



PreK-12 Appropriations Subcommittee

**Thursday, February 01, 2024
11:30AM – 2:30PM
Morris Hall (17HOB)**

MEETING PACKET

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Appropriations Subcommittee

Start Date and Time: Thursday, February 01, 2024 11:30 am
End Date and Time: Thursday, February 01, 2024 02:30 pm
Location: Morris Hall (17 HOB)
Duration: 3.00 hrs

Consideration of the following bill(s):

HB 315 Reading Achievement Initiative for Scholastic Excellence Program by Williams
CS/HB 865 Youth Athletic Activities by Healthcare Regulation Subcommittee, Yeager

To submit an electronic appearance form, and for information about attending or testifying at a committee meeting, please see the "Visiting the House" tab at www.myfloridahouse.gov.

NOTICE FINALIZED on 01/30/2024 4:03PM by DAD

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 315 Reading Achievement Initiative for Scholastic Excellence Program

SPONSOR(S): Williams and others

TIED BILLS: None. **IDEN./SIM. BILLS:** SB 46

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Education Quality Subcommittee	15 Y, 0 N	Dixon	Sanchez
2) PreK-12 Appropriations Subcommittee		Bailey	Potvin
3) Education & Employment Committee			

SUMMARY ANALYSIS

In July 2021, the Reading Achievement Initiative for Scholastic Excellence (RAISE) program was established within the Florida Department of Education to improve literacy outcomes for all students. Under the RAISE program, regional literacy support teams assist schools serving students in kindergarten through grade 5 that are underperforming based on school progress monitoring and statewide, standardized English Language Arts assessment results.

The RAISE program also includes a tutoring program whereby high school juniors and seniors meeting minimum criteria may serve as tutors during the school day for students in kindergarten through grade 3 enrolled at a school identified for the program. The hours that a high school student spends tutoring through the RAISE program may be counted as community-service hours to meet the requirements for graduation and the Florida Bright Futures Scholarship.

The bill authorizes school districts participating in the RAISE tutoring program to offer the program after the school day and to provide a stipend to instructional personnel and high school students serving as tutors during after-school hours.

The bill specifies that unpaid hours of tutoring continue to count towards meeting community service requirements for high school graduation and the Florida Bright Futures Scholarship.

The bill does not have a fiscal impact. See Fiscal Comments.

The bill has an effective date of July 1, 2024.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Reading Achievement Initiative for Scholastic Excellence

In 2021, the Florida Legislature established the Reading Achievement Initiative for Scholastic Excellence (RAISE) program within the Florida Department of Education (DOE).¹ The mission of the RAISE program is to improve policies and practices that support improved literacy outcomes for all students.² The program provides instructional supports to school districts, school administrators, and instructional personnel in implementing:³

- evidence-based reading instruction proven to accelerate progress of students exhibiting a reading deficiency;
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs; and
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension with more extensive opportunities for guided practice, error correction, and feedback.

Under the RAISE program, the DOE established 20 literacy support regions and regional support teams in Florida to assist schools in improving low reading scores.⁴ Eligible schools include:⁵

- schools serving students in kindergarten through grade 5 where 50 percent of the students score below a Level 3 on the statewide, standardized English Language Arts (ELA) assessment for any grade level; and
- schools where 50 percent or more of students in kindergarten through grade 3 are not on track to pass the grade 3 ELA assessment based on data from the coordinated screening and progress monitoring system.⁶

Schools identified for supports are required to implement a school improvement plan with strategies to improve reading performance.⁷ The table below shows the number of schools which have been identified for supports under the RAISE program.

School Year	Number of Schools Identified Under the RAISE program
2023-2024 ⁸	1,184
2022-2023 ⁹	1,061

¹ Section 17, ch. 2021-9, Laws of Fla., codified at s.1008.365(2), F.S.

² Florida Department of Education, *Impact of House Bill 7011 on Schoolwide Improvement Plan Requirements for Schools Identified Under Reading Achievement Initiative for Scholastic Excellence (2021)*, available at <https://info.fldoe.org/docushare/dsweb/Get/Document-9270/dps-2021-146.pdf>.

