



# Supporting Military Families' Transition Into Florida's Educational System



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# Agenda

- Florida's Commitment to Military Families
- Military Interstate Children's Compact Commission
- Memorandum of Agreement
- Key Components of the Interstate Compact and Florida Statutes Supporting Military Children
- Activity and Scenarios
- Military Family Resources and Training Opportunities
- Closing



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# Florida's Commitment to Military Families

# Florida's Commitment to Military Families

- **Military Veterans Certification Pathway** – Allows qualified veterans to obtain a five-year temporary teaching certificate.
- **Heroes in the Classroom Bonus Program** – Recruits and incentivizes retired first responders and veterans to become full-time classroom teachers.
- **Purple Star Schools and Districts of Distinction Designation** – Recognizes schools and districts that demonstrate exceptional support for military families.
- **Florida Collegiate Purple Star Campus Program** – Honors postsecondary institutions that provide strong supports for military-connected students and their families.
- **“Purple Up Day!”** – Each April, a designated “Purple Up! Day” encourages schools and communities to show appreciation for military children. Purple was chosen because it blends the service colors of all military branches, symbolizing unity and support.

# Purple Star School of Distinction and Purple Star School District Designations



- The Florida Purple Star School of Distinction Program was established by the Florida Legislature in 2021 and further defined in State Board of Education Rule (Rule 6A-1.0999, Florida Administrative Code).
- The Florida Purple Star School District Program was established in 2024, and the Collegiate Purple Star Campus designation was established in 2023.
- These designations honor schools, districts and collegiate campuses that go above and beyond to support the unique needs of military families, help military students navigate critical challenges and provide resources to ease school transitions.
- All Florida public schools and private schools participating are eligible to apply.

For more information on Florida Purple Star Schools of Distinction and Purple Star School Districts, please contact [PurpleStarSchools@fldoe.org](mailto:PurpleStarSchools@fldoe.org).



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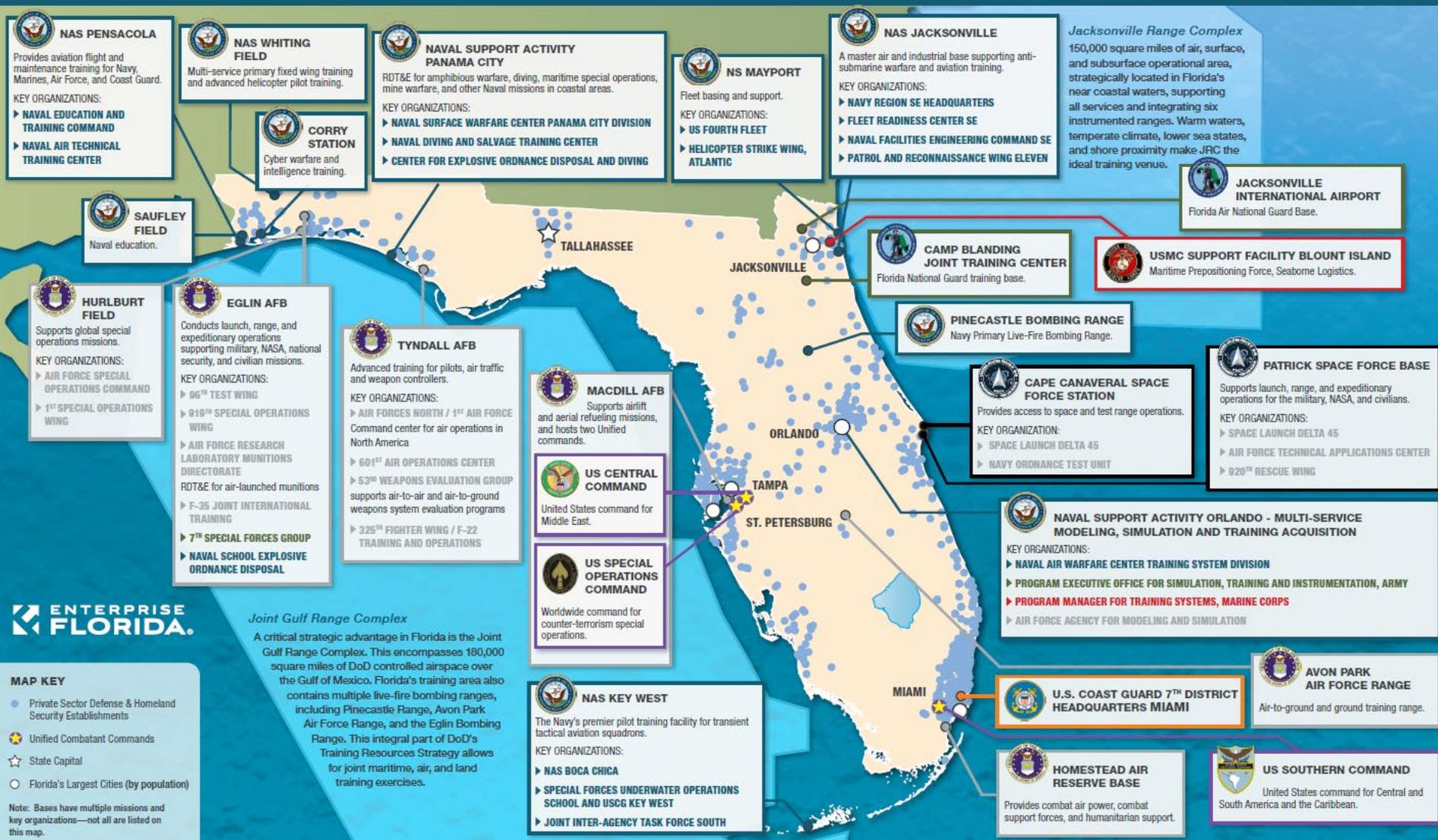
# Military Interstate Children's Compact Commission (MIC3)

