
- Provides for exceptions if a parent objects in writing because the requirement is contrary to his or her religious tenets or practices or if an eligible physician provides a certificate of medical exception. (also in s. 1002.20, F.S.)

Senate Bill 1070 – Electrocardiograms for Student Athletes

- Requires electrocardiograms to be administered in accordance with standards established by the FHSAA's Sports Medicine Advisory Committee.
- Requires the FHSAA to adopt bylaws or policies that prohibit a student athlete who received an abnormal electrocardiogram result from participating in tryouts, practice, or competition until the student submits to the school a written medical clearance to participate.
- Requires school districts to pursue public and private partnerships to provide low-cost electrocardiograms to students. (s. 1006.165, F.S.)
- Provides for an exemption to the electrocardiogram requirement if he or she resides in a school district that is unable to obtain a partnership to provide an electrocardiogram at a rate of less than \$50 per student.

Senate Bill 1514 – Anaphylaxis in Public and Charter Schools **signed**

- Amends s. 1002.20, F.S., K-12 student and parent rights.
- Each district school board and charter school governing board shall require each school that serves students in kindergarten through grade 8 to provide training to an adequate number of school personnel and contracted personnel in preventing and responding to allergic reactions, including anaphylaxis. This training must include recognizing the signs of an anaphylactic reaction and administering a Food and Drug Administration-approved epinephrine delivery device that has a pre-measured, appropriate weight-based dose.

Senate Bill 1514 – Anaphylaxis in Public Schools **signed**

- Section 1002.20, F.S., continued:
- Each district school board and charter school governing board shall also require that, for each student in kindergarten through grade 8 who has an emergency action plan for anaphylaxis, such plan must be in effect and accessible at all times when the student is on school grounds during the school day or participating in school-sponsored activities. This includes extracurricular activities, athletics, school dances, and contracted before-school or after-school programs at the student's school.
- Requires the SBE, in consultation with DOH, to adopt rules, including identifying an approved training curriculum, by October 1, 2025.

House Bill 1607 – Cardiac Emergencies **signed**

- Amends s. 1003.453, F.S., School wellness and physical education policies; nutrition guidelines.
- Requires school districts to provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class.
- Instruction in the use of cardiopulmonary resuscitation must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and include the use of an automated external defibrillator.

House Bill 1607 – Cardiac Emergencies **signed**

- Creates new s. 1003.457, F.S., Cardiac emergencies and automated external defibrillators on school grounds.
- Requires each public school to develop a plan for urgent life-saving emergencies (PULSE) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds.
- Each PULSE must integrate evidence-based core elements and consider those elements recommended by the American Heart Association for schools responding to cardiac emergencies.
- School officials shall work directly with local emergency service providers to integrate the PULSE into the community's emergency responder protocols.

House Bill 1607 – Cardiac Emergencies **signed**

- Section 1003.457, F.S., continued:
- No later than **July 1, 2027**, each public school, including charter schools, must have at least one operational automated external defibrillator on school grounds. The defibrillator must be available in a clearly marked and publicized location.
- Schools must maintain the defibrillator according to the manufacturer's recommendations and maintain all verification records for such defibrillators.

House Bill 1607 – Cardiac Emergencies **signed**

- Section 1003.457, F.S., continued:
- Appropriate school staff must be trained in first aid, cardiopulmonary resuscitation, and defibrillator use.
- The location of each defibrillator must be registered with a local emergency medical services medical director.
- The use of defibrillators by school employees and volunteers is covered under ss. 768.13 and 768.1325, F.S.
- The State Board of Education shall adopt rules to administer this section.

Senate Bill 1344 – Juvenile Justice

- Defines “early truancy intervention.” (s. 983.04, F.S.)
- Updates definition of “habitual truant” to match s. 1003.01(12), F.S. (s. 983.04, F.S.)
- Requires FDOE and the Florida Department of Children and Families (DCF) to each post a Department of Juvenile Justice (DJJ) information guide online. (s. 984.071, F.S.)
- Allows a child to be taken into custody by a designated school representative pursuant to s. 1003.26(3), F.S. (s. 984.13, F.S.)
- If a court takes action that directly involves a student’s school, including, but not limited to, an order that a student attend school, attend school with his or her parent, requiring the parent to participate in meetings, including parent-teacher conferences, Section 504 plan meetings or individualized education plan meetings to address the student’s disability, the office of the clerk of the court shall provide notice to the school of the court’s order. (s. 984.16, F.S.)

Senate Bill 1344 – Juvenile Justice

- Amends s. 1003.26, F.S., Enforcement of school attendance.
- Provides for a child study team to allow the parent to attend the meeting virtually or by telephone if the parent is unable to attend in person.
- If the parent of child fails to attend the child study team meeting, the meeting shall be held in his or her absence, and the child study team shall make written recommendations to remediate the truancy based upon the information available to the school.
- The recommendations shall be provided to the parent within seven days of the meeting.

Senate Bill 1344 – Juvenile Justice

- Section 1003.26, F.S., continued:
- If the meeting doesn't resolve the problem, the team shall attempt to determine the reasons the child is truant from school and provide remedies if available or refer the family to services, including available scholarship options if the learning environment is an issue of concern.
- The child study team may refer the student to the DJJ's designated provider for voluntary family services.
- If a student will not comply with attempts to enforce school attendance, the parent or district must refer the case to the DJJ's authorized agent, which shall then offer voluntary family services.

Senate Bill 1344 – Juvenile Justice

- Section 1003.26, F.S., continued:
- If a student is responsive to the interventions and has completed the necessary requirements to pass the current grade as indicated in the district pupil progression plan, the student may not be determined to be a habitual truant and shall be promoted.
- If a student is not enrolled in or in attendance in school within three days of written notice by the school, the case must be reported to the superintendent, who must refer the case to the child study team. The school may refer the case to DJJ's authorized agent for families in need of services.
- If the parent still refuses to cooperate or enroll the child in school within 15 days after referral of the case to the child study team, the district school superintendent must make a report to law enforcement and refer the case to the Office of the State Attorney.

