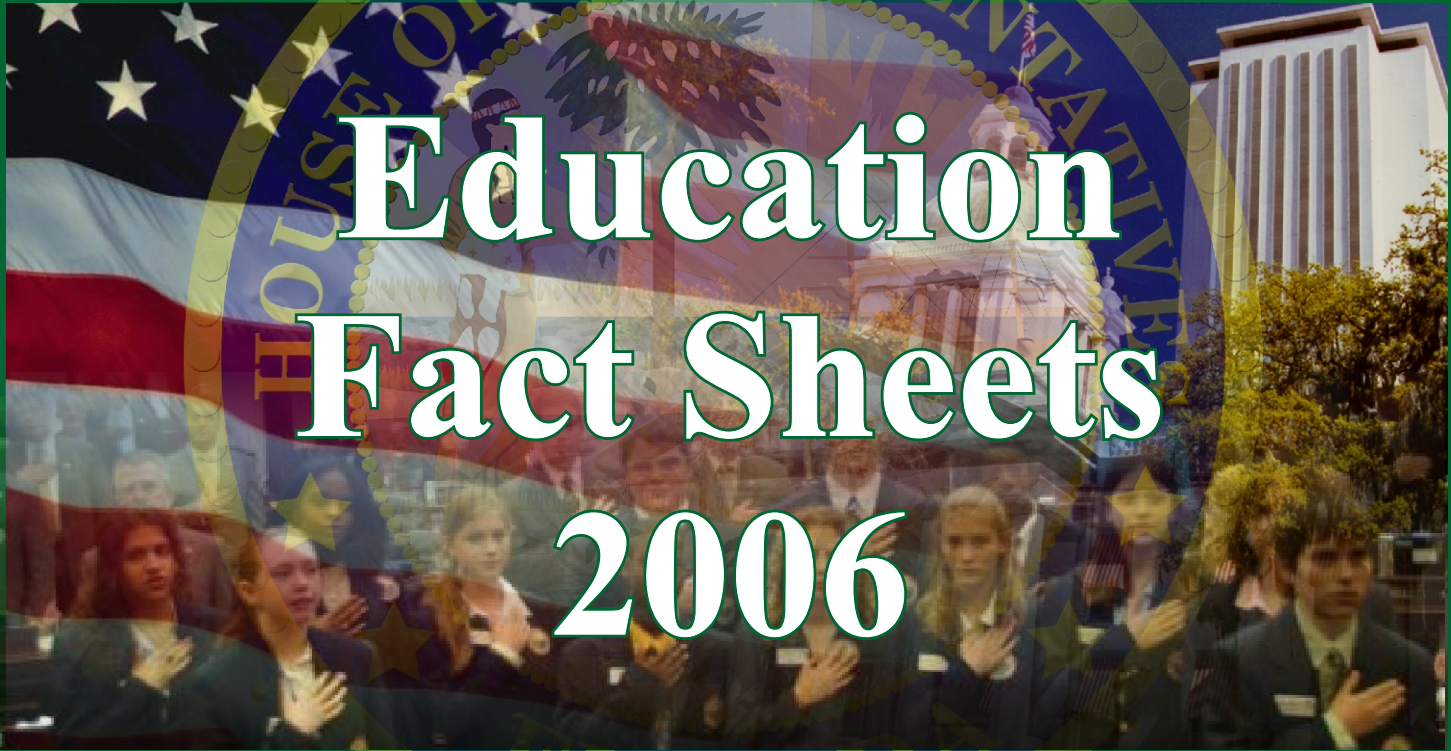


Florida House of Representatives

Allan Bense, Speaker

Education Council
Rep. Dennis Baxley, Chair



Education Fact Sheets 2006

Choice & Innovation Committee
Rep. John Stargel, Chair

Community Colleges & Workforce Committee
Rep. Pat Patterson, Chair

Colleges & Universities Committee
Rep. David Mealor, Chair

PreK-12 Committee
Rep. "Ralph" Arza, Chair

Preface

The Education Fact Sheets reference frequently asked questions and are updated each year to provide the reader with current information. New fact sheets are added to reflect education issues that have been identified during the previous year.

Viewed as a whole, this document provides an overview of the complexity of Florida's education issues and programs. Viewed individually, each fact sheet provides information "in a nutshell" about a specific education issue or program, with guidance for how to get more detailed information.

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GENERAL



Education Council
2006 Committee Oversight Powers
and Responsibilities

Fact Sheet

January 2006

<p>1. Do the committees in the Education Council oversee Florida’s education system?</p>	<p>Yes. The committees that make up the Education Council have broad power to maintain a continuous review of the work of the Department of Education and the State Board of Education. The committees also have the authority to evaluate the performance of the K-20 education system.</p>
<p>2. Can the committees request reports and recommendations from the Department of Education and other education agencies?</p>	<p>Yes. Section 11.143, F.S., authorizes the committees to request reports concerning the operation of any state agency subject to its jurisdiction, including recommendations by the agency with regard to existing law or proposed education legislation.</p>
<p>3. Do the committees have subpoena power?</p>	<p>Yes. The committees may subpoena any person or compel the production of books, letters, or other documentary evidence, including confidential information.</p>
<p>4. Do the committees review agency rulemaking?</p>	<p>Yes, the committees’ staff reviews proposed administrative rules in conjunction with the staff of the Joint Administrative Procedures Committee, which is primarily responsible for reviewing all administrative rules proposed under Chapter 120, F.S., on behalf of the Legislature.</p>
<p>5. What reports have the committees requested from the Department of Education or State Board of Education?</p>	<p>The committees periodically request reports, statewide education data, bill analyses, and general information from the Department of Education.</p> <p>The Florida Statutes and Laws of Florida also often place report requirements on the Department of Education, State Board of Education, and other education-related entities. The Education Council maintains a list of these required reports. The list currently contains over 80 separate reports.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 11.143, F.S. — Standing or select committees; powers. Rule 7.30, Rules of the House of Representatives.</p>
<p>7. Where can I get additional information?</p>	<p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Education Overview

Fact Sheet

January 2006

<p>1. How is the education system in Florida structured?</p>	<p>Florida has a K-20 (kindergarten through graduate school) education system.</p>
<p>2. What is Florida’s system for providing public education?</p>	<p>Public education in Florida is provided by three delivery systems – school districts, community colleges, and state universities.</p>
<p>3. What is the State Board of Education (SBE)?</p>	<p>The SBE is a constitutional body that serves as the chief implementing and coordinating body of public K-12 and community college education in Florida. It is comprised of seven members appointed by the Governor and confirmed by the Senate.</p>
<p>4. What is the role of the Commissioner of Education?</p>	<p>The Commissioner of Education serves as the SBE’s primary liaison with all entities involved in the state’s K-12 and community college education system. The Commissioner of Education is an officer appointed by the SBE, and is a member of the Board of Governors of the SUS.</p>
<p>5. How are Florida’s public schools governed?</p>	<p>The <i>Florida Constitution</i> provides for school districts governed by elected school boards. Each of Florida’s 67 counties constitutes a separate school district. Each school district has a school superintendent. The school superintendent may be elected or appointed.</p>
<p>6. How many K-12 public schools are in Florida?</p>	<p>There are 3,879 public schools in Florida with approximately 2.6 million public school students. These include charter schools.</p>
<p>7. How are Florida’s community colleges governed?</p>	<p>Community colleges are political subdivisions of the state and are governed by boards of trustees. Each community college board of trustees is vested with the responsibility to operate its community college and with the authority necessary for its proper operation and improvement in accordance with rules of the SBE. Community college boards vary in size from five to nine members. The trustees are appointed by the Governor and confirmed by the Senate.</p>
<p>8. How many community colleges exist in Florida?</p>	<p>There are 28 institutions designated as public community colleges in Florida. The community colleges and their respective districts include:</p> <ul style="list-style-type: none"> • Brevard Community College (Brevard County) • Broward Community College (Broward County) • Central Florida Community College (Marion , Citrus, and Levy Counties) • Chipola College* (Jackson, Calhoun, Holmes, Liberty,