³ Section 1008.365(2)(a)-(c), F.S.

⁴ Section 1008.365(3), F.S.; see also Florida Department of Education, *RAISE Regions*, available at <https://www.fldoe.org/core/fileparse.php/7539/urlt/JRFSRLDFINALMAP.pdf>.

⁵ Section 1008.365(4), F.S.

⁶ Section 1008.25(8), F.S. (requiring the DOE to procure and require the use of a statewide, standardized progress monitoring system for the Voluntary Prekindergarten Education Program and public schools with students in kindergarten through grade 8 beginning with the 2022-2023 school year).

⁷ Section 1008.365(4), F.S.

⁸ Florida Department of Education, *Identifying RAISE Schools for 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7539/urlt/2223RAISE-SchID.pdf>.

⁹ Florida Department of Education, *RAISE Schools Identification 2022-2023*, available at <https://www.fldoe.org/core/fileparse.php/7539/urlt/2223RAISE-SchID-DPS2022-123a.pdf>.

Tutoring Program

As part of the RAISE program, the DOE established a tutoring program and developed training to prepare eligible high school students to tutor students in kindergarten through grade 3. Participating high school students must be trained in effective reading tutoring practices and content, based on evidence-based practices grounded in the science of reading and aligned to the State Board of Education adopted ELA standards.¹⁰

To be eligible to participate in the tutoring program, a student must be a rising high school junior or senior and meet the following requirements:¹¹

- have a cumulative grade point average of 3.0 or higher;
- have no history of out-of-school suspensions or expulsions;
- be on track to complete all core course requirements to graduate; and
- have written recommendations from at least two present or former high school teachers of record or extracurricular activity sponsors.

High school students that participate as tutors must be recruited, trained, and deployed by the school district. Tutoring must occur during the school day, on school district property, and under the supervision of instructional personnel who are school district employees.¹²

A high school student may earn up to three elective credits for high school graduation based on the verified number of hours the student spends tutoring. The hours may be counted towards community service requirements for high school graduation and the Florida Bright Futures Scholarship Program.¹³

The DOE must designate a high school student who provides at least 75 verified hours of tutoring in the RAISE program as a New Worlds Scholar and award him or her a commemorative pin for this designation.¹⁴

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program is a lottery-funded scholarship program for Florida high school graduates who merit high academic achievement and enroll in a degree, certificate, or applied technology program at an eligible Florida public or private postsecondary education institution.¹⁵

The Bright Futures Program consists of the:¹⁶

- Florida Academic Scholarship (FAS), which provides for an award equal to the amount necessary to pay 100 percent of tuition and applicable fees and an additional stipend for textbooks as specified in the General Appropriations Act;¹⁷
- Florida Medallion Scholarship (FMS), which provides for an award equal to the amount necessary to pay 75 percent of tuition and fees; however, an eligible FMS recipient enrolled at a Florida College System institution is eligible for an award amount equal to the amount necessary to pay 100 percent of tuition and fees;¹⁸
- Florida Gold Seal Vocational Scholarship (FGSV) and the Florida Gold Seal Career and Professional Education Scholarship (CAPE), which provide for an award for a maximum of 100

¹⁰ Section 1008.365(8), F.S. and Rule 6A-6.0531, F.A.C.; *see also*, Florida Department of Education, *RAISE Highschool Tutoring Program*, available at <https://www.fldoe.org/academics/standards/just-read-fl/tutoring.shtml>.

¹¹ *Id.* at (8)(a).

¹² *Id.* at (8)(b).

¹³ *Id.* at (8)(c).

¹⁴ *Id.*

¹⁵ Section 1009.53(1), F.S.

¹⁶ Section 1009.53(2), F.S.

¹⁷ Section 1009.534(2), F.S.