Senate Bill 1344 – Juvenile Justice

- Section 1003.26, F.S., continued:
- During a home visit by a school representative, if a parent cannot be located or is unavailable to take custody of the child, and the child is not to be presented to the child's school or tutor, the youth shall be referred to the DJJ's shelter, to another facility, or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

Senate Bill 1344 – Juvenile Justice

- Section 1003.27, F.S., Court procedures and penalties.
- The district school superintendent shall institute a criminal prosecution against the student's parents, in each case of nonenrollment or of nonattendance of a student who is required to attend school, when no valid reason for the nonenrollment or of nonattendance is found.

House Bill 809 – School Social Workers **signed**

- Amends s. 1012.55, F.S., Positions for which certificates required.
- Exempts a person who is employed as a school social worker from the educator certification requirements in s. 1012.56(2)(g) and (h), F.S.
 - (2)(g) is demonstration of mastery of general knowledge.
 - (2)(h) is demonstration of mastery of subject area knowledge.

House Bill 969 – Reporting of Student Mental Health Outcomes

- Creates new s. 394.4575, F.S., Student mental health assistance program evaluation.
- Requires the Office of Program Policy Analysis and Government Accountability (OPPAGA), in consultation with DCF, FDOE, the Louis de la Parte Florida Mental Health Institute (at the University of South Florida) and others to evaluate school district compliance with student mental health reporting, services and supports.
 - Initial evaluation due December 31, 2025.
 - Final review and evaluation due December 1, 2026.
- FDOE and school district threat management coordinators and mental health coordinators must coordinate with OPPAGA and provide requested information, reports and data for evaluation to be included in the report.

Senate Bill 1620 – Mental Health and Substance Use Disorders

- DCF, in consultation with FDOE, shall biennially review school-based behavioral health access in the state through telehealth, with an emphasis on underserved and rural communities. Reports due January 1, 2026, 2028, 2030. (s. 394.495, F.S.)
- Updates the school-based mental health assistance program to require that assessment procedures must, at a minimum, include the use of the most recent version of the Daily Living Activities-20 (DLA-20) functional assessment tool, unless FDOE specifies in rule the use of a different assessment tool. (s. 1006.041, F.S.)
- FDOE shall consult with DCF before adopting rules regarding use of a different assessment tool.

House Bill 259 – Special Observances **signed**

- Creates new s. 683.3343, F.S., Fentanyl Awareness and Education Day.
- Designates August 21 of each year as “Fentanyl Awareness and Education Day.”
- Encourages public schools to sponsor events to promote awareness of the dangers of fentanyl, including specific topics.

Senate Bill 356 – Holocaust Remembrance Day **signed**

- Creates new s. 683.196, F.S., Holocaust Remembrance Day.
- Establishes January 27 of each year as “Holocaust Remembrance Day,” which may be observed in public schools.
- If it falls on a weekend, it may be observed the following school day or as otherwise designated by the district school board.
- Instruction on the harmful impacts of the Holocaust and anti-Semitism and the positive contributions of the Jewish community to humanity may be provided as part of public school instruction.

House Bill 549 – Gulf of America **signed**

- Instructional materials, as defined by s. 1006.28(1)(a), F.S., and library media center collections that are adopted or acquired on or after July 1, 2025, by a district school board or charter school governing board must reflect the new federal designation of the “Gulf of Mexico” as the “Gulf of America.”

Senate Bill 994 – Driver Safety

- Amends s. 322.095, F.S., Traffic law and substance abuse education program for driver license applicants.
- Requires any driver education course used to satisfy the requirement for a learner's driver license to meet or exceed the FDOE Driver Education/Traffic Safety-Classroom 1900300 course description.

House Bill 1237 – Human Trafficking Awareness **signed**

- Creates new s. 1006.481, F.S., Human trafficking awareness training.
- Each public school shall require that all instructional personnel, administrative personnel, and educational support personnel who have contact with students to have received training on human trafficking awareness.
- Each employee must submit to the school an acknowledgement of having received the training, which must be retained by the school.
- No later than December 1, 2025, FDOE shall identify a free training curriculum regarding human trafficking awareness that may be conducted online or in-person.
- Charter schools are not exempt from the provisions of this bill.

House Bill 1105 – Education

- Interlocal agreements with school districts and sharing surtax revenues with eligible charter schools. (s. 212.055, F.S.)
- Trespass upon school grounds or facilities includes school buses. (ss. 810.097 and 901.15, F.S.)
- Conversion charter school applications. (s. 1002.33, F.S.)
- Job engine charter schools. (s. 1002.33, F.S.)
- Charter school sponsors must use the standard monitoring tool. (s. 1002.33, F.S.)
- Charter school facilities/inventory. (s. 1002.33, F.S.)
- Private school facilities. (s. 1002.42, F.S.)

House Bill 1105 – Education

- Amends s. 1003.4282, F.S., Requirements for a standard high school diploma.
- Work-related internships must be included in counseling materials and presented with courses required for graduation.
- Equivalent, applied or integrated courses can satisfy high school credit requirements.
- Completion of two years of marching band shall satisfy the one-credit requirement in PE or the one-credit requirement in performing arts. Does not satisfy personal fitness or adaptive PE.

House Bill 1105 – Education

- Section 1003.4282, F.S., continued:
- Removes certificate of completion.
- Requires FDOE to develop a document no later than January 1, 2026, detailing options available to a student who fails to earn a standard diploma, including career education or credit programs at a career center of Florida College System institution, adult education to earn a standard diploma or high school equivalency diploma, apprenticeship programs, and the Graduation Alternative to Traditional Education (GATE) Program.
- A school district shall provide this document to each such student along with his or her official transcript. The school district may add to the document information related to district-specific graduation and postsecondary options.