	<p>and Washington Counties)</p> <ul style="list-style-type: none"> • Daytona Beach Community College (Volusia, Flagler Counties) • Edison College* (Lee, Charlotte, Collier, Glades, and Hendry Counties) • Florida Community College of Jacksonville (Duval, Nassau Counties) • Florida Keys Community College (Monroe County) • Gulf Coast Community College (Bay, Franklin, and Gulf Counties) • Hillsborough Community College (Hillsborough County) • Indian River Community College (St. Lucie, Indian River, Martin, and Okeechobee Counties) • Lake City Community College (Columbia, Baker, Dixie, Gilchrist, and Union Counties) • Lake-Sumter Community College (Lake, Sumter Counties) • Manatee Community College (Manatee, Sarasota Counties) • Miami-Dade College* (Miami-Dade County) • North Florida Community College (Madison, Hamilton, Jefferson, Lafayette, Suwannee, and Taylor Counties) • Okaloosa-Walton College* (Okaloosa, Walton Counties) • Palm Beach Community College (Palm Beach County) • Pasco-Hernando Community College (Hernando, Pasco Counties) • Pensacola Junior College (Escambia, Santa Rosa Counties) • Polk Community College (Polk County) • St. Johns River Community College (Putnam, Clay, and St. Johns Counties) • St. Petersburg College * (Pinellas County) • Santa Fe Community College (Alachua, Bradford Counties) • Seminole Community College (Seminole County) • South Florida Community College (Highlands, DeSoto, and Hardee Counties) • Tallahassee Community College (Leon, Gadsden, and Wakulla Counties) • Valencia Community College (Orange, Osceola Counties) <p>*Note: The 2001 Legislature designated St. Petersburg Junior College as St. Petersburg College. The 2004 Legislature designated Chipola Junior College as Chipola College, Edison Community College as Edison College, Miami-Dade Community College as Miami-Dade College and Okaloosa-Walton Community College as Okaloosa Walton College for purposes of granting Bachelor of Arts degrees.</p>
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<p>9. How are Florida’s state universities governed?</p>	<p>State universities are governed by a 17-member statewide board of governors composed of 14 members appointed by the Governor and confirmed by the Senate; the Commissioner of Education; a faculty representative; and a student representative. The board of governors is a constitutionally created body required to operate, regulate, control, and be fully responsible for all eleven state universities.</p> <p>In addition, each institution is administered by a 13-member board of trustees comprised of six members appointed by the Governor, five members appointed by the statewide board of governors, a faculty representative, and a student representative. Appointed members must be confirmed by the Senate.</p>
<p>10. How many state universities exist in Florida?</p>	<p>There are eleven institutions designated as state universities in Florida.</p> <ul style="list-style-type: none"> • University of Florida (UF) • Florida State University (FSU) • Florida Agricultural & Mechanical University (FAMU) • University of South Florida (USF) • Florida Atlantic University (FAU) • University of West Florida (UWF) • University of Central Florida (UCF) • University of North Florida (UNF) • Florida International University (FIU) • Florida Gulf Coast University (FGCU) • New College of Florida, a residential liberal arts honors college, located in Sarasota County
<p>11. What are the applicable statutes?</p>	<p>Chapter 1001, Florida Statutes</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education State Board of Education (850) 245-0466</p> <p>Florida Department of Education Board of Governors (850) 245-0466</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Education Funding

Fact Sheet

January 2006

<p>1. Is the State the only entity that provides funds for the Early Learning - Voluntary Prekindergarten Education Program, K-12 public schools, community colleges, universities, and other educational programs?</p>	<p>No. While the State plays a key role in providing funds to support the education system, federal, local, private, and other sources also provide funding.</p>
<p>2. What types of funds are appropriated for the Voluntary Prekindergarten Education Program?</p>	<p>In Fiscal Year 2005-06, general revenue funds were provided to the Department of Education for transfer to the Agency for Workforce Innovation for the administration and delivery of the Early Learning - Voluntary Prekindergarten Education Program through local early learning coalitions.</p> <p>(Refer to the Early Learning – Voluntary Prekindergarten Education Program Fact Sheet)</p>
<p>3. What types of funds are appropriated for K-12 public schools ?</p>	<p>For the 2005-2006 fiscal year:</p> <ul style="list-style-type: none"> • 78% of public school appropriations are funded from general revenue funds; • 19% from federal funds; • 3% from the lottery; and • less than 1% from other trust funds.
<p>4. What is the Florida Education Finance Program (FEFP)?</p>	<p>The FEFP is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP is comprised of state and local funds and takes into account:</p> <ul style="list-style-type: none"> • The local property tax base. • The costs of educational programs. • District costs of living and the costs of hiring personnel across districts. • Sparsity of student population. <p>(Refer to the Florida Education Finance Program Fact Sheet.)</p>

<p>5. What are the local funding sources for K-12 public school operations?</p>	<p><u>Nonvoted Millage Rates</u> The Legislature established in the General Appropriations Act the required local effort (RLE) amount of \$6.3 billion to be raised by ad valorem taxes. With the receipt of the tax roll in July, the Commissioner of Education calculates a statewide millage rate (5.239) that will generate \$6.3 billion, when applied to each county’s tax roll, after each school board’s millage rate is adjusted for the county’s local level of assessment on ad valorem property and for the requirement that no school board’s RLE shall exceed 90% of FEFP funds. School boards must levy the RLE millage rate to receive FEFP state funding.</p> <p>School boards are authorized to levy two nonvoted discretionary millage rates: 1) up to .51 mills; and 2) up to .25 mills but not to exceed the amount of revenue that will generate \$100 per FTE.</p> <p><u>Voted Millage Rates</u> The electors within a school district may approve two millage rates: 1) a millage rate for a period not to exceed two years; and 2) a millage rate for a period not to exceed four years.</p>
<p>6. Is there a limit on the amount of local property taxes that may be collected for school purposes?</p>	<p>Yes. The Florida Constitution limits the amount of ad valorem taxes for school purposes to 10 mills, exclusive of taxes levied for the payment of bonds and taxes levied for periods not longer than two years when authorized by vote of the electors.</p>
<p>7. Are there any state capital outlay funds available to school districts?</p>	<p>Yes. Several state sources provide funds for school district–capital outlay, including the following programs with funding provided for Fiscal Year 2005-2006:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO) • Capital Outlay and Debt Service Fund (CO&DS) • Special Facility Construction Account • Classrooms First Lottery Bond Program • Classroom for Kids Program • High Growth District Capital Outlay Assistance Grant Program <p><u>No funding in Fiscal Year 2005-2006 but still in statute:</u></p> <ul style="list-style-type: none"> • Effort Index Grant Program • School Infrastructure Thrift (SIT) Program <p>(Refer to the Educational Facilities Resources Fact Sheet.)</p>

<p>8. Are there any local capital outlay funds available to school districts?</p>	<p>Yes. Several local sources provide funds for school district capital outlay, including:</p> <ul style="list-style-type: none"> • Two mill money (non-voted) • Voted millage • School Capital Outlay Surtax (voted 1/2 cent sales surtax) • Local government infrastructure surtax (voted) • Bond referendum (voted) • Impact fees <p>(Refer to the Educational Facilities Resources Fact Sheet.)</p>
<p>9. What types of funds are appropriated for community colleges?</p>	<p>For the 2005-2006 fiscal year, community college appropriations are funded as follows:</p> <ul style="list-style-type: none"> • 61% from general revenue • 7% from lottery, and • 32% from student tuition and fees. <p>Although the Legislature controls in-state and out-of-state tuition and fees, the revenues remain at the individual community colleges and are not included in the annual General Appropriations Act.</p>
<p>10. Are there any capital outlay funds available to community colleges?</p>	<p>Yes. Community colleges derive capital outlay funds from the following state sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO) • Capital Outlay and Debt Service Trust Fund (CO&DS); • General Revenue funds • State match for private funds • Capital improvement funds
<p>11. What types of funds are appropriated for state universities?</p>	<p>For the 2005-2006 fiscal year, state university appropriations are funded as follows:</p> <ul style="list-style-type: none"> • 66% from general revenue • 4% from lottery • 29% from student fees • 1% from other trust funds <p>The 2005 Legislature reinstated the appropriation of student tuition and fees budget authority. Although the Legislature maintains control of in-state undergraduate tuition and fees, and authorizes flexibility for all other types of students, all tuition and fee revenue remain at the individual universities.</p>
<p>12. In addition to state appropriations and student tuition and fees, are there other funding sources available to state universities?</p>	<p>Yes. The following funding sources may be available for state university operating purposes during the fiscal year:</p> <ul style="list-style-type: none"> • Federal, state, local and non-governmental contracts and grants • Gifts and donations

	<ul style="list-style-type: none"> • Concessions • Self-insurance funds • Auxiliary enterprises • Hospital revenues • Intercollegiate athletic fees • Student financial aid fees • Faculty practice plans
<p>13. Are there any capital outlay funds available to state universities?</p>	<p>Yes. State universities derive capital outlay funds from the following sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO) • General Revenue Funds • Capital improvement fees • State-match for private funds • Other trust funds.
<p>14. What are the applicable statutes?</p>	<p>Section 9(a)(2), Art. XII of the State Constitution -- PECO. Section 9(d), Art. XII of the State Constitution -- CO&DS. Section 212.055(2), F.S. -- Local Government Infrastructure Surtax. Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1009.23, F.S. -- Community College Student Fees. Section 1009.24, F.S. -- State University Student Fees. Sections 1010.40-1010.59, F.S. -- School District Bonds. Section 1011.62, F.S. -- FEFP Formula. Section 1011.71(2), F.S. -- Two Mill Money. Section 1011.73, F.S. -- District Millage Election. Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.64(2)(a), F.S. -- Special Facility Construction Account. Section 1013.65, F.S. -- Allocation of PECO Funds. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.735, F.S. -- Classrooms for Kids Program. Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program. Section 1013.738, F.S. -- High Growth District Capital Outlay Assistance Grant Program.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education Deputy Commissioner's Office (850) 245-0456 http://www.firn.edu/doe/</p> <p>State Board of Education (850) 245-9654 http://www.fldoe.org/</p>