¹⁸ Section 1009.535(2), F.S.

percent of the number of credit hours or equivalent clock hours required to complete an applied technology diploma, associate in applied science or associate in science degree, or a postsecondary career certificate program.¹⁹

A Florida high school student who wishes to qualify for a Bright Futures Program award must graduate from a Florida public high school with a standard high school diploma, graduate from a private high school registered with the DOE, earn a general education diploma, complete a home education program, or graduate from a non-Florida high school.²⁰ The various awards also have separate requirements for completed credits, grade-point average (GPA), and scores on college entrance exams.²¹ The table below shows the GPA, college entrance exam scores, number of volunteer service hours, and number of paid service hours needed for the FAS and FMS.²²

Type of Award	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT/CLT/SAT)	Volunteer Service Hours	Paid Service Hours	Combination of Volunteer/Paid Hours
Florida Academic Scholars (FAS)	3.50	2023-24 Graduates 29/96/1340	100 hours	100 hours	100 hours
		2024-25 Graduates 29/96/1340			
Florida Medallion Scholars (FMS)	3.00	2023-24 Graduates 25/84/1210	75 hours	100 hours	100 hours
		2024-25 Graduates 25/84/1210			

High school students must complete 30 volunteer service hours, 100 paid hours, or the combination of 100 total hours to be eligible for the Florida Gold Seal CAPE Scholarship and the Florida Gold Seal Vocational Scholarship.²³

The district school board and administrators of a nonpublic school establish the activities and process for documentation of service hours. Except for credit earned through service-learning courses, students may not receive payment or academic credit for the service hours performed.²⁴

In the 2022-23 academic year, 117,586 students received a disbursement from the Florida Bright Futures Scholarship and disbursements totaled \$598,468,957.²⁵

Effect of Proposed Changes

The bill authorizes school districts participating in the RAISE tutoring program to offer the program after the school day and to provide a stipend to instructional personnel and high school students serving as tutors during after-school hours.

¹⁹ Section 1009.532(3), F.S.; see also *2023-24 Bright Futures Student Handbook, Chapter 2: What You Need to Know Now That You Are Eligible* (July 1, 2023), at 3, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter2.pdf>.

²⁰ Florida Department of Education, *2023-24 Bright Futures Student Handbook, Chapter 1: Initial Eligibility Requirements* (Aug. 2023), at 2-3, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>. A student living with a parent who is on military or public service assignment may graduate from a non-Florida high school.

²¹ *Id.* at 3-8.

²² *Id.* at 3.

²³ *Id.* at 6 and 8; see also section 100.536(1)(e), F.S.

²⁴ *Id.* at 4-5.

²⁵ Florida Student Financial Aid, *Florida Bright Futures Student Counts and Total Costs, Report A*, available at <https://www.floridastudentfinancialaidsg.org/PDF/PSI/BFReportsA.pdf>.

The bill specifies that unpaid hours of tutoring continue to count towards meeting community service requirements for high school graduation and the Florida Bright Futures Scholarship.

B. SECTION DIRECTORY:

Section 1. Amends s. 1008.365, F.S., authorizing tutoring provided through the tutoring program within the Reading Achievement Initiative for Scholastic Excellence Program to be provided after the school day; conforming provisions to changes made by the act; authorizing school districts that participate in the tutoring program to provide a stipend to instructional personnel and high school students serving as tutors for after-school tutoring.

Section 2. Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Because the bill authorizes, but does not require, a school district to provide stipends to instructional personnel or high school students that provide RAISE tutoring during after-school hours, the bill has no fiscal impact.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

None.

1 A bill to be entitled
 2 An act relating to the Reading Achievement Initiative
 3 for Scholastic Excellence Program; amending s.
 4 1008.365, F.S.; authorizing tutoring provided through
 5 the tutoring program within the Reading Achievement
 6 Initiative for Scholastic Excellence Program to be
 7 provided after the school day; conforming provisions
 8 to changes made by the act; authorizing school
 9 districts that participate in the tutoring program to
 10 provide a stipend to instructional personnel and high
 11 school students serving as tutors for after-school
 12 tutoring; providing an effective date.