House Bill 1105 – Education

- Section 1003.4282, F.S., continued:
- If a student with a disability has declared an intent to earn a certificate of completion in the IEP, a school district must revise the student's declared intent at the annual review of the IEP.
- A school district must provide the document of options to a student with a disability who has not earned a standard high school diploma.
- Provides that students who have earned the credits for a standard high school diploma, but did not meet statewide assessment requirements for graduation, are eligible to enroll in certificate career education programs at Florida College System institutions.
- Updates Seal of Fine Arts requirements to allow an Advanced International Certificate of Education course to satisfy the course criteria. (s. 1003.4321, F.S.)

House Bill 1105 – Education

- Updates Bright Futures requirements related to the Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards. (ss. 1003.491, 1009.22, 1009.23, 1009.536, F.S.)
- Expands eligibility for students in military families (s. 1009.531, F.S. – also in HB 1255).
- Allows the Advanced Placement (AP) Capstone designation from the College Board to satisfy requirements for the Florida Academic Scholars award beginning with high school students graduating in the 2025-26 school year. (s. 1009.534, F.S.)
- Details which exams can be used based on which year a student began high school.
- Specifies that receipt of the AP Capstone designation does not satisfy the requirements for a standard high school diploma.

House Bill 1105 – Education

- Creates new s. 1003.5717, F.S., Workforce credential program.
- Requires FDOE to establish by January 1, 2026, a new workforce credential program for students with an autism spectrum disorder.
- FDOE shall work with the Florida Center for Students with Unique Abilities at the University of Central Florida on the program.
- The purpose of the program is to assist such students in securing employment upon graduation.
- The program must allow for such students to earn badges that designate that the students have acquired specific skills that meet employer needs.

House Bill 1105 – Education

- Section 1003.5717, F.S., continued:
- Each badge must require the student to demonstrate five discrete skills or behaviors, including, but not limited to, workplace safety.
- FDOE shall collaborate with the Occupational Safety and Health Administration to develop a workplace safety badge.
- The badge must be validated by two members of instructional staff who specialize in exceptional student education.
- Beginning with the 2026 calendar year through the 2030 calendar year, FDOE shall prepare an annual report by January 31.

House Bill 1105 – Education

- Amends s. 1006.07, F.S., District school board policies relating to student discipline and school safety.
- Elementary and middle school students may not use a wireless communications device during the school day.
- High school students may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes.
- Each district school board shall adopt rules:
 - Designating locations within school buildings where a student may use his or her wireless communications device with the express permission of a school administrator.
 - Allowing the use of a wireless communications device by a student during the school day in accordance a doctor's note certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.

House Bill 1105 – Education

- The Commissioner of Education shall coordinate with six school districts selected by FDOE that represent two small, two medium, and two large counties that currently, or will in the 2025-26 school year, implement a policy for all district high schools that prohibits the use of cellular telephones and other personal electronic devices by students during the entire school day, while on school grounds, or while engaged in school activities off school grounds during the school day.
- FDOE shall provide a report before December 1, 2026, summarizing the effect of each school district policy on student achievement and behavior. The report must also include a model policy that school districts and charter schools may adopt.

House Bill 1105 – Education

- By August 1, 2026, FDOE shall establish competencies for a mathematics endorsement aligned with evidence-based mathematics instructional and intervention strategies.
- The competencies must include numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probabilities at the elementary and secondary level.
- The competencies must be approved by the SBE.
- A workgroup will be established – look for a memo coming soon.

House Bill 1105 – Education

- Requires agreements between career centers and each high school they serve to delineate how students will be notified of transportation provisions and address scheduling changes that will increase access and student participation.
(s. 1007.271, F.S.)
- Requires dual enrollment articulation agreements between each superintendent and public postsecondary institution president to include any scheduling changes that are necessary to increase access and student participation.
(s. 1007.271, F.S.)
- Expands Workforce Development Capitalization Incentive Grant Program to include charter schools. Defines secondary students as grades 6-12 for this program. (s. 1011.801, F.S.)

House Bill 1255 – Education

- Addresses charter school facilities. (s. 1002.33, F.S.)
- Addresses private school facilities. (s. 1002.42, F.S.)
- Addresses private school background screening requirements. (s. 1002.421, F.S.)
- Addresses district school tax. (s. 1011.71, F.S.)
- Expands options for a school's supply of an emergency opioid antagonist. (s. 1002.20, F.S.)
- Expands eligible entities for Florida's Teacher of the Year Program to include charter school consortia with at least 30 member schools and an FDOE-approved professional learning system. (s. 1012.77, F.S.)
- Requires FDOE to develop strategies including a training module relating to facilitating and expediting the transfer of a K-12 military student's education records from an out-of-state school. (s. 1003.05, F.S.)
 - FDOE shall provide the training module to each district school board to provide to each public and charter K-12 school within its district.
 - The district shall make the training available to employees who work directly with military students and families.

House Bill 1255 – Education

- Adds these components to high school financial literacy instruction:
 - Costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid, scholarships and grants, and student loans. (s. 1003.4282, F.S.)
- Allows FDOE to join or establish a national consortium as an alternative method to develop and implement advanced placement courses that align with s. 1007.25, F.S. (s. 1007.27, F.S.)
- Adds the Classic Learning Test 10 as an option for high schools participating in the Florida Partnership (currently awarded to Palm Beach State College). (s. 1007.35, F.S.)
- Requires parents of students identified with a substantial deficiency in mathematics to be notified of the student's eligibility for the New Worlds Scholarship Accounts and the school district's tutoring services provided by the New Worlds Tutoring Program. (s. 1008.25, F.S.)
- Requires the New Worlds Tutoring Program (Lastinger Center for Learning at the University of Florida) to consult with the FDOE Office of Mathematics and Science on best practice guidelines on math tutoring in alignment with the B.E.S.T. Standards. (s. 1008.366, F.S.)
- Allows paid tutoring by RAISE tutors to count toward Bright Futures requirements. (s. 1008.365, F.S.)