Florida Board of Governors
(850) 245-0466
<http://www.fldoe.org/>

SMART Schools Clearinghouse
(850) 245-9239
<http://smartschools.state.fl.us>

Florida House of Representatives
Fiscal Council
(850) 488-6204

Florida House of Representatives
Education Council
(850) 488-7451



Education Council
Florida Lottery

Fact Sheet

January 2006

<p>1. What is the history of the Florida Lottery?</p>	<p>In 1986, voters amended Florida’s Constitution to allow the State to operate lotteries. The 1987 Legislature enacted the Florida Public Education Lottery Act (Ch. 87-65, L.O.F.) to implement the constitutional amendment in a manner that enabled the people of the state to benefit from significant additional monies for education and also enabled the people of the state to play the best lottery games available.</p>
<p>2. What was the intent of the Legislature in enacting the Lottery Act?</p>	<p>Pursuant to s. 24.102(2), F.S., the intent of the Legislature is to use the net proceeds of the lottery games to support improvements in public education. The lottery proceeds are not to be used as a substitute for existing resources for public education.</p>
<p>3. How are lottery revenues distributed?</p>	<p>Lottery revenues are distributed based on variable percentages of gross revenue from the sale of on-line and instant lottery tickets intended to maximize revenue to the Education Enhancement Trust Fund. Variable percentages of gross revenue are returned to the public in the form of prizes. A portion of gross revenues is used to pay the expenses of running the Lottery, including the cost of advertising and lottery operations and payments to ticket vendors and lottery retailers. The remainder of the gross revenue and other earned revenue are deposited in the Educational Enhancement Trust Fund.</p>
<p>4. What are specific dedicated uses of lottery funds?</p>	<p>Lottery funds deposited in the Education Enhancement Trust Fund are primarily used for the following:</p> <p>Bright Futures Scholarship Program Bright Futures is a merit-based scholarship program designed to provide college scholarships to students who achieve certain academic levels. In 2005-06, \$312 million was appropriated to the Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p> <p>Classrooms First and Classrooms for Kids Programs A portion of lottery revenues is pledged to pay debt service on bonds issued by the state pursuant to the Classrooms First Program (the 1997 School Capital Outlay Bond Program) and the Classrooms for Kids Program (the Class Size Reduction Bond Program). These funds are used for new construction of schools, maintenance or repair of schools, School Infrastructure Thrift (SIT) Program incentive funds, and Effort Index Grants. (Refer to the Educational Facilities Resources K-12 Fact Sheet.)</p> <p>Florida School Recognition Program The Florida School Recognition Program is designed to reward individual schools that sustain high performance or</p>

	<p>demonstrate exemplary improvement. Schools recognized by the program can receive rewards of up to \$100 per student. The 2005 Legislature appropriated \$263.5 million in order to fund the Florida School Recognition Program and for school district enhancement. The Department of Education reports that \$134 million was distributed to 1502 schools in 2005, and the districts were able to use the balance of \$129.3 million to enhance education. (Refer to the School Recognition Program Fact Sheet.)</p>																								
<p>5. How much lottery prize money goes unclaimed each year?</p>	<p>The following chart details the amount of unclaimed prize money from both on-line and instant ticket sales from fiscal years 1999-2000 through 2003-04.</p> <table border="1" data-bbox="678 625 1463 737"> <thead> <tr> <th></th> <th>99-00</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> </tr> </thead> <tbody> <tr> <td>On-Line Games</td> <td>33.3</td> <td>32.1</td> <td>29.6</td> <td>31.2</td> <td>59.5</td> </tr> <tr> <td>Instant Games</td> <td>10.0</td> <td>10.9</td> <td>11.3</td> <td>11.8</td> <td>1.7</td> </tr> <tr> <td>Total</td> <td>43.3</td> <td>43.0</td> <td>40.9</td> <td>43.0</td> <td>61.2</td> </tr> </tbody> </table> <p>According to OPPAGA, the total amount of both on-line and instant unclaimed prizes for the 2004-2005 fiscal year was \$56.72 million. The amount of unclaimed prizes accumulated each year is variable based on many factors.</p>		99-00	00-01	01-02	02-03	03-04	On-Line Games	33.3	32.1	29.6	31.2	59.5	Instant Games	10.0	10.9	11.3	11.8	1.7	Total	43.3	43.0	40.9	43.0	61.2
	99-00	00-01	01-02	02-03	03-04																				
On-Line Games	33.3	32.1	29.6	31.2	59.5																				
Instant Games	10.0	10.9	11.3	11.8	1.7																				
Total	43.3	43.0	40.9	43.0	61.2																				
<p>6. What happens to unclaimed lottery prizes?</p>	<p>Chapter 2005-84 changed the use of unclaimed prizes. The law requires that 80% of unclaimed prize money be transferred directly to the Education Enhancement Trust Fund. These funds may be used to match private contributions received under the postsecondary matching grant programs established in ss. 1011.32, 1011.85, 1011.94, and 1013.79. The remaining 20 percent of unclaimed prize money is added to the pool from which future prizes are to be awarded or used for special prize promotions. Previously, with the exception of an exceptionally large unclaimed prize in 2004, all unclaimed prize money remained with the Lottery to increase prize payouts and occasionally augment initial on-line game jackpots.</p>																								
<p>7. How are the remaining lottery funds in the Educational Enhancement Trust Fund used?</p>	<p>After the Bright Futures Scholarship Program is fully funded, the remaining lottery funds are apportioned among public schools, community colleges, and state universities, generally 70% to public schools, 15% to the Florida Community College System, and 15% to the State University System.</p>																								
<p>8. What are acceptable uses of lottery dollars?</p>	<p>Public educational programs and purposes funded by the Educational Enhancement Trust Fund may include, but are not limited to the following: endowment, scholarship, matching funds, direct grants, research and economic development related to education, salary enhancement, contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, and other educational programs or purposes deemed desirable by the Legislature.</p>																								
<p>9. How does lottery revenue compare to the total amount spent on education?</p>	<p>For 2005-06, the Legislature appropriated \$1.1 billion for lottery revenues. However, total funding for education is \$27.6 billion (including state, federal, local effort, and student tuition/fees). Therefore, the lottery dollars make up 4% of the total funding available for education.</p>																								

10. What are the applicable statutes?	Chapter 24, F.S. -- Florida Lottery. Section 1008.36, F.S. -- Florida School Recognition Program. Sections 1009.53-1009.538, F.S. -- Bright Futures Scholarships. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.70, F.S. -- 1997 School Capital Outlay Bond Program. Section 1013.735, F.S. -- Classrooms for Kids. Section 1013.736, F.S. -- District Effort Recognition Program.
11. Where can I get additional information?	Florida Department of Education Deputy Commissioner, Finance and Operations Office (850) 245-0456 www.firn.edu/doe/strategy/pdf/lottery.pdf Florida House of Representatives Education Council (850) 488-7451



Education Council
Early Learning – School Readiness

Fact Sheet

January 2006

<p>1. What is the school readiness program?</p>	<p>The 1999 Legislature established the school readiness program (s.411.01, F.S.) for the state’s economically disadvantaged and at-risk birth-to-kindergarten population. The program was substantially amended during the 2004 special session as part of the implementation of the Voluntary Prekindergarten Education Program (VPK). (Refer to the VPK Fact Sheet.) The program is designed to be an integrated service delivery system for all publicly funded school readiness and child care programs. The program is administered by the Office of Early Learning in the Agency for Workforce Innovation (AWI) through local early learning coalitions established at the county or regional level. The goal of the school readiness program is to enhance the progress of each child in the development of school readiness skills as measured by the standards and outcomes adopted by AWI, and the statewide kindergarten screening adopted by the Department of Education.</p>
<p>2. Who is eligible to participate in the school readiness program?</p>	<p>Priority for participation in the school readiness program must be given to children ages three years to school entry who are served by the Family Safety Program Office of the Department of Children and Family Services or a community-based lead agency and for whom child care is needed in order to minimize risk of further abuse, neglect, or abandonment. Other children who are eligible to participate in the school readiness program include:</p> <ul style="list-style-type: none"> • Those who are at risk of welfare dependency, including economically disadvantaged children, children of parents in welfare transition programs, children of parents who are migrant farm workers, and children of teen parents. • Those who are from working families with incomes below 150% of federal poverty level. • Those for whom the state is paying a relative caregiver. <p>Local early learning coalitions may also establish priorities for participation by:</p> <ul style="list-style-type: none"> • Children with disabilities who are not economically disadvantaged but are served in an exceptional student education program. • Children who are economically disadvantaged or disabled and served by a home visitor program. • Children of parents who are migrant farm workers but

