



High School Legislative Updates

State University System (SUS) Admissions Tour



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2024 Legislative Updates

[2024 Legislative Changes Related to Student Academic Advising](#)

Reading Achievement Initiative for Scholastic Excellence Act (RAISE) (Senate Bill (SB) 46, 2024)

- **Section (s.) 1008.365, Florida Statutes (F.S.), RAISE Act, is amended to read:**
 - Tutoring must occur during or after the school day on school district property in the presence and under the supervision of instructional personnel who are school district employees.
 - Unpaid hours that a high school student devotes to tutoring may be counted toward meeting community service requirements for high school graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program as provided in s. 1003.497(3)(b), F.S.
 - School districts participating in the tutoring program may provide a stipend to instructional personnel and high school students serving as tutors for after-school tutoring.

Supported Decisionmaking Authority (House Bill (HB) 73)

- Created s. 709.2209, F.S., Supported decisionmaking agreements
- Amends s. 1003.5716, F.S., Transition to postsecondary education and career opportunities
- Requires the information to include the ways the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:
 - Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in s. 1002.22, F.S.
 - Powers of attorney as provided in chapter 709
 - Guardian advocacy as provided in s. 393.12, F.S.
 - Guardianship as provided in chapter 744
 - Supported decisionmaking agreements as provided in s. 709.2209, F.S.

Florida Seal of Fine Arts (HB 523, 2024)

- **Section 1003.4321, F.S., is created to recognize high school graduates who have met exemplary benchmarks in fine arts coursework.**
 - Beginning with the 2024-2025 school year, the Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:
 1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in this paragraph with a grade of “B” or higher.
 2. Participates in a district or statewide organization’s juried event as a selected student participant for two or more years.
 3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
 4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
 5. Receives district, state or national recognition for the creation and submission of an original work of art. For purposes of this paragraph, the term “work of art” means a musical or theatrical composition, visual artwork or choreographed routine or performance.
 - Each school district shall affix the appropriate insignia to the student’s diploma and indicate on the student’s transcript that he or she has earned a Seal of Fine Arts.

Alternative option to the annual career fair required for high school students (HB 917, 2024)

- **Section 1001.43, F.S., Supplemental powers and duties of district school board, is amended to read:**
 - Beginning with the 2023-2024 school year, each district school board shall require each high school within its jurisdiction to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair.
 - Alternatively, district school boards may consult with local workforce development boards, advisory committees and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities during the school day for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses and careers.

Technical Instruction for an Apprenticeship Program to Satisfy Graduation Requirement (HB 917, 2024)

- **Section 1003.4282, F.S., Requirements for a standard high school diploma, is amended to read:**
 - A student who earns credit upon completion of one year of related technical instruction for an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education (FDOE) under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g).

4-H or Future Farmers of America (FFA) Activities Must Count as an Excused Absence (SB 1084, 2024)

- **Section 1003.24, F.S., Parents responsible for attendance of children; attendance policy, is amended to read:**
 - A student who participates in an activity or program sponsored by 4-H or FFA must be credited with an excused absence by the school in which he or she is enrolled in the same manner as any other excused absence is credited.
 - Any such participation in an activity or program sponsored by 4-H or FFA may not be counted as an unexcused absence for any day, portion of a day or days missed from school.
 - Upon request from a school principal or the principal's designee, a 4-H or FFA representative shall provide documentation as proof of a student's participation in an activity or program sponsored by 4-H or FFA.

Opportunity for all 11th and 12th graders to take the Armed Services Vocational Aptitude Battery (ASVAB) Test (HB 1285, 2024)

- **Section 1003.451, F.S., Junior Reserve Officers' Training Corps; military recruiters; access to public school campuses; ASVAB, has been amended to include:**
 - Each school district and charter school shall provide students in grades 11 and 12 an opportunity to take the ASVAB and consult with a military recruiter if the student selects.
 - To optimize student participation, the ASVAB must be scheduled during normal school hours.

Dropout Prevention and Academic Intervention (HB 1285, 2024)

- **Section 1003.53, F.S., Dropout prevention and academic intervention, is amended to read:**
 - District school boards may assign students to a disciplinary program for disruptive students or an alternative school setting or other program pursuant to s. 1006.13, F.S.
 - Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services through the dropout prevention and academic intervention program based solely on the student being from a single-parent family or having a disability.
 - For each student enrolled in a dropout prevention and academic intervention program, an academic intervention plan shall be developed to address eligibility for placement in the program and to provide individualized student goals and progress monitoring procedures. A student's academic intervention plan must be consistent with the student's individual education plan (IEP).
 - Each district school board shall establish course standards, as defined by rule of the State Board of Education, for dropout prevention and academic intervention programs and procedures for ensuring that teachers assigned to the programs are certified pursuant to s. 1012.55, F.S., and possess the affective, pedagogical and content-related skills necessary to meet the needs of these students.
 - District school boards may adopt a policy that allows a parent to agree to an alternative method of notification. Such agreement may be made before the need for notification arises or at the time the notification becomes required.