House Bill 1255 – Education

- Amends s. 1006.09, F.S., Duties of school principal relating to student discipline and school safety.
- If the disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive behavior continues, the school principal must refer the case to the school's child study team to schedule a meeting with the parent to identify potential remedies.
- If an initial meeting with the student's parent does not resolve the behavioral issues, the child study team must implement the following:
 - Frequent attempts by the school, including the student's teacher and a school administrator, at communicating with the student's family. The attempts may be made in writing or by telephone, but must be documented.
 - A student evaluation for alternative education programs.
 - Behavior contracts.
- The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or a recommendation for filing a petition for a child in need of services pursuant to s. 984.15, F.S.

House Bill 1255 – Education

- Requires school board policies authorizing the use of corporal punishment to include parental consent. The policy may require such consent for the school year or before each administration. Charter schools are not exempt from this requirement.
(s. 1002.20, F.S.)
- Amends s. 1006.13, F.S., Policy of zero tolerance for crime and victimization.
- Before the expiration of an expulsion period, the district school superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided.
- A recommendation to extend the expulsion period must be provided to the student and his or her parents in accordance with s. 1006.08(1), F.S.

House Bill 1255 – Education

- Allows a district comprehensive evidence-based reading plan to include (s. 1003.4201, F.S.):
 - Intensive reading interventions, which must be delivered by instructional personnel who possess a micro-credential as defined in s. 1003.485(1), F.S., or are certified or endorsed in reading as provided in s. 1012.586, F.S., and must incorporate evidence-based strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(7), F.S. Instructional personnel who possess a micro-credential as defined in s. 1003.485(1) , F.S., and are delivering intensive reading interventions must be supervised by an individual certified or endorsed in reading. For the purposes of this subparagraph, the term "supervised" means that instructional personnel with a micro-credential are able, through telecommunication or in person, to communicate and consult with, and receive direction from, certified or endorsed personnel.
 - A description of how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2. www.FLDOE.org

House Bill 1255 – Education

- Amends s. 1012.315, F.S., Screening standards:
- Adds owner/operators of private schools that participate in state scholarship programs as those who may be ineligible for educator certification or employment in any position that requires direct contact with students.
- Requires that persons who apply for certification or employment are governed by the law and rules in effect at the time of application for issuance of the initial certificate or employment, provided that continuity of certificates or employment is maintained.

House Bill 681 – Apprenticeship and Preapprenticeship Program Funding

- Provides parameters for apprenticeship and preapprenticeship funding. (s. 446.032, F.S.)
- Updates requirements and timing of FDOE annual report.
- Requires FDOE to develop a standard model contract template to be used by LEAs and programs.
- Specifies requirements for LEAs that partner with program providers.
- Requires FDOE to develop an apprenticeship and preapprenticeship funding transparency tool, publish online, and include searchable features.
- Provides requirements for District Workforce Education Funding Steering Committee meetings and workpapers. (s. 1011.80, F.S.)

House Bill 1145 – Workforce Education

- Requires each school district to offer a money-back guarantee on at least three additional programs and notify the SBE of such programs, by **July 1, 2026**.
(s. 1011.803, F.S.)



Recent State Board of Education Rulemaking

January 15, 2025

- Rule 6M-8.604, F.A.C., Voluntary Prekindergarten (VPK) Curriculum Approval Process

April 9, 2025

- Rule 6A-5.066, F.A.C., Approval of Teacher Preparation Programs
- Rule 6A-5.081, F.A.C., Approval of School Leadership Programs
- Rule 6M-8.700, F.A.C., Voluntary Prekindergarten Education Program Provider with Incomplete Status, Provider on Probation and Good Cause Exemption
- Rule 6A-1.09441, F.A.C., Requirements for Programs and Courses that are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation
- Rule 6A-6.053, F.A.C., District Comprehensive Evidence-Based Reading Plan
- Rule 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs)



Upcoming State Board of Education Rulemaking

<https://web02.fldoe.org/Rules/>

Rules on the State Board of Education Agenda on June 4, 2025 at Miami Dade College

- Rule 6A-6.0952, F.A.C., Family Empowerment Scholarship Program
- Rule 6M-8.620, F.A.C., Voluntary Prekindergarten (VPK) Coordinated Screening and Progress Monitoring Program

Possible Rules on the State Board of Education Agenda on July 16, 2025 in Orlando

- 6A-6.03022, F.A.C., Exceptional Student Education Eligibility for Students with Dual Sensory Impairments
- 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement
- 6A-1.09412, F.A.C., Course Requirements - Grades K-12 Basic and Adult Secondary Programs
- 6A-6.053, F.A.C., District Comprehensive Evidence-Based Reading Plan
- 6A-4.0021, F.A.C., Florida Teacher Certification Examinations
- 6A-1.094224, F.A.C., Uniform Assessment Calendar
- 6A-1.09422, F.A.C., Coordinated Screening and Progress Monitoring System and Statewide, Standardized Assessment Program Requirements

Possible Rules on the State Board of Education Agenda on July 16, 2025 in Orlando

- 6A-1.0018, F.A.C., School Safety Requirements and Monitoring
- 6A-1.0019, F.A.C., Threat Management
- 6A-1.0955, F.A.C., Education Records

2025 State Board of Education Meetings

- June 4, Miami
- July 16, Orlando
- August 20, St. Augustine
- September 24, Tampa
- November 13, Crawfordville