13
 14 Be It Enacted by the Legislature of the State of Florida:

15
 16 Section 1. Subsection (8) of section 1008.365, Florida
 17 Statutes, is amended to read:

18 1008.365 Reading Achievement Initiative for Scholastic
 19 Excellence Act.—

20 (8) As part of the RAISE Program, the department shall
 21 establish a tutoring program and develop training in effective
 22 reading tutoring practices and content, based on evidence-based
 23 practices grounded in the science of reading and aligned to the
 24 English Language Arts standards under s. 1003.41, which prepares
 25 eligible high school students to tutor students in kindergarten

26 | through grade 3 in schools identified under this section,
27 | instilling in those students a love of reading and improving
28 | their literacy skills.

29 | (a) To be eligible to participate in the tutoring program,
30 | a high school student must be a rising junior or senior who has
31 | a cumulative grade point average of 3.0 or higher, has no
32 | history of out-of-school suspensions or expulsions, is on track
33 | to complete all core course requirements to graduate, and has
34 | written recommendations from at least two of his or her present
35 | or former high school teachers of record or extracurricular
36 | activity sponsors.

37 | (b) School districts that wish to participate in the
38 | tutoring program must recruit, train, and deploy eligible high
39 | school students using the materials developed under this
40 | section. Tutoring must occur during or after the school day on
41 | school district property in the presence and under the
42 | supervision of instructional personnel who are school district
43 | employees. A parent must give written permission for his or her
44 | child to receive tutoring through the program.

45 | (c) Tutoring may be part of a service-learning course
46 | adopted pursuant to s. 1003.497. Students may earn up to three
47 | elective credits for high school graduation based on the
48 | verified number of hours the student spends tutoring under the
49 | program. The hours of volunteer service must be documented in
50 | writing, and the document must be signed by the student, the

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51 student's parent or guardian, and an administrator or designee
52 of the school in which the tutoring occurred. Unpaid ~~The~~ hours
53 which ~~that~~ a high school student devotes to tutoring may be
54 counted toward meeting community service requirements for high
55 school graduation and community service requirements for
56 participation in the Florida Bright Futures Scholarship Program
57 as provided in s. 1003.497(3)(b). The department shall designate
58 a high school student who provides at least 75 verified hours of
59 tutoring under the program as a New Worlds Scholar and award the
60 student with a pin indicating such designation.

61 (d) School districts participating in the tutoring program
62 may provide a stipend to instructional personnel and high school
63 students serving as tutors for after-school tutoring.

64 Section 2. This act shall take effect July 1, 2024.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 865 Youth Athletic Activities
SPONSOR(S): Healthcare Regulation Subcommittee, Yeager
TIED BILLS: IDEN./SIM. **BILLS:** SB 830

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Healthcare Regulation Subcommittee	16 Y, 0 N, As CS	Guzzo	McElroy
2) PreK-12 Appropriations Subcommittee		Bailey	Potvin
3) Education & Employment Committee			

SUMMARY ANALYSIS

Sudden cardiac arrest is the leading cause of death for student athletes. Florida law requires public schools that are members of the Florida High School Athletic Association (FHSAA) to have a school employee or volunteer trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) present at athletic activities, including competitions, practices, workouts, and conditioning sessions. However, public schools who are not members of the FHSAA are not required to comply with these standards.

The bill requires all athletic coaches employed by public schools to hold and maintain certification in CPR, first aid, and the use of an AED. The certification must be consistent with national evidence-based emergency cardiovascular care guidelines.

The bill has an indeterminate fiscal impact. See Fiscal Comments.

The bill provides an effective date of July 1, 2024.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Background

Cardiac Arrest

Heart disease is the leading cause of death in the United States.¹ Sudden cardiac arrest is the leading cause of death for student athletes.²

Sudden cardiac arrest is the sudden loss of all heart activity due to an irregular heart rhythm. It can come on suddenly or in the wake of other symptoms. More than 356,000 cardiac arrests occur outside a hospital in the United States each year,³ 7,037 are cardiac arrests in children.⁴ Sudden cardiac arrest is often fatal if the individual does not receive timely emergency treatment.⁵ Emergency treatment for sudden cardiac arrest includes cardiopulmonary resuscitation (CPR) and shocks to the heart with an automated external defibrillator (AED).