## MIC3

- Florida is one of the original 11 states to adopt the Interstate Compact, formally enacting it into law in June 2008 through section (s.) 1000.36, Florida Statutes (F.S.), which also established the Florida Council on the Interstate Compact on Educational Opportunity for Military Children.
- The Council consists of eight members, including Florida Department of Education (FDOE) leaders, military and executive representatives, legislative appointees and two gubernatorially appointed liaisons: the Compact Commissioner and Military Family Education Liaison.
- In addition, military installation school liaisons and representatives from the Florida Defense Alliance, FloridaCommerce and the Florida Military Family Special Needs Network regularly participate in Council meetings.
- The Council meets quarterly to advance the educational success of children from military families by promoting collaborative solutions that ease school transitions and address challenges associated with frequent moves and parental deployments.



# Florida's Military Installations, Missions and Key Organizations





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# Memorandum of Agreement (MOA)

## Section 1003.05(2), F.S. – Assistance to Transitioning Military Students

- FDOE will facilitate the development and implementation of MOAs between school districts and military installations.
- MOAs must include strategies to support students of active-duty military personnel during school transitions.
- Please see the [DPS: 2025-45](#) Memorandum sent to districts on September 5, 2025.

# MOA Considerations

- MOAs should clearly define:
  - Point(s) of contact at the school and military installation
  - Procedures for timely enrollment and transfer of student records
  - Assignment and placement of students in courses/programs
  - Policies for excused absences related to military obligations
  - Coordination for special programs and support services (504s, Individual Educational Plans [IEP], gifted, etc.)
- MOAs should be reviewed and updated annually to ensure compliance.
- MOAs should be accessible to applicable school and military personnel.



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# Key Components of the Interstate Compact and Florida Statutes Supporting Military Children

# Florida Statutes Supporting Military-Connected Students

- **Section 1000.36, F.S.**  
Interstate Compact on Educational Opportunity for  
Military Children
  - Article IV: Enrollment and Records
  - Article V: Placement and Attendance
- **Section 1003.05, F.S.**  
Assistance to Transitioning Students from Military  
Families

# Section 1000.36, F.S., Purpose of the Interstate Compact on Educational Opportunity for Military Children

- The Interstate Compact on Educational Opportunity for Military Children was developed jointly by the Council of State Governments' National Center for Interstate Compacts and the U.S. Department of Defense, with input from policy experts, national associations, teachers, school administrators, military families and federal, state and local officials.
- The Compact eases interstate education transition challenges encountered by the children of active-duty service members, such as enrollment, eligibility, placement and graduation.
- On average, military students will attend six to nine different school systems from kindergarten to 12th grade.
- The purpose of this Compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

## **Article IV – Education, Records, and Enrollment – Section 1000.36, F.S.**

### **Use of Unofficial Education Records**

- If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.
- Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