<https://www.fldoe.org/policy/state-board-of-edu/meetings/>



Strategic Improvement Updates

Dr. Peggy Aune, Vice Chancellor



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



Bureau of Federal Educational Programs

Federal Educational Grants Allocations

- Title I, Part A – Supporting Basic Programs (\$978,220,902)
- Title I, Part C – Migrant Education (Pending)
- Title I, Part D – Neglected and Delinquent (Pending)
- Title II, Part A – Supporting Effective Instruction (Pending)
- Title III, Part A – Language Instruction for English Learners (Pending)
- Title IV, Part A – Student Support and Academic Enrichment (Pending)
- Title V, Part B, Subpart 2 – Rural and Low-Income Schools (Pending)
- Title IX, Part A – McKinney-Vento Program (Pending)
- Individuals with Disabilities Act (IDEA) (\$785,596,408)

Federal Educational Programs

- Federal Grant Applications
 - Consolidated – Due June 15, 2025
 - Title IX, Part A (Homeless Education) – Due June 2, 2025
 - IDEA – Due June 30, 2025
- FOIL Session:
 - K-12 ESEA Federal Programs Overview: Using Federal Educational Programs to Increase Student Achievement



Bureau of Exceptional Education and Student Services

Bureau of Exceptional Education and Student Services

- FOIL Sessions:
 - Exceptional Student Education Services
 - Dispute Resolution and Monitoring (DRM)
- Exceptional Student Education (ESE) Parent Survey
 - The window opened in February 2025 and will close on June 30, 2025.
 - Available in web- or paper-based format
 - New this year! Public-facing dashboard
 - Florida had already exceeded the total response rate from 2023-24 by April 2025



Bureau of School Improvement

Bureau of School Improvement

- FOIL Sessions:
 - Staffing for Impact: Leveraging the Value-Added Model (VAM) to Improve Outcomes
 - From Compliance to Commitment: Strategically Supporting Underperforming Schools
- School Improvement Plans (SIPs):
 - Template release: mid-June
 - SIPs due: August 1st
 - SIPs to be published for public access in CIMS platform: November 1st



RESILIENCY FLORIDA

THE POWER TO PERSEVERE

The Resiliency Characteristics

Florida is leading a first-in-the-nation approach that empowers students to persevere and overcome life's inevitable challenges. The Florida Department of Education developed state education standards and resources to equip students with skills that build resiliency.

Below are the 11 resiliency characteristics to help your child overcome any challenge.



Empathy

Understanding others' thoughts, feelings and actions.



Responsibility

Owning my actions, using good judgement and practicing self-control.



Gratitude

Being thankful and sharing appreciation with others.



Critical Thinking and Problem Solving

Gathering information to think through and determine the best solution.



Responsible Decision-Making

Thinking about all options and outcomes to make the best choice.



Self-Awareness and Self-Management

Understanding and governing our thoughts, actions and impact on others.



Citizenship

Helping my neighbor, community and nation.



Mentorship

Giving or asking for support, guidance, training or expertise.



Honesty

Telling the truth.



Grit

Working consistently toward my long-term goals.



Perseverance

Continue to try even when things are hard.

The background of the slide is a photograph of three children sitting at a desk, working together on a project. A boy in a blue and black striped shirt is in the center, looking down at a book or paper. To his left, a girl with long brown hair is also looking down. To his right, another girl is partially visible, looking towards the center. They are all smiling and appear to be engaged in their work. The image is slightly blurred, giving it a soft, warm feel.

Becoming a Resiliency Coach

WHAT IS A **RESILIENCY COACH?**

Resiliency Coaches will serve as one of the **first layers of support**. Resiliency Coaches are trusted volunteers who are trained to support children as they build resiliency to face day-to-day challenges.

ELIGIBILITY

Parents, grandparents, school volunteers and mentors, with a current background screening, are eligible to become a Resiliency Coach.





STEPS TO BECOME A **RESILIENCY COACH**

1

Background Screening Requirement

2

Complete Online Training

3

Complete 4-Hour Volunteer Practicum and Final Survey

4

Receive \$150 stipend

FOR MORE INFORMATION . . .

VISIT US: <https://www.buildresiliency.org/>

QUESTIONS? ResiliencyCoachTraining@fldoe.org



What is Hope Florida?

HOPEFLORIDA



Literacy Achievement Updates

Lindsey Brown, Vice Chancellor



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Promotion to Grade 4 Technical Assistance Paper

- The following sections have updates in **bold**:
 - Identification of Students with a Substantial Deficiency in Early Literacy Skills or a Substantial Deficiency in Reading
 - Parental Notifications and Student Plans
 - Interventions
 - Comprehensive Reading and Intervention Programs
 - Requirements for Promotion to Grade 4
 - Summer Bridge Program
 - Services for Students Promoted to Grade 4 with a Good Cause Exemption

www.fldoe.org/academics/standards/just-read-fl

District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool

Section A: Literacy Leadership

Section B: Literacy Coaching

**Section C: Standards, Curriculum,
Instruction & Intervention**

Section D: Assessment

Section E: Professional Learning

Florida Department of Education | Just Read, Florida!
District Comprehensive Evidence-Based Reading Plan
Reflection Tool



Form No. CERP-RT
Effective: May 2025
Incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.)

District: _____ Date: _____

DIRECTIONS:
Complete the District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the CERP relates not only to the fidelity of implementing the plan, but also demonstrating improved literacy outcomes for students. "Fully implemented" ratings must be supported with evidence of improved student outcomes on assessments. To reflect upon CERP implementation, insert the rating that best describes your implementation progress for each indicator.