	are not economically disadvantaged.
3. What is meant by “economically disadvantaged?”	An “economically disadvantaged” child is one whose family income is below 150% of the federal poverty level. Once in the program, an economically disadvantaged child may remain until kindergarten without regard to family income level, subject to adjustment to the family’s co-payment on the sliding fee scale.
4. How does a child enroll in the school readiness program?	Parents enroll their children in the school readiness program by submitting their application to the local early learning coalition (See Question 6) through the coalition’s “single point of entry” system (See Question 5). Contact information for each local coalition is available from AWI (See Question 14).
5. What is the “single point of entry system?”	The single point of entry system is an integrated information system that allows a parent to enroll his or her child in the school readiness program at various physical locations; by telephone or online; and uses a unified waiting list to track eligible children waiting for enrollment.
6. What is an “early learning coalition?”	Formerly called “school readiness coalitions,” early learning coalitions administer both the VPK and school readiness programs, under the guidance and administration of AWI. Providers and families work through their local coalitions to register to provide or receive services. The law permits 30 or fewer coalitions, each serving a minimum of 2,000 children.
7. Who serves on the local early learning coalitions?	As prescribed in s.411.01(5)(a)4.-7., F.S., local coalitions consist of 18 to 35 members, with more than 1/3 of the membership from the private sector. The Governor appoints the chair of the coalition. Neither the members nor their families may have a substantial financial interest in the early education and child care industry. Each member is subject to three sections of the Code of Ethics for public officers and employees.
8. What are AWI’s responsibilities for the school readiness program?	AWI administers and monitors school readiness funds, plans, and policies; provides final approval and an annual review of coalitions and their plans; safeguards the effective use of resources to achieve the highest possible level of school readiness for participating children; and develops and adopts performance standards and outcome measures for school readiness programs, which must be integrated with the standards for children in the VPK program.
9. What is the Early Learning Advisory Council?	The Early Learning Advisory Council submits recommendations to AWI and the Department of Education on the state’s early learning policy, including the VPK and school readiness programs. It is composed of the chair, appointed by the Governor; the chair of each early learning coalition; one member appointed by the President of the Senate; and one member appointed by the Speaker of the House of Representatives. The members appointed by the presiding officers of the Legislature must each have a

	background in early learning.
<p>10. What is the local school readiness plan?</p>	<p>Each coalition must implement a plan, approved by AWI, that includes a comprehensive program of school readiness services that enhance the cognitive, social, and physical development of eligible children to achieve the performance standards and outcome measures specified by AWI. The local school readiness plan must provide for extended-day and extended-year services when needed and provide for a single point of entry and unified waiting list. The plan must include provisions for:</p> <ul style="list-style-type: none"> • Developmentally appropriate curricula. • Character development. • Age-appropriate assessment of each child’s development. • Pretest upon entering and posttest upon leaving each program. • Appropriate staff-to-children ratios. • A healthy and safe environment. • A resource and referral network to assist informed parental choice. • Parental co-payment through a sliding fee scale. • Parental choice of settings and locations. • Trained instructional staff. • Eligibility priority for at-risk and economically disadvantaged children. • Payment rates developed by the coalition and approved by AWI. • Systems support and direct enhancement services. • Articles of incorporation and bylaws, if an established business entity. • Strategies to meet the needs of unique populations. • A contract with a fiscal agent if the coalition is not organized as a business entity.
<p>11. What is the Early Learning Programs Estimating Conference?</p>	<p>The Early Learning Programs Estimating Conference develops estimates and forecasts of the number of children eligible for the school readiness program and the VPK program. These estimates and forecasts are used to support the state planning, budgeting and appropriations processes.</p>
<p>12. How are school readiness program funds allocated?</p>	<p>The AWI administers school readiness program funds. Administrative costs must be kept to the minimum necessary for efficient and effective administration of the plan. The total administrative expenditures must not exceed 5% unless specifically waived by AWI. Funding is distributed as a single grant award to each coalition to assist them in integrating services and funding to develop a quality service delivery system. State funds appropriated for the school readiness program may not be used for the construction of new facilities or the purchase of buses. All cost-savings and all revenues received through</p>

	<p>a mandatory sliding fee scale must be used to help fund the local school readiness program.</p>
<p>13. What are the applicable statutes?</p>	<p>Section 216.136(8), F.S. -- Early Learning Programs Estimating Conference. Section 411.01, F.S. -- School readiness programs; early learning coalitions. Section 411.011, F.S. -- Records of children in school readiness programs. Section 1002.69, F.S. -- Statewide kindergarten screening; kindergarten readiness rates.</p>
<p>14. Where can I get additional information?</p>	<p>Agency for Workforce Innovation Office of Early Learning (850) 921-3180</p> <p>Department of Children and Families Child Care Program Office (850) 488-4900</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Early Learning - Voluntary
Prekindergarten Education Program

Fact Sheet

January 2006

<p>1. What is the Voluntary Prekindergarten (VPK) Education Program?</p>	<p>In 2002, the electors of Florida approved Amendment No. 8 to the State Constitution. Amendment No. 8 required the Legislature to establish a new early childhood development and education program for every four-year-old child in the state by the 2005 school year. The amendment requires the program to be voluntary, high quality, free, and delivered according to professionally accepted standards. The 2004 Legislature created the Voluntary Prekindergarten Education (VPK) Program, which allows a parent to enroll his or her child in a voluntary, free prekindergarten program offered during the year before the child is eligible for admission to kindergarten.</p>
<p>2. Who is eligible to enroll in the VPK program?</p>	<p>Each child living in the state who will have attained four years of age on or before September 1 of the school year is eligible for the VPK program during that school year. A child remains eligible until the beginning of the school year for which the child is eligible for admission to kindergarten in a public school (i.e., the child attains the age of five years on or before September 1 of the school year) or is admitted to kindergarten, whichever occurs first.</p> <p>A child may not attend the summer VPK program earlier than the summer immediately before the school year when the child is eligible for admission to kindergarten in a public school.</p>
<p>3. What choices do families have?</p>	<p>The bill allows the parent of each child eligible for the VPK program to choose among three distinct programs:</p> <ul style="list-style-type: none">• School-year VPK program delivered by a private prekindergarten provider (540 instructional hours);• Summer VPK program delivered by a public school or private prekindergarten provider or (300 instructional hours);• School-year VPK program delivered by a public school, if offered by a school district that meets certain class-size reduction requirements (540 instructional hours).
<p>4. How are children enrolled in the VPK program?</p>	<p>Parents enrolling their children in the VPK program submit their applications to the local early learning coalition (See Question 5) through the coalition's "single point of entry" system. Coalitions must coordinate with the school districts in developing procedures for enrolling children in school-based VPK programs. Contact information for each local coalition is available from the Agency for Workforce Innovation (AWI) (See Question 19).</p>

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<p>5. What is an “early learning coalition?”</p>	<p>Formerly called “school readiness coalitions,” early learning coalitions administer both the VPK and school readiness programs, under the guidance and administration of AWI. Early learning coalitions are the single point of entry into the VPK program. Providers and families work through their local coalitions to register to provide or receive services. Coalitions are composed of at least 18 but not more than 35 members, with specific membership required by statute. More than one third of the members of each early learning coalition must be private-sector business members who do not have, and who do not have a relative that has, a substantial financial interest in the design or delivery of either the VPK or school readiness program.</p>
<p>6. How can families make informed choices?</p>	<p>Each early learning coalition must provide parents with a profile of each private prekindergarten provider and public school in a format prescribed by the AWI. The profile must include the provider’s or school’s:</p> <ul style="list-style-type: none"> • Services, curriculum, instructor credentials, and instructor-to-student ratio; and • Kindergarten readiness rate based upon the most recent available results of the statewide kindergarten screening.
<p>7. What are the requirements for public school participation?</p>	<p>School-year program: A public school may only offer the school-year VPK program if the school’s local school board certifies that the school district:</p> <ul style="list-style-type: none"> • Is in compliance with the statutory schedules for class-size reduction; and • Has sufficient satisfactory educational facilities and capital outlay funds to achieve full compliance with the class-size reduction requirements. <p>The Commissioner of Education must certify to the State Board of Education that the Department of Education has reviewed the school district’s educational facilities, capital outlay funds, and projected student enrollment, and agrees with the school district’s certification of compliance with class-size requirements.</p> <p>Each eligible school district may determine which public schools are eligible to deliver the school-year VPK program. To participate in the school-year program, each public school must register with the early learning coalition.</p> <p>Summer program: The summer VPK program delivered by public schools is administered at the district level by the school districts, who may determine which public schools are eligible to deliver the summer VPK program. School districts may limit the number of students admitted to the summer program in a particular public school but every school district must provide for the admission of every eligible student enrolling in the summer VPK program.</p>

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<p>8. What are the requirements for private provider participation?</p>	<p>School-year program: To participate in the program, a private provider must register with the early learning coalition and must be a:</p> <ul style="list-style-type: none"> • Licensed child care facility; • Licensed family day care home; • Licensed large family child care home; • Nonpublic school exempt from licensure; or • Faith-based child care provider exempt from licensure. <p>In addition, a private prekindergarten provider must:</p> <ul style="list-style-type: none"> • Be accredited by an accrediting association that is a member of the National Council for Private School Accreditation, the Commission on International and Trans-Regional Accreditation, or the Florida Association of Academic Nonpublic Schools; • Hold a current Gold Seal Quality Care designation; or • Be licensed and demonstrate to the early learning coalition that the provider meets each of the statutory requirements of the VPK program. <p>Unlicensed family day care homes and informal child care providers are not eligible.</p> <p>Summer program: The summer VPK program delivered by private providers must be administered at the county or regional level by the early learning coalitions. Each private provider who chooses to offer the summer program must meet each requirement for delivering the school-year VPK program (see above).</p>
<p>9. What instructor credentials are required in the VPK program?</p>	<p>A public school or private provider delivering the school year VPK program must employ for each class at least one instructor with the following credentials:</p> <ul style="list-style-type: none"> • A child development associate (CDA) credential issued by the National Credentialing Program of the Council for Professional Recognition; • A credential approved by the Department of Children and Family Services as being equivalent to or greater than the national CDA; or • One of the following: <ul style="list-style-type: none"> ➤ Bachelor’s or higher degree in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science; ➤ Bachelor’s or higher degree in elementary education, if the instructor has been certified to teach children any age from birth through sixth grade, regardless of whether the educator certificate is current; ➤ Associate’s or higher degree in child development; ➤ Associate’s or higher degree in an unrelated field, at least six credit hours in early childhood education or