Cardiopulmonary Resuscitation

Though the vast majority of cardiac arrests occur at home, approximately 15 percent of adult cardiac arrests and 12 percent of juvenile cardiac arrests occur in public.⁶ Bystander cardiopulmonary resuscitation (CPR) can double or triple a person's chances of survival if started immediately.⁷ However, only 46 percent of cardiac arrests receive CPR from bystanders.⁸ Bystanders often choose not to perform CPR because they are not trained or they are concerned about causing additional injury to a patient, especially if the patient is elderly, female, or adolescent.⁹

Automated External Defibrillator

An AED is a computerized defibrillator that automatically analyzes the heart rhythm in people who are experiencing cardiac arrest. If the AED detects cardiac arrest, it delivers an electrical shock to the heart to restore its normal rhythm.¹⁰ Sudden cardiac arrest has an 85 percent survival rate when an AED is applied within three minutes of a collapse.¹¹

¹ Center for Disease Control and Prevention, *Heart Disease*, <https://www.cdc.gov/heartdisease/facts.htm> (last visited January 20, 2024).

² Mayo Clinic, *Sudden Death in Young People: Heart Problems Often Blamed*, <https://www.mayoclinic.org/diseases-conditions/sudden-cardiac-arrest/in-depth/sudden-death/art-20047571> (last visited January 20, 2024).

³ *Id.*

⁴ American Academy of Pediatrics, *Advocating for Life Support Training of Children, Parents, Caregivers, School Personnel, and the Public*, <https://pediatrics.aappublications.org/content/141/6/e20180705#ref-1> (last visited January 20, 2024).

⁵ American Heart Association, *About Cardiac Arrest*, <https://www.heart.org/en/health-topics/cardiac-arrest/about-cardiac-arrest> (last visited January 20, 2024).

⁶ American Heart Association, *Why Women Fear Performing CPR on Women—and What to Do About It*, <https://www.heart.org/en/news/2020/11/23/why-people-fear-performing-cpr-on-women-and-what-to-do-about-it> (last visited January 20, 2024).

⁷ *Id.*

⁸ CPR Select, *CPR Success Rate: How Effective is CPR?*, available at <https://www.mycprcertificationonline.com/blog/cpr-success-rate> (last visited January 20, 2024).

⁹ Heart Cert, *Why Don't Bystanders Perform CPR?* available at <https://heartcertcpr.com/news/why-dont-bystanders-perform-cpr/#:~:text=Bystanders%20Fear%20Causing%20Additional%20Injury&text=The%20second%20most%20common%20reason,of%20CPR%20training%20and%20ability.&text=An%20additional%20reason%20given%20was,receive%20CPR%20from%20a%20bystander> (last visited January 20, 2024).

¹⁰ U.S. Food & Drug Administration, *How AEDs in Public Places Can Restart Hearts*, available at <https://www.fda.gov/consumers/consumer-updates/how-aeds-public-places-can-restart-hearts> (last visited January 20, 2024).

¹¹ Karl Weenig, M.D., National Federation of State High School Associations, *Emergency Action Plans Should be Reviewed, Rehearsed Annually* (Jan. 8, 2024) available at <https://www.nfhs.org/articles/emergency-action-plans-should-be-reviewed-rehearsed->

Public Schools

As part of student wellness and physical education policies, Florida law encourages school districts to provide basic training in first aid, including CPR, for all students in grade 6 and grade 8.¹² School districts are required to provide basic training in first aid, including CPR, for all students in grade 9 and grade 11.¹³ The CPR instruction must be based on a one-hour, nationally recognized program that uses current evidence-based emergency cardiovascular care guidelines.¹⁴ Florida law also requires the instruction to allow students to practice psychomotor skills associated with performing CPR and how to use an AED when a school district has the necessary equipment to provide AED instruction.¹⁵ School districts are encouraged to pursue private and public partnerships to provide the requisite training or funding.¹⁶