Section A: Literacy Leadership
District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
1. A district-level Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.				
2. The CERP is disseminated widely, referenced frequently and actively implemented.				
3. The district provides support to parents of students identified with a substantial deficiency in reading with a read-at-home plan to support and improve family engagement at home.				
4. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.				
5. School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.				
6. School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.				
7. Capacity is being built through identifying teachers, coaches and district personnel who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA Standards.				
8. Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.				

  FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Timeline for District CERPs

Date	Action
June 15, 2025	Districts will submit a CERP Reflection Tool via email to JustRead@fldoe.org . The CERP Reflection Tool must be based on a root-cause analysis.
June 15 – July 15, 2025	Districts can send their draft plan to the Just Read, Florida! Office for review and feedback (optional).
June 15 – July 31, 2025	Districts will receive board approval for their 2025-26 school year CERP.
August 1, 2025	Districts will submit a completed and school board-approved CERP via email to JustRead@fldoe.org .

Summer Bridge Program

- School districts will offer the Summer Bridge Program to eligible students from private and public VPK providers during the summer prior to entering kindergarten.
- Eligible VPK students are those who score below the 10th percentile or receive a non-participation status of “assessment inappropriate,” “failed practice,” or “non-English speaker” on PM3.
- All VPK programs provide parents with the results of PM3, including a statement of eligibility for the Summer Bridge Program.

New Worlds Reading Initiative

- Eligible VPK – grade 5 students receive free books on a monthly basis until the student is promoted to 6th grade or the parent opts out of the program. Family resources are also included for each book.
- A VPK – grade 5 student is eligible if the student is not yet reading on grade level, has a substantial deficiency in early literacy skills or a substantial deficiency in reading, or scored below Level 3 on the most recent statewide, standardized ELA assessment.
- Distribution of books begins no later than October and continues through at least June.
- Over 9.6 million books have been distributed to over 450,000 students!

Reading Achievement Initiative for Scholastic Excellence (RAISE)

- 2025-26 RAISE Universal Schools
 - Regardless of its school grade, a district school serving students in K-5 must be identified for supports if:
 - 50% of its students who take the statewide, standardized ELA assessment score below Level 3 for any grade level; or
 - Progress monitoring data collected from the coordinated screening and progress monitoring system shows that 50% or more of the students are not on track to pass the statewide, standardized grade 3 ELA assessment for any grade level K-3.

*At least ten (10) students are present for both the second and third full-time equivalent (FTE) survey periods and who are still enrolled at the time of testing.

Summer Literacy Institute

- June 16-17, 2025
- VPK – Grade 5
- Orlando World Center Marriott
- Contact SLI@nefec.org



Secondary Regional Literacy Institutes

- South Districts:
June 23-24, 2025
- North Districts:
June 25-26, 2025
- Grades 6-12
- Orlando World Center
Marriott
- Contact RLI@nefec.org



Virtual Literacy Institute

- July 16, 2025
- 9:00 AM to 2:00 PM ET
 - Concurrent Session 1: 9:00-10:15 AM ET
 - Concurrent Session 2: 10:30-11:45 AM ET
 - Concurrent Session 3: 12:45-2:00 PM ET
- Grades K-5
- Contact VLI@nefec.org



Literacy Breakout Session

- Strengthening Tier 1 Instruction in the K-5 ELA Classroom
 - Wednesday, May 28th
1:30-2:30 pm
 - Wednesday, May 28th
2:45-3:45 pm





Educator Quality Updates

Lindsey Brown, Vice Chancellor



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Florida's State Academic Standards for Science

- In November 2024, the Florida Department of Education called for workgroup members to review and revise Florida's state academic standards for science.
- Workgroup meetings started in March 2025 and will continue throughout the rest of this year.
- For questions or more information, please contact Courtney Starling at Courtney.Starling@fldoe.org.

Florida's State Academic Standards for Social Studies

- Senate Bill 1264 (2024) amended Section 1003.42, Florida Statutes, to require instruction on the History of Communism beginning in the 2026-2027 school year.
- Workgroup meetings were conducted from December 2024 to April 2025.
- The History of Communism standards are anticipated to be considered for adoption at a State Board of Education meeting in Fall 2025.
- For questions or more information, please contact Timothy MacGregor at Timothy.MacGregor@fldoe.org.

Background Screening Clearinghouse

- On April 7, the Care Provider Background Screening Clearinghouse at the Agency for Healthcare Administration (AHCA) went LIVE.
- The launch of the AHCA Clearinghouse ensures student safety.
- The AHCA Clearinghouse facilitates sharing results of criminal history checks and collecting arrest information on employees with retained fingerprints.
- If you have any further questions or need support, please contact the Agency for Health Care Administration:
 - Help email: DOEBGS@AHCA.MyFlorida.com
 - Help call line: (850) 412-4700