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	<p>child development, and at least 480 hours experience in teaching or providing child care services for children any age from birth through eight years of age; or</p> <ul style="list-style-type: none">➤ Educational credential approved by the Department of Education as being equivalent to or greater than any of these educational credentials. <p>A public school or private provider delivering the Summer VPK program must employ for each class at least one instructor with the following credentials:</p> <ul style="list-style-type: none">➤ Bachelor's or higher degree in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science; or➤ Bachelor's or higher degree in elementary education, if the instructor has been certified to teach children any age from birth through sixth grade, regardless of whether the educator certificate is current. <p>Each instructor must also receive five hours of training in emergent literacy (See Question 10). Each instructor must be of good moral character and cannot be an instructor if he or she is ineligible to teach in a public school because his or her educator certificate is suspended or revoked. Each provider or school must conduct background screenings of each prekindergarten instructor. These screenings must be conducted before hiring an instructor and at least once every five years using screening standards, which entail fingerprinting, statewide criminal and juvenile records checks through the Florida Department of Law Enforcement, and federal criminal records checks through the Federal Bureau of Investigation. A provider or school may not employ a prekindergarten instructor who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to any one of the 47 criminal offenses cited in s. 435.04(2), F.S.</p> <p>The VPK program also includes the following aspirational goals:</p> <p>By the 2010-2011 school year (five years after the scheduled beginning of the VPK program):</p> <ul style="list-style-type: none">• Each class will have at least one instructor who holds an associate's or higher degree in the field of early childhood education or child development; and• Each class composed of 11 or more students will have an instructor with an associate's or higher degree and a second instructor who has a child development associate (CDA) or state-approved equivalent credential.
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	<p>By the 2013-2014 school year (eight years after the scheduled beginning of the VPK program):</p> <ul style="list-style-type: none"> • Each class will have at least one instructor who holds a bachelor's or higher degree in the field of early childhood education or child development.
<p>10. What is emergent literacy, and why is it emphasized in this program?</p>	<p>Before they start school, children need certain skills so they are ready to learn to read. Emergent literacy includes skills in:</p> <ul style="list-style-type: none"> • Oral communication; • Knowledge of print and letters; • Phonemic and phonological awareness - knowing that every spoken word is a sequence of units of sound represented by letters; understanding letter-sound relationships in order to learn phonics and spelling; and • Vocabulary and comprehension development.
<p>11. What are the instructor to child ratios in the VPK program?</p>	<p>In the 540 instructional-hour program classes must have a minimum of four and a maximum of 18 students. Each class must have at least one instructor who holds at least a child development associate (CDA) or equivalent state-approved credential and who completes a 5-clock-hour course in emergent literacy training. Classes with 11 or more students must have a second adult.</p> <p>In the 300 instructional-hour summer program, classes must have a minimum of four and a maximum of ten students. Each class must have at least one Florida-certified teacher or an instructor who holds a bachelor's or higher degree in specified early learning degree programs.</p>
<p>12. What are the curriculum requirements in the VPK program?</p>	<p>Each private prekindergarten provider and public school may select or design its own curriculum, which must be developmentally appropriate and:</p> <ul style="list-style-type: none"> • Designed to prepare a student for early literacy; • Enhance the age-appropriate progress of students in attaining the DOE's adopted VPK performance standards; and • Prepare students to be ready for kindergarten based upon the statewide kindergarten screening. <p>If a private prekindergarten provider or public school is placed on probation because the kindergarten readiness rate (i.e., percentage of the students assessed as ready for kindergarten) falls below the minimum satisfactory rate established by the State Board of Education for two consecutive years, the provider or school must use a curriculum approved by the DOE. The bill requires DOE to maintain a list of approved curricula for these providers and schools on probation.</p>
<p>13. What is the accountability system for this program?</p>	<p>Fiscal Accountability: AWI's Inspector General is responsible for overseeing the integrity of the program and compliance by the providers. Providers and local coalitions</p>

Early Learning - Voluntary Prekindergarten Education Program

	<p>are held accountable through direct oversight from AWI and monthly verification of attendance for funding purposes. Every month, each parent must certify that the child attended the VPK provider and plans to stay with that provider. These certified attendance records can be audited, and must be kept by providers for at least two years. Early learning coalitions are subject to audits by the Auditor General, and every member of an early learning coalition is subject to ethics provisions related to:</p> <ul style="list-style-type: none"> • Standards of conduct; • Employment of relatives; and • Voting conflicts, including abstaining when a voting conflict exists. <p>Program Accountability: All providers must keep an accurate school profile and make the information available to parents. The profile includes information about the school, the curriculum, the qualifications of the teachers, and the overall performance of the students. The DOE sets performance standards, and uses results from the new kindergarten screening to annually set a required “readiness rate” for each provider. Providers that do not meet the kindergarten readiness rate are subject to increased DOE Involvement in curriculum selection and approval, as well as probation or dismissal from the program.</p> <p>AWI must determine each provider’s eligibility and fiscal soundness before making them available for parents to choose. In addition, AWI may remove a provider or school which persistently fails to meet the kindergarten readiness rates or due to misconduct or other good cause.</p>
<p>14. What agency will administer the VPK program?</p>	<p>The DOE governs standards, assessments, and curricula, while AWI governs the day-to-day operations of both the VPK program and the school readiness system. To achieve this, the Office of Early Learning was established within AWI. Early learning coalitions administer both VPK and School Readiness at the local level. AWI’s oversight duties for the early learning coalitions include enrolling children, reporting attendance, providing payment to providers and schools, and monitoring providers and schools for compliance with program requirements. AWI has adopted a statewide system allowing for a single point of entry, a unified waiting list and birth-to-three-year-old standards for School Readiness which integrate into VPK standards adopted by DOE.</p> <p>DOE is responsible for adopting performance standards defining what our four-year-olds should learn, approving emergent literacy training courses and VPK director credentials, and specifying CDA credentials that qualify for articulation into college credit. DOE is also responsible for</p>

Early Learning - Voluntary Prekindergarten Education Program

	<p>the Statewide Kindergarten Screening. The screening must measure student performance on VPK standards and readiness for kindergarten. Each year the DOE will figure a readiness rate for each provider and school. The State Board of Education will periodically set the minimum satisfactory readiness rate. DOE will develop an approved curricula list that must be used by any provider or school that does not meet the State Board of Education's minimum satisfactory readiness rate.</p>
<p>15. How does funding work?</p>	<p>AWI adopts payment procedures and a uniform attendance policy to be used only for funding purposes. Funds are distributed each month to Early Learning Coalitions for monthly payments to providers and schools. Each early learning coalition is advanced funds based on projected attendance. Once school begins, parents certify attendance each month for the prior month. Subsequent funds are reconciled based on actual attendance.</p> <p>A base student allocation is set annually in the general appropriations act. The base student allocation for the 05-06 Fiscal Year is \$2,500. Each county's allocation is calculated by multiplying the number of FTE times the base student allocation times the district cost differential.</p>
<p>16. Are there required fees?</p>	<p>No. A provider or school cannot require any additional fees, and cannot require a child to pay for any extra services as a condition of enrolling.</p>
<p>17. Is transportation provided?</p>	<p>The constitutional amendment does not require transportation, and the law does not provide funding for transportation. However, the law specifically allows a school or provider to use some of their VPK funds to provide transportation. Many schools already provide transportation as part of their programs, and each school board and superintendent will decide whether to allow four-year-olds in public school programs to ride a school bus. Economically disadvantaged children participating in school readiness programs remain eligible for the services they currently receive, which may include transportation assistance. By including private, faith-based, and public school providers, the chances are greatly increased that there is a provider in a location convenient to parents.</p>
<p>18. What are the applicable statutes?</p>	<p>Part V of Chapter 1002, Florida Statutes, is entitled "Voluntary Prekindergarten Education Program" and consists of the following sections of the Florida Statutes: 1002.51, 1002.53, 1002.55, 1002.57, 1002.59, 1002.61, 1002.63, 1002.65, 1002.67, 1002.69, 1002.71, 1002.73, 1002.75, 1002.77, 1002.78 and 1002.79. Other applicable sections include 11.45, 20.50, 125.901, 216.133, 216.136, 402.3016, 411.01, 411.011, 411.226, 411.227, 1001.23, 1002.22, 1003.54, and 1007.23, Florida Statutes.</p>

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19. Where can I get additional information?	Florida Department of Education Office of Early Learning (850) 245-0509 Agency for Workforce Innovation Office of Early Learning (850) 921-3180 Department of Children and Families Child Care Program Office (850) 488-4900 Florida House of Representatives Education Council (850) 488-7451
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Public Schools