Given concerns regarding the health and safety of student-athletes, Florida law requires public schools that are members of the Florida High School Athletic Association (FHSAA)¹⁷ to meet certain requirements relating to CPR and the use of an AED, to include requiring a school employee or volunteer trained in CPR and use of an AED to be present at athletic activities, including competitions, practices, workouts, and conditioning sessions.¹⁸ FHSAA member public schools are also required to have an operational AED available in a clearly marked, publicized location for all athletic contests, practices, workouts, and conditioning sessions.¹⁹ The location of the AED must be registered with a local emergency medical services medical director.²⁰ Each employee or volunteer required to complete the training must annually be notified in writing of the location of each defibrillator on school grounds.²¹

Public schools who are not members of the FHSAA are not required to comply with the above standards. There are currently over 800 public school members of the FHSAA.²² According to the Florida Department of Education, in 2022-23, there were 570 public middle schools, 641 public high schools, and 626 public combination schools in Florida.

Effect of the Bill

The bill requires athletic coaches employed by all public schools, not just schools that are members of the FHSAA, to hold and maintain certification in CPR, first aid, and the use of an AED. The certification must be consistent with national evidence-based emergency cardiovascular care guidelines.

B. SECTION DIRECTORY:

Section 1: Amends s. 1012.55, relating to positions for which certificates required.

Section 2: Provides an effective date of July 1, 2024.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

[annually/#:~:text=It%20has%20been%20well%2Ddocumented,three%20minutes%20of%20a%20collapse](#) (last visited January 20, 2024).

¹² S. 1003.453(3), F.S.

¹³ *Id.*

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ *Id.*

¹⁷ The term "high school" includes grades 6-12.

¹⁸ Section 1006.165(1)(b), F.S.

¹⁹ Section 1006.165(1)(a), F.S.

²⁰ Section 1006.165(1)(c), F.S.

²¹ *Id.*

²² FHSAA, Membership, *What is Membership in the FHSAA?*, available at <https://fhsaa.com/sports/2020/1/30/Membership.aspx> (last visited January 20, 2024).

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

For public schools not currently a member of the FHSSA, the bill may have an indeterminate fiscal impact resulting from the costs associated with training athletic coaches in CPR and in the use of an AED. Since current law requires public schools that are members of the FHSAA to have a school employee or volunteer trained in CPR and in the use of an AED present at all athletic activities, it is likely their athletic coaches have already completed the training.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The Department of Education has sufficient rule-making authority to implement the provisions of the bill.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

1 A bill to be entitled
2 An act relating to youth athletic activities; amending
3 s. 1012.55, F.S.; revising the requirements for
4 certain athletic coaches to include certification in
5 cardiopulmonary resuscitation, first aid, and the use
6 of an automatic external defibrillator; providing
7 requirements for such certification; providing an
8 effective date.

9
10 Be It Enacted by the Legislature of the State of Florida:

11
12 Section 1. Paragraph (a) of subsection (2) of section
13 1012.55, Florida Statutes, is amended to read:

14 1012.55 Positions for which certificates required.—

15 (2)(a)1. Each person who is employed and renders service
16 as an athletic coach in any public school in any district of
17 this state shall:

18 a. Hold a valid temporary or professional certificate or
19 an athletic coaching certificate. The athletic coaching
20 certificate may be used for either part-time or full-time
21 positions.

22 b. Hold and maintain a certification in cardiopulmonary
23 resuscitation, first aid, and the use of an automatic external
24 defibrillator. The certification must be consistent with
25 national evidence-based emergency cardiovascular care

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26 | guidelines.

27 | 2. The provisions of this subsection do not apply to any
28 | athletic coach who voluntarily renders service and who is not
29 | employed by any public school district of this state.

30 | Section 2. This act shall take effect July 1, 2024.