## **Article IV – Education, Records, and Enrollment – Section 1000.36, F.S.**

### **Official Education Records**

- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state.
- Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

## **Article IV – Education, Records, and Enrollment – Section 1000.36, F.S.**

### **Immunization Verification**

- Compact states must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state.
- For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

# Article IV – Education, Records, and Enrollment – Section 1000.36, F.S.

## Age and Grade Level

- Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local educational agency (LEA) in the sending state at the time of transition, regardless of age.
- A student who has satisfactorily completed the prerequisite grade level in the LEA in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age.
- A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

# Article V – Placement and Attendance – Section 1000.36, F.S.

## Initial Placement in Educational Courses

- If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student’s enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered.
- Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, Advanced International Certificate of Education, dual enrollment, and career and technical education courses.
- Continuing the student’s academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

# Article V – Placement and Attendance – Section 1000.36, F.S.

## Educational Testing in Sending State vs. Receiving State

- The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:
  - Gifted and talented programs; and
  - English as a second language (ESL).
- A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

# Article V – Placement and Attendance – Section 1000.36, F.S.

## IEP in Sending vs. Receiving State

- A receiving state must initially provide comparable services to a student with disabilities based on his or her current IEP in compliance with the requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. ss. 1400 et seq.
- A receiving state must make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing Section 504 or Title II plan, to provide the student with equal access to education, in compliance with the provisions of Section 504 of the Rehabilitation Act, 29 U.S.C. s. 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C. ss. 12131-12165.
- A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

# **Article V – Placement and Attendance – Section 1000.36, F.S.**

## **Prerequisite Courses or Programs**

LEA officials may waive course or program prerequisites, or other preconditions for placement in courses or programs offered under the jurisdiction of the LEA.

# **Article V – Placement and Attendance – Section 1000.36, F.S.**

## **Attendance of a Military Student**

A student whose parent or legal guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to, a combat zone or combat support posting shall be granted additional excused absences at the discretion of the LEA superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

## **Assistance to Transitioning Students of Military Families – Section 1003.05(1), F.S.**

- FDOE shall assist the transition of these students by improving the timely transfer of records, developing systems to ease student transition during the first two 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 FDOE, school and military personnel.

# Assistance to Transitioning Students of Military Families – Section 1003.05(3), F.S.

- Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools:
  - Shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned.
  - Must be enrolled in such program if the student’s parent is transferred to the state during the school year.
- If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

## **Assistance to Transitioning Students of Military Families – Section 1003.05(4), F.S.**

- A student whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31, F.S.
- A student whose parent is transferred within the state after the controlled open enrollment window may enroll in any school within the state.



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# Activity and Scenarios

# Activity #1



Discussion: Below is a list of common challenges military students face, such as:

- Delayed record transfers
- Loss of extracurricular eligibility
- Gaps in coursework

## Scenario 1: Enrollment and Placement



A military family relocates to Florida in late July due to permanent change of station (PCS) orders and seeks to enroll their 6th-grade child. The parent does not yet have official transcripts, immunization records or documentation of the student's advanced coursework from the previous state. The family is living in temporary housing.

**Discussion:** How should the school handle immediate enrollment, documentation timelines, course placement and proof of residency under Article IV?

## Scenario 2: Student with an IEP Transferring Mid-Year



A military-connected student with an active IEP transfers mid-year to a Florida public school. The parent provides a copy of the IEP, but the official records from the sending school have not yet arrived. The receiving school questions whether special education services can begin immediately or if they must wait for the full records review.

**Discussion:** Discuss what actions your school or district would take to ensure appropriate services and compliance.

## Scenario 3: Senior Military Student Transferring Close to Graduation



Michael, a military-connected student, transfers to a Florida high school in January of his senior year. Michael has completed all graduation requirements in his sending state except for one course that is required by Florida for a high school diploma. Michael's parents are concerned that he may be delayed in graduating and are worried about him missing senior-year events such as prom, sports or awards ceremonies.

**Discussion:** Discuss what actions your school or district would take to support on-time graduation and continued participation in senior-year activities.



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# Military Family Resources and Training Opportunities

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## Resources

- [Month of the Military Child and Purple Up! Toolkit](#)
- [Military OneSource](#)
- [FDOE Student Support Services Resources for Military Families](#)
- [Resiliency Florida](#)

## Training Opportunities

- [MIC3 Compact Training](#)



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# Closing



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