Public Schools
General



Education Council School Age Attendance Requirements

Fact Sheet

January 2006

<p>1. Between what ages are Florida children required to attend school?</p>	<p>Children between 6 and 16 years of age must regularly attend school in accordance with Florida law. A child must start school if he or she is or will be age 6 by February 1 of the school year. A child is not subject to compulsory school attendance upon attaining age 16 and filing a formal declaration, signed by the parent, of intent to terminate school enrollment with the district school board.</p>
<p>2. What are the age requirements for kindergarten attendance?</p>	<p>Children must have attained age 5 years on or before September 1 of the school year in order to be eligible for admission to public kindergartens during that school year under rules adopted by each district school board. There is no compulsory attendance requirement for kindergarten.</p>
<p>3. How may school attendance be achieved?</p>	<p>Regular attendance can be achieved through attendance in a public school; parochial, religious, or denominational school; private school; home education program; or private tutoring program. (Refer to the School Choice and Truancy Fact Sheets.)</p>
<p>4. Are there any exceptions for the 6 – 16 years of age attendance requirement?</p>	<p>Yes. There are several exceptions to the 6-16 years of age attendance requirement:</p> <ul style="list-style-type: none">• A parent may request and be granted permission for the absence of a student from school for religious instruction and religious holidays, according to the school board policy.• Certificates of exemption are authorized in certain circumstances. These certificates, issued by the superintendent pursuant to district school board rule, are valid for one year.• Children with disabilities who are at least three years old are eligible for admission to public special education programs and related services.• If a child moves from another state and does not meet the age requirements for entrance into Florida schools, the student is allowed to enter school provided that the student meets the age requirements of the state from which he or she has moved.• The Manatee County School Board was required by the 1999 Legislature to implement a pilot project to raise the compulsory age of attendance from 16 to 18. The school board was required to evaluate the impact of the pilot project on the school district's attendance and dropout rate, as well as associated costs (See Question 5).

<p>5. What has been learned from the Manatee County District School Board compulsory attendance pilot project?</p>	<p>On July 1, 1999, the Manatee County School Board implemented a pilot attendance project, as required by the Legislature (s.1003.61, F.S.). The most recent report evaluating the pilot project was prepared by the Manatee County District School Board in March 2005. The report documented the following:</p> <ul style="list-style-type: none"> • School attendance rates: Longitudinal district high school attendance rates decreased from 91.8% in 1998-99 to 91.07% in 2004-05. The 2004-2005 statewide attendance rate was 93.92%. • Dropout rates: Dropout rates decreased from 7.4% in 1998-99 to 2.5% in 2004-05. The 2004-2005 statewide dropout rate was 2.8%. • Graduation rates: The district high school graduation rate increased from 56.2% in 1998-99 to 81.5% in 2004-05. The 2004-2005 statewide graduation rate was 71.9%. • Costs: Funds were expended to establish the following initiatives: <ol style="list-style-type: none"> 1. Collaborative efforts between the school district, local law enforcement agencies, and the judiciary. 2. Additional staff (attendance officer, support staff, school social worker, school resource officers). 3. Truancy Intervention Programs Sweeps (TIPS). 4. Dropout Prevention/Alternative Education Programs. <p>According to the Department of Education, the Manatee County School District budgeted over \$600,000 for continued implementation of the program in 2002-2003.</p> <p>Many of the costs were covered through Supplemental Academic Instruction and Safe School Categorical funds for alternative education programs. Other costs were paid from federal grants. The district indicated that the pilot program created the need for additional truancy and retrieval activities, alternative education programs, and comprehensive truancy programs involving the court system and local law enforcement.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1002.20(2) -- Compulsory school attendance. Section 1003.01(13), F.S. -- Regular school attendance. Section 1003.21, F.S. -- School attendance. Section 1003.23, F.S. -- Attendance records and reports. Section 1003.53, F.S. -- Dropout prevention and academic intervention. Section 1003.61, F.S. -- Manatee pilot project.</p> <p>Rule 6A-1.0985, F.A.C. -- Entry into kindergarten and first grade by out-of-state transfer students.</p> <p>Rule 6A-1.09514, F.A.C. -- Excused absences for religious</p>

School Age Attendance Requirements

	instruction or holidays.
7. Where can I get additional information?	Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475 Florida House of Representatives Education Council (850) 488-7451



1. What are Florida’s class size reduction requirements?

In the 2002 general election, Florida voters passed an amendment to section 1, article IX of the Florida Constitution which requires the state to make adequate provision to ensure that, by the beginning of the 2010 school year, there are sufficient number of core curricula classrooms to reduce class size as follows:

Grade	Maximum No. Students
Pre-K - Grade 3	18
Grade 4 - Grade 8	22
Grade 9 - Grade 12	25

The amendment expressly excludes extracurricular courses from the class size mandate.

In 2003, the Legislature enacted section 1003.03, F.S., to implement the constitutional amendment. The legislation requires school districts to reduce the average number of students per classroom in each of the three grade groupings by a minimum of two students per year beginning in fiscal year 2003-2004. The minimum two students per year reduction in each grade grouping must continue each year until the constitutional class size maximums are achieved.

The legislation also provides the Commissioner of Education with enforcement authority to ensure that the districts make appropriate efforts to comply with the class size reduction mandates. The legislation directs the Commissioner to measure district efforts to reduce class size in each of the three grade groupings as follows:

- Through fiscal year (FY) 2005-2006, districts must reduce the number of students per classroom by a minimum of two per year. Compliance is calculated at a **district** level which means that the **district** average must be lowered by no less than two students per classroom.
- In FYs 2006-2007 and 2007-2008, compliance is calculated at a **school** level, which means that the **school** average must be lowered by no less than two students per classroom.
- In FY 2008-2009, compliance is calculated at a

	<p>classroom level, which means that the classroom average must be lowered by no less than two students per classroom.</p>
<p>2. How much funding is provided for class size reduction?</p>	<p>In FY 2003-04, in order to implement the constitutional amendment to reduce class size, the Legislature appropriated \$468,198,634 for operating purposes to reduce districts class size averages by a minimum of two students per year in core curricula classes. The Legislature provided bonding authority for \$570 million to fund classroom construction and further assist in reducing class size. Finally, another \$30 million was appropriated to reward districts for past local efforts – such as ½ cent sales tax, local government infrastructure tax, and voted millage – to fund construction.</p> <p>In FY 2004-05, the Legislature appropriated \$978.8 million to fund operating costs for class size reduction. This figure includes \$468.2 million to maintain 2003-2004 requirements and \$510.6 million to meet 2004-2005 requirements. In addition, \$100 million was appropriated in a categorical to pay for facilities to reduce class size.</p> <p>In FY 2005-06, the Legislature appropriated \$1.5 billion to fund operating costs for class size reduction. This figure includes \$972.2 million to maintain 2003-04 and 2004-05 requirements and \$556.2 million to meet 2005-06 requirements. In addition, \$83.4 million was appropriated for facilities to reduce class size.</p>
<p>3. For purposes of the class size reduction mandate, what is meant by “core curricula courses” and “extracurricular courses”?</p>	<p>The 2002 constitutional amendment to reduce class size applies only to core curricula courses and expressly exempts extracurricular courses from the reduction requirements. However, the amendment failed to provide a definition for either “core curricula courses” or “extracurricular courses.”</p> <p>The Legislature provided definitions for the purpose of designating classes that are subject to the maximum constitutional class size requirements. Section 1003.01(14), F.S., defines “core curricula courses” to mean those courses defined by the DOE as mathematics, language arts/reading, science, social studies, foreign language, English for Speakers of Other Languages, exceptional student education, and courses taught in traditional self-contained elementary school classrooms. Section 1003.01(15), F.S., defines “extracurricular courses” to mean all courses that are not defined as "core-curricula courses," which may include, but are not limited to, physical education, fine arts, performing fine arts, and career education.</p>

<p>4. How much information has been collected on the progress of Florida's class size reduction efforts?</p>	<p>Beginning in November 2002, in anticipation of implementing the constitutional amendment to reduce class size, the DOE expanded its data collection efforts for information relating to both students and facilities. This data collection assists the DOE in fulfilling its obligations to determine each district's compliance with the class size requirements. In accordance with the law, the DOE calculates class size each year after the October student survey. The results are posted on the DOE website. The 2003-2005 district average class sizes are currently available at http://www.firn.edu/doe/arm/class-size.htm.</p>
<p>5. What has been the experience of other states in efforts to reduce class size?</p>	<p>States and districts are finding that class size reduction is both difficult and extraordinarily expensive for the benefits received.</p> <p>California's effort to reduce classes to no more than 20 students in the lower grades cost more than \$1.5 billion a year for the first four years and led to critical shortages of qualified teachers, particularly in schools serving poor and minority students. California's class size reduction initiative provides an example of a state initiative that failed to provide conclusive evidence linking achievement gains to class size reduction as well as an example of the serious implementation problems</p> <p>In Detroit, where the school district implemented a \$13.2 million program to reduce primary-grade class sizes in 2001, progress was hampered by shortages of both classrooms and teachers. Also, even in smaller scale class size reduction efforts in Tennessee and Wisconsin, there was no evidence that class size reduction resulted in an increase in student achievement other than a barely significant increase in student achievement in kindergarten and first grade in the Tennessee study.</p>
<p>6. What will be the impact of Florida's class size amendment within the state?</p>	<p>An extensive assessment of the impact of the implementation of the class size amendment in Florida was recently performed by the Council for Education Policy Research and Improvement (CEPRI). CEPRI's November 2005 study concluded that class-size reduction is not the best strategy for improving education in Florida. This conclusion was based on a review of several other state class size reduction efforts, other experiments and studies regarding class size reduction and Florida's unique characteristics.</p> <p>CEPRI concluded that "there is no evidence that reducing class size leads to increased academic outcomes for students in all grades." The CEPRI report did acknowledge that there may be some evidence of benefits to K through 3</p>