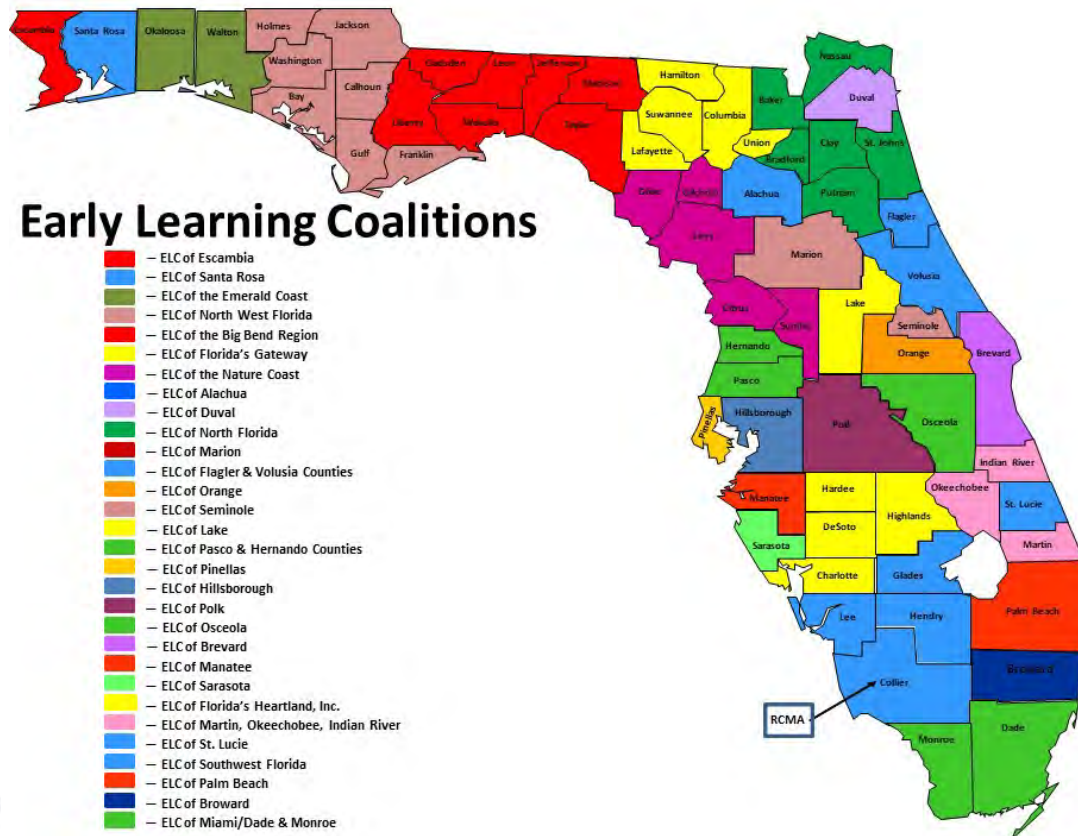


Division of Early Learning

Cari Miller
Chancellor of Early Learning

Early Learning Coalitions and RCMA


The Department of Education's Division of Early Learning (DEL), administers SR and VPK programs statewide, in partnership with thirty (30) early learning coalitions (ELCs) and the Redlands Christian Migrant Association (RCMA).



DEL Goals



Increase Kindergarten readiness, setting children on a path to learn, graduate and succeed.




Engage families as their child's first teacher and support them in making informed decisions on high-quality childcare that best meets their family needs.



Support families by providing high-quality childcare as they work to become economically self-sufficient.



Build high-quality early learning programs to meet the individual needs of all children.



Increase the knowledge and skills of early learning professionals to provide high-quality care and education.