Dual Enrollment Programs (HB 1285, 2024)

- **Section 1007.271, F.S., Dual enrollment programs, is amended to read:**
 - District school boards must make reasonable efforts to enter into dual enrollment articulation agreements with a Florida College System institution that offers online dual enrollment courses.

Uniform Transfer of Credit (HB 1403, 2024)

- **Section 1003.4282, F.S., has been amended to include student transfers to a Florida public high school from a personalized education program.**
 - If a student transfers to a Florida public high school from out of country, out of state, a private school, a personalized education program or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I End-of-Course (EOC) assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.
- **Section 1003.4156, F.S., has been amended to include students who transfer into the state's public school system from a personalized education program.**
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Middle Grades Career and Professional Academy Courses (SB 1688, 2024)

- **Section 1003.4935(1), F.S., Middle grades career and professional academy courses and career-themed courses, is amended to read:**
 - The district shall inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

Requirement of Annual Guidance Report Repealed (SB 7002, 2024)

- **Section 1006.025, F.S., Guidance services, is repealed as of July 1, 2024.**
 - Each district school board is no longer required to annually submit a district guidance report to the Commissioner of Education by June 30 of each school year.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options (SB 7004, 2024)

- **Section 1002.3105, F.S., ACCEL options, is amended to read:**
 - If a student participates in an ACCEL option pursuant to the parental request under subparagraph (4)(b)1., a performance contract is not required but may be used at the discretion of the principal.

High School Equivalency Diploma (SB 7004, 2024)

- **Section 1003.435(4)(a), F.S., High school equivalency diploma program, is amended to read:**
 - A candidate who has filed a formal declaration of intent to terminate school enrollment pursuant to s. 1003.21(1)(c), F.S., may take the examination after reaching the age of 16.
 - A student who files a formal declaration of intent to terminate school enrollment at the age of 16 but before age 18 will no longer be required to demonstrate extraordinary circumstances to terminate enrollment.

Public School Student Progression (SB 7004, 2024)

- **Section 1008.25, F.S., Public school student progression; student support; coordinated screening and progress monitoring; reporting requirements, is amended to read:**
 - The student progression plan must include students who have been referred to the school district from the Voluntary Prekindergarten Education Program pursuant to paragraph (5)(b).
 - The student progression plan must specify retention requirements for students in kindergarten through grade 2 based upon each student’s performance in ELA and mathematics.
 - For students who are retained in kindergarten through grade 2, the plan must incorporate the parental notification requirements, include an opportunity for parental input on the retention decision, and include information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3.
 - The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

Establishing the Graduation Alternative to Traditional Education (GATE) Program (SB 7032, 2024)

- **Section 1004.933, F.S., has been created to establish the GATE Program: An alternative pathway to education and workforce opportunities for students who have withdrawn from high school prior to graduation.**
 - Qualifying students will select an adult secondary education program and a career education program.
 - An institution shall waive 100 percent of the registration, tuition, laboratory and examination fees for a student participating in the GATE Program.
- **Section 1003.21(1)(c), F.S., School attendance, is amended to read:**
 - The student's certified school counselor or other school personnel shall inform the student of opportunities to continue his or her education in a different environment, including, but not limited to, adult education, high school equivalency examination preparation and the GATE Program under s. 1004.933, F.S.

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RESILIENCE

11 Skills to Overcome Any Challenge

- 1 Perseverance:** Continuing to try when things are hard.
- 2 Grit:** Working consistently toward my long-term goals.
- 3 Gratitude:** Being thankful and sharing appreciation with others.
- 4 Responsibility:** Owning my actions, using good judgment and practicing self-control.
- 5 Responsible Decision-Making:** Thinking about all options and outcomes to make the best choice.
- 6 Critical Thinking & Problem Solving:** Gathering information to think through and determine the best solution.
- 7 Self-Awareness & Self-Management:** Understanding and governing our thoughts, actions and impact on others.
- 8 Mentorship:** Giving or asking for support, guidance, training or expertise.
- 9 Citizenship:** Helping my neighbor, community and nation.
- 10 Honesty:** Telling the truth.
- 11 Empathy:** Understanding other's thoughts, feelings and actions.



FLORIDA STUDENTS ARE RESILIENT

Persevere

WE continue to try when things are hard.

Practice Grit

WE work consistently toward our long-term goals.

Express Gratitude

WE are thankful and share appreciation with others.

Act Responsibly

WE own our actions, use good judgment and practice self-control.

Make Responsible Decisions

WE think about all options and outcomes to make the best choice.

Think Critically & Solve Problems

WE gather information to think through and determine the best solution.

Build Self-Awareness & Self-Management

WE understand and govern our thoughts, actions and impact on others.

Value Mentorship

WE give or ask for support, guidance, training and expertise.

Take Pride in Citizenship

WE help our neighbors, community and nation.

Choose Honesty

WE tell the truth.

Cultivate Empathy

WE work to understand other's thoughts, feelings and actions.



The Resiliency Florida Posters



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