	<p>class size reduction in small classes limited to 15 students. However, the report indicated that the benefit was not likely to be evident in higher grades and that, much like the class size reduction project in California, the shortage of qualified teachers would likely eliminate any potential student achievement gains anyway.</p> <p>The CEPRI report pointed out several unique aspects of Florida’s class-size reduction effort that are making it even more difficult to implement. The amendment in Florida is significantly more rigid and inflexible than the class-size reduction initiatives in other states. Such inflexibility is virtually certain to result in inefficient use of funds in predictable circumstances where such funds could be more effectively directed toward student achievement.</p>
<p>7. What will be the impact on teacher quality in Florida?</p>	<p>Due to Florida’s consistent growth, the state was already attempting to deal with teacher shortages even without the amendment. With the new federal requirements relating to “highly qualified teachers” there is even greater competition nationwide to find quality teachers. The report also cited increasing costs for construction and the unavailability of affordable housing throughout much of the state as an additional factor in raising the costs of the class size effort and exacerbating the difficulty in recruiting more teachers.</p> <p>The report indicates that quality teaching is the one area that has been very clearly shown to have the greatest effect on student achievement, and the amendment will inevitably decrease the quality of public school teachers; especially in schools that serve low-income areas of the state.</p>
<p>8. What will be the impact of class size reduction on student and parental choice?</p>	<p>CEPRI’s report indicates that the rigid restrictions of the class size amendment cause a conflict with state and federal laws providing for public school choice as it is difficult to attempt to maximize use of classroom space available and still provide students and parents with a choice as to which school they want to attend. Furthermore, some districts are already reporting that they are being forced to eliminate academic electives including advanced placement, foreign language and fine arts classes and more districts are expected to have to do the same as the class size requirements become stricter.</p>
<p>9. What is the impact on other quality improvement initiatives?</p>	<p>CEPRI states that districts have reported budget adjustments that have been made to meet class size reduction requirements including reductions in technology purchases, paraprofessional positions, magnet programs, supplemental coaching in math, science and reading, and dropout prevention programs.</p>

<p>10. What are the applicable statutes?</p>	<p>Section 1003.01(14), F.S. -- Definition of “core curricula courses.” Section 1003.01(15), F.S. -- Definition of “extracurricular courses.” Section 1003.03, F.S. -- Maximum class size. Section 1011.685, F.S. -- Class size reduction; operating categorical fund. Section 1013.735, F.S. -- Classrooms for Kids Program. Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program.</p> <p>2003-2004 General Appropriations Act, Specific Appropriation 1A; Specific Appropriation 3C; Specific Appropriation 14F; Specific Appropriation 59A.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 6; Specific Appropriation 28A; Specific Appropriation 82.</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 5; Specific Appropriation 74.</p> <p>Sections 25 and 27 of ch. 2005-290, Laws of Florida.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education School Business Services (850) 245-0406</p> <p>http://www.firn.edu/doe/arm/class-size.htm.</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Reading – Foundation for Learning

Fact Sheet

January 2006

<p>1. Why is learning to read considered the foundation for learning?</p>	<p>A student must learn to read in order to be able to read to learn. Each student's progression from one grade to another is determined, in part, upon proficiency in reading and other subjects. It is the ultimate goal of the Legislature that every student read at or above grade level.</p> <p>Any student who still has a substantial reading deficiency at the end of third grade needs more time and additional intensive remedial instruction to acquire the fundamentals of the most basic skill of reading. Whether the cause is a learning disability, limited English proficiency, a disadvantaged background or other factor, a substantial reading deficiency must be addressed and corrected before the student can be expected to successfully move on to the more difficult work of the higher grades.</p> <p>In fourth grade and beyond, the instructional focus shifts from learning to read to reading to learn. Text becomes substantially and progressively denser, syntax more complicated, vocabulary more sophisticated, comprehension more demanding, and the need for fluency more vital. Students need a sound foundation in reading for this increasingly difficult work.</p>
<p>2. How does proficiency in reading impact student progression from one grade to another?</p>	<p>The school board, through the adoption of a student progression plan, must set specific levels of performance in reading and the other subjects for each grade level that includes the levels of performance on statewide assessments. A student who does not meet these levels must receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.</p> <p>A school must then develop, in consultation with the student's parent, and implement an Academic Improvement Plan (AIP) designed to assist the student in meeting expectations. If a student has a deficiency in reading, the student's academic improvement plan (AIP) must identify:</p> <ul style="list-style-type: none">• The student's specific areas of weakness.• The desired levels of performance in these areas.• The instructional and support services to be provided. <p>Schools must also provide frequent monitoring of the student's progress. Districts must assist schools and teachers in implementing research-based reading activities that have been shown to be successful.</p>

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	<p>Upon subsequent evaluation, if the deficiency has not been corrected, the student may be retained. The student must continue remedial or supplemental instruction until the expectations are met.</p>
<p>3. What specific provisions apply to students who exhibit a substantial deficiency in reading?</p>	<p>Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.</p> <p>If the reading deficiency is not remedied by the end of third grade, as demonstrated by scoring level 2 or higher on the FCAT in reading for third grade, the student must be retained. The district school board may only exempt students from mandatory retention in third grade for "good cause." (See Question 6)</p>
<p>4. What are the parental notification requirements regarding identified reading proficiency?</p>	<p>Required Notice to Parents of Grade K-3 Students With Identified Reading Deficiencies</p> <p>A school must provide written notice to the parent of any K-3 student who exhibits a substantial deficiency in reading. The notice must include:</p> <ul style="list-style-type: none"> • A description of current services provided. • A description of proposed supplemental instructional services and supports. • A statement that the student will be retained if the deficiency is not remediated by the end of third grade unless a good cause exemption applies. • Strategies for parents to use in helping their child succeed in reading. • A statement that FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for promotion. • The district's specific criteria and policies for mid-year promotions. <p>The notice must be written in terms understandable to the parent and describe the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent must be consulted in the development of a detailed academic improvement plan (AIP) and informed</p>

	<p>that the student will be given intensive reading instruction until the deficiency is corrected.</p> <p>Required Notice to Parents of Grade 3 Students Who Are Retained Each school district must provide written notice to the parent of each third grade students who is retained because his or her reading deficiency has not been remedied by the end of third grade. The notice must:</p> <ul style="list-style-type: none"> • State that the child has not met the proficiency level required for promotion • Include the reasons that the child is not eligible for a good cause exemption. • Include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. <p>Required Reporting to Parents of All Students, All Grades Each school board must annually report in writing to the parent of each student the progress of the student in achieving proficiency expectations in reading and certain other subjects, including results on the FCAT. The evaluation of each student’s progress must be based on the student’s classroom work, observations, tests, district and state assessments and other relevant information.</p>
<p>5. What is meant by “good cause exemption?”</p>	<p>Good cause exemptions from the third grade promotion requirements are limited to the following:</p> <ul style="list-style-type: none"> • Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program. • Students with disabilities whose individual education plan indicates that participation in the FCAT is not appropriate. • Students who demonstrate acceptable performance on an approved alternative standardized reading assessment. • Students who demonstrate, through a student portfolio, that the student is reading on grade level. • Students with disabilities who participate in the FCAT; have an individual education plan or a Section 504 plan; have received the required intensive remediation in reading for more than two years but still demonstrate a deficiency in reading; and were previously retained in Kindergarten, 1st grade, 2nd grade, or 3rd grade. • Students who have received the required intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, 1st grade, 2nd grade

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	<p>or 3rd grade for a total of 2 years.</p> <p>Intensive reading instruction for students so promoted must include an altered instructional day based on an academic improvement plan that includes specialized diagnostic information and student specific research-based reading strategies for low-performing readers.</p>
<p>6. What services are provided to third grade students who are retained?</p>	<p>The school district is required to provide intensive instructional interventions to remediate a student's identified areas of reading deficiency. The interventions must include:</p> <ul style="list-style-type: none"> • Effective instructional practices. • Participation in the district's summer reading camp. • Appropriate teaching methodologies. <p>For retained students who scored level 1 on the FCAT and who did not meet the criteria for one of the good cause exemptions, the law requires:</p> <ul style="list-style-type: none"> • Review of academic improvement plans (AIP) to address additional needed supports and services and completion of a student portfolio. • Provision of 90 minutes of daily uninterrupted scientifically-based reading instruction and other strategies. • Provision of either supplemental tutoring in scientifically research-based reading services including tutoring before and/or after school; a "Read at Home" plan outlined in a parental contract including participation in "Families Building Better Readers" parent workshops and regular parent-guided home instruction; a mentor or tutor with specialized reading training, or a "Reading Enhancement and Acceleration Development" (READ) Initiative. (See Question 9) • Provision of a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. (See Question 7) • Establishment of an Intensive Acceleration Class at each school, where applicable. (See Question 10) • Reports to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented by the school district. • The option of placement in a transitional instructional setting for a retained third grade student who has received intensive instructional services but is still not ready for grade promotion. (See Question 12)
<p>7. What constitutes a high performing teacher?</p>	<p>A high-performing teacher is identified through performance data on students the teacher has taught, including student work samples and/or test scores, and above satisfactory performance or the highest possible rating on the district</p>