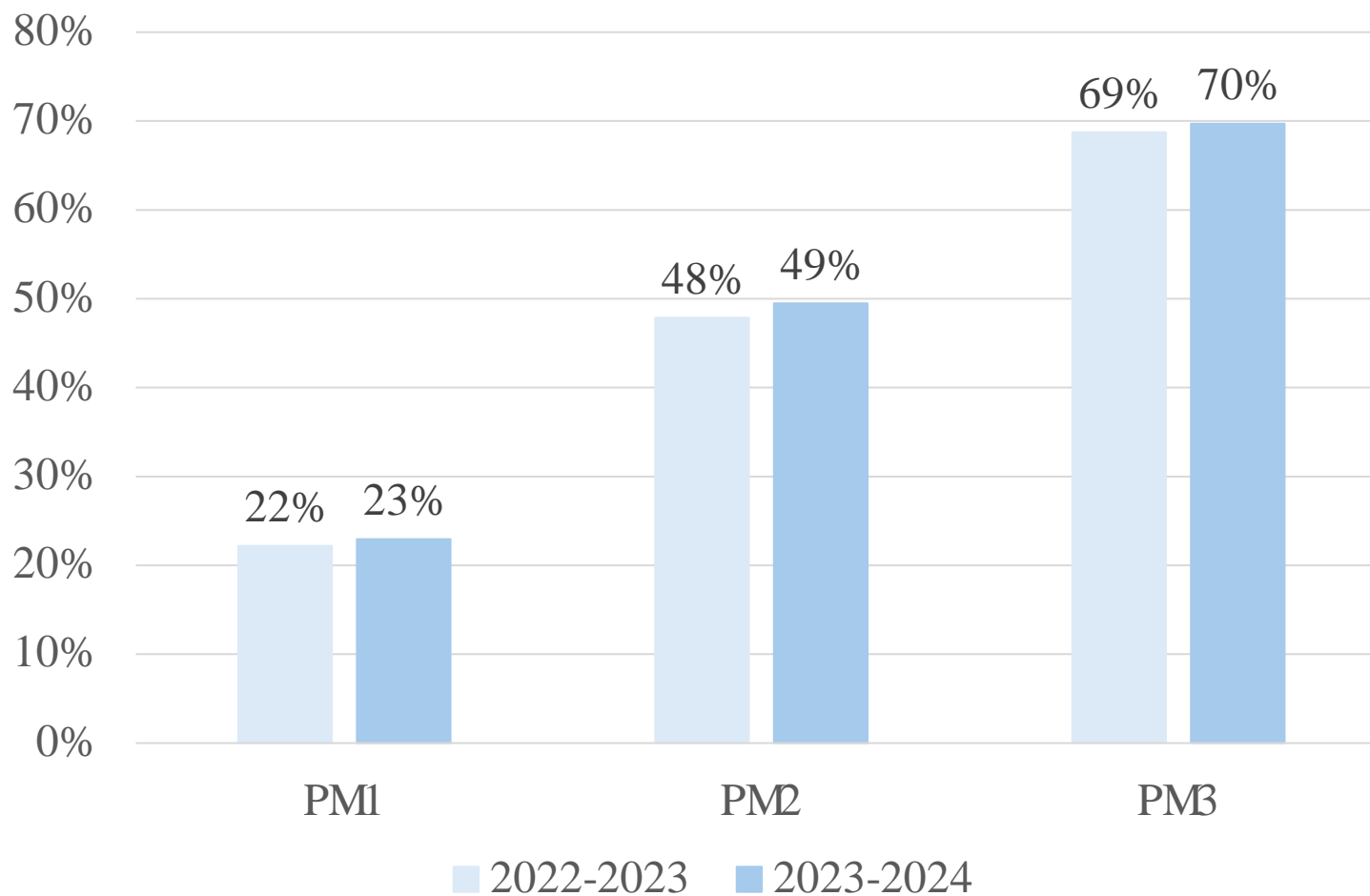
Importance of Kindergarten Readiness

- **90%** of a child's brain is fully developed by the age of 5.
- For children who enter kindergarten behind, **roughly 75%** will never catch up to their classmates.
- The **strongest predictors of later achievement** are school-entry math, reading and attention skills.
- State and local **prekindergarten programs**, almost without exception, **improve academic readiness for school**.
- Participants in the prekindergarten program **scored higher on third-grade language arts tests** than did nonparticipants.
- Participation in an **early childhood experience** (child care or preschool) **increases high school graduation rates**.



VPK FAST Star Early Literacy

Percent Scoring “Kindergarten Ready” and Above



Program Assessment

- CLASS = **C**lassroom **A**ssessment **S**coring **S**ystem is a research-based method of measuring, evaluating and improving teacher-child interactions from infant care through Prekindergarten.
- ELCs are responsible for administration of CLASS which must be conducted by qualified individuals.
- Providers of SR/VPK must have a 4.00 composite score to contract in future years.

In 2023-24, **more than 99%** of VPK providers scored 4.0 or higher.

Program	2022-23 CLASS Average	2023-24 CLASS Average
VPK	5.08	5.21

VPK Accountability

Methodology to Calculate Each Provider's Performance Metric

- The department adopted a methodology for calculating each private prekindergarten provider's and public school provider's performance metric, which is based on a combination of the following:

1	Program assessment composite score, which must be weighted at no less than 50 percent. (CLASS)
2	Learning gains operationalized as change-in-ability scores from the initial and final progress monitoring results. (FAST Star Early Literacy)
3	Norm-referenced developmental learning outcomes. (FAST Star Early Literacy)

50% Quality + 30% Learning Gains + 20% Achievement		
CLASS Composite Score	FAST Star Early Literacy	
50% Quality	30% Learning Gains	20% Achievement

VPK Accountability

Performance Metric Ranges and Designations

If a provider has at least four eligible children **and** sufficient data for all three components, the provider will earn a performance designation within 45 days of the program ending.

61 points or higher	Excellent
46 – 60 points	Above Expectations
28 – 45 points	Meets Expectations
16 – 27 points	Below Expectations
15 points or fewer	Unsatisfactory

Key Dates



2024-25 School Year VPK

- 06/30/25: School Year session ends
- 08/14/25: DEL announces 2024-25 Metrics and Designations

2024-25 Summer VPK

- 08/09/25: Summer session ends
- 09/23/25: DEL announces 2024-25 Metrics and Designations

Update on VPK Policy

- **Rules:**
 - 6M-8.604, F.A.C., Voluntary Prekindergarten (VPK) Curriculum Approval Process
 - 6M-8.700, F.A.C., Voluntary Prekindergarten Education Program Provider with Incomplete Status, Provider on Probation and Good Cause Exemption
- **2025 Legislation (*pending Governor's signature*):**
 - **House Bill 1255 (Section 21):** Removes the requirement that a child cannot reenroll with another VPK provider if they have completed over 70% of the VPK program.
 - Allows families to reenroll their child with another VPK provider at any time during the VPK program provided they meet specific reenrollment circumstances provided in rule.
 - Creates more parental choice and removes unnecessary hardship on families needing to transfer to a new VPK provider due to circumstances that are beyond their control.

Summer Literacy Institute

- June 16-17, 2025
- Representation from all 30 Early Learning Coalitions
- Session topics include:
 - Resiliency in Early Learning
 - It's Okay to Play in VPK!
 - Emergent Literacy
 - Growing Florida Strong
 - Taking FELDS Outside
 - Data-Informed Decision Making
 - VPK Accountability



Expand VPK

- Since 2013-14, participation has gone from 81% to 67%.
- University of Florida Anita Zucker Center for Excellence in Early Childhood Studies examined families' choices related to enrollment in VPK.
- This examination described factors, as indicated by families, that influenced their enrollment decisions for the 2022-23 VPK program year.
- One Major Finding:

Of families who did not enroll, **46%** preferred a public school setting.



www.FLDOE.org

Cari Miller
Chancellor of Early Learning
Cari.Miller@del.fldoe.org



www.FLDOE.org



Upcoming FDOE Professional Learning Events

Upcoming Events – May/June

- High Impact Teacher Corps
 - May 28 – St. Petersburg
- Commissioner’s Summit on Increasing Postsecondary Readiness
 - June 4 – Orlando
- 2025 Florida School Safety Summit
 - June 9-11 – Orlando
- Summer Literacy Institute
 - June 16-17 – Orlando
- Secondary Regional Literacy Institutes
 - June 23-24 – Orlando (for south districts)
 - June 25-26 – Orlando (for north districts)

Upcoming Events – June/July

- Bureau of School Improvement Summer Academy
 - June 24-25 – Orlando
- Bureau of Standards and Instructional Support Professional Learning Events (mathematics, computer science, social studies/financial literacy/civics, health education/resiliency, physical education, ESE, leadership)
 - July 14-17 – Duval County
 - July 21-24 – Polk County
- 2026 Florida Teacher of the Year Roundtable and Gala
 - July 14-17 – Orlando



Florida Organization of Instructional Leaders

Florida Department of Education Updates

May 28, 2025



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org