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	<p>performance appraisal. Since first year teachers do not have student performance data or prior year appraisals they are not allowed to be a teacher of retained third grade students.</p>
<p>8. How does mid-year promotion work for students retained in third grade?</p>	<p>The 2004 Legislature required school districts to implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency. Mid-year promotion is defined in law as the promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level. To be promoted mid-year, the student must be able to demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to fourth grade. Methods of reevaluating retained students for the purpose of promotion include alternative assessments and portfolio reviews. The student must:</p> <ul style="list-style-type: none"> • Demonstrate proficiency required to score at level 2 on the third grade FCAT • Demonstrate ability to read at grade level • Have made reasonable progress that is sufficient to master appropriate fourth grade level reading skills. <p>Students promoted after November 1 must demonstrate proficiency above that required to score at level 2 on the third grade FCAT.</p>
<p>9. What is the READ Initiative?</p>	<p>The focus of the Reading Enhancement and Acceleration Development (READ) Initiative is to prevent the retention of third grade students and to offer intensive accelerated reading instruction to retained third grade students and each K-3 student who is assessed as exhibiting a reading deficiency. Each district must establish a (READ) Initiative, which must:</p> <ul style="list-style-type: none"> • Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. • Be provided during regular school hours in addition to the regular reading instruction. • Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists the student in maintaining proficiency levels in all academic subjects.
<p>10. What is an Intensive Acceleration Class?</p>	<p>An Intensive Acceleration Class focuses on increasing a child's reading level at least two grade levels in one school year. Such a class must be offered by the district for students who score level 1 on the reading portion of the FCAT two years in a row. The class is for a student who would be spending his or her third year in third grade. Through the Intensive Acceleration Class, a retained third grade student could be promoted from third grade to fifth</p>

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	<p>grade at the end of the school year. The intensive acceleration class must:</p> <ul style="list-style-type: none"> • have a reduced teacher-student ratio (See Question 11); • provide uninterrupted reading instruction for the majority of student contact time and incorporate opportunities to master the grade four Sunshine State Standards in other core subject areas; • use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; • provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist; • include weekly progress monitoring measures to ensure progress is being made; • report to the Department of Education the progress of students in the class at the end of the first semester.
<p>11. When is a reduced teacher-student ratio required?</p>	<p>A reduced teacher-student ratio is required when a classroom is used for the majority of academic instruction that includes retained third grade students. Such a classroom must meet the state constitutional class size requirements of 18 students to 1 teacher. The classroom must also be smaller than the average class size of those comparable “traditional” third grade classrooms in the school. The class size requirement also applies to the intensive acceleration class.</p>
<p>12. What is a transitional instructional setting?</p>	<p>A transitional instructional setting is designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate the areas of reading deficiency. The school district must provide the option of being placed in a transitional instructional setting to a student who has been retained in third grade and has received intensive instructional services but is still not ready for grade promotion.</p>
<p>13. What is the difference between an intensive acceleration class and a transitional instructional setting?</p>	<p>The intensive acceleration class refers to what is being provided to the student. Such a class should have curriculum delivered at a faster pace than in a general educational classroom. The student in an intensive acceleration class has been exposed to third-grade content for several years.</p> <p>The transitional instructional setting refers to where instruction is provided to the student. This may be a setting with both third and fourth graders in the same classroom. Intensive acceleration can be provided within a transitional instructional setting. The intensive acceleration class and the transitional instructional setting are not mutually exclusive.</p>

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<p>14. What is being done in middle schools to focus on reading?</p>	<p>The “Middle Grades Reform Act” (s.1003.415, F.S.), requires that middle schools with fewer than 75% of their students reading at or above grade level, as measured by a student scoring at level 3 or above on the FCAT, must incorporate a rigorous reading requirement as part of their school improvement plan. The purpose of the requirement is to have students reading at or above grade level when they enter high school.</p> <p>The law also requires certified staff members at middle schools to develop and administer a personalized middle school success plan for each student entering sixth grade who scored below level 3 in reading on the FCAT. The success plan must be implemented until the student completes the eighth grade or scores at level 3 or above in reading on the FCAT.</p>
<p>15. What is the federal “Reading First” initiative?</p>	<p>The Reading First initiative is a central part of the federal No Child Left Behind Act (NCLB) of 2001. Reading First is an effort to bring early reading instruction across the country up-to-date with new knowledge gained in recent years from high-quality, scientifically-based research on the way children learn to read.</p> <p>The statewide assessment system used in Reading First is comprised of screening, diagnosis and progress monitoring. Each student should be screened at the beginning of the school year to determine if he or she is at risk of falling behind in reading.</p>
<p>16. What is the <i>Just Read, Florida!</i> initiative?</p>	<p>Just Read, Florida! is a comprehensive coordinated reading initiative implemented in 2001 through an executive order of Governor Jeb Bush aimed at helping every student become a successful, independent reader.</p>
<p>17. What are the results of Florida’s efforts to emphasize learning to read?</p>	<p>The 2005 National Assessment of Educational Progress collects and compiles data on student performance in a variety of subject areas at the national, regional, and state levels. The results reflect an upward trend in Florida’s fourth grade achievement as Florida students surpassed the national average in fourth grade reading. In 1998, Florida’s fourth graders outperformed 15% of other states in reading. In 2005, Florida’s fourth-graders outperformed 44% of other states in reading.</p> <p>Florida’s student achievement dipped one point in eighth grade reading, which is consistent with a nationwide downtrend in eighth grade student achievement.</p>
<p>18. What resources does the Legislature provide specifically for reading?</p>	<p>The 2005 Legislature appropriated the following for reading programs or instruction:</p> <ul style="list-style-type: none"> • \$89,000,000 in the FEFP for district K-12 comprehensive reading plans. • \$10,000,000 to continue “Just Read, Florida!” to

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	<p>achieve Florida’s goal for all students to be reading on grade level or higher by 2012.</p> <ul style="list-style-type: none"> • \$670,341,490 for Supplemental Academic Instruction, part of which is dependent upon the district’s implementation of the statutorily required student progression plan and remedial instruction. • \$58,043,873 spending authority for federal “Reading First” funds for reading programs to continue “Just Read, Florida!” to achieve Florida’s reading goal for all students to be reading on grade level or higher by 2012. <p>The Legislature also requires district school boards to allocate remedial and supplemental instruction resources first to students who are deficient in reading by the end of third grade, and then to other students who fail to meet the established specific levels of performance and require remediation or retention.</p>
<p>19. What are the applicable statutes and rules?</p>	<p>Section 1002.20(11), F.S. -- K-12 student and parent rights. Section 1003.41, F. S. -- Sunshine State Standards. Section 1003.415, F.S. --Middle Grades Reform Act. Section 1003.42, F.S. -- Required instruction. Section 1008.25, F.S. -- Public school student progression; remedial instruction; reporting requirement.</p> <p>Rule 6A-1.094221, Florida Administrative Code -- Alternative Standardized Reading Assessment</p> <p>Executive Order Number 01-260, September 7, 2001--“Just Read, Florida!”</p>
<p>20. Where can I get additional information?</p>	<p>Florida Department of Education Just Read Florida! Office www.justreadflorida.com (850) 245-0503</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Instructional Materials

Fact Sheet

January 2006

<p>1. What are instructional materials?</p>	<p>For purposes of state adoption, the term “instructional materials” is defined as “items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course.” These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even when bundled with software or electronic media.</p>																		
<p>2. What funding do districts receive for the purchase of instructional materials and how may the funds be spent?</p>	<p>Instructional materials are funded as a categorical item in the General Appropriations Act (GAA).</p> <p style="text-align: center;">GAA--Instructional Materials Funding</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Fiscal Year</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>1998-1999</td> <td>\$183.9 million</td> </tr> <tr> <td>1999-2000</td> <td>\$193.6 million</td> </tr> <tr> <td>2000-2001</td> <td>\$192.0 million</td> </tr> <tr> <td>2001-2002</td> <td>\$213.5 million</td> </tr> <tr> <td>2002-2003</td> <td>\$227.9 million</td> </tr> <tr> <td>2003-2004</td> <td>\$227.9 million</td> </tr> <tr> <td>2004-2005</td> <td>\$234.4 million</td> </tr> <tr> <td>2005-2006</td> <td>\$249.9 million</td> </tr> </tbody> </table> <p>A school district must use at least 50% of instructional materials funds for the purchase of instructional materials on the state-adopted list. They may use up to 50% (the “flexible 50”) for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.</p>	Fiscal Year	Amount	1998-1999	\$183.9 million	1999-2000	\$193.6 million	2000-2001	\$192.0 million	2001-2002	\$213.5 million	2002-2003	\$227.9 million	2003-2004	\$227.9 million	2004-2005	\$234.4 million	2005-2006	\$249.9 million
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<p>3. What is the “adoption cycle?”</p>	<p>Each year, Florida adopts instructional materials for specific classes. Selected subject areas are called for adoption each year on a rotating basis, usually for a period of 6 years. For example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>YEAR</th> <th>SUBJECT</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>Social Studies</td> </tr> <tr> <td>2005-2006</td> <td>Science</td> </tr> <tr> <td>2006-2007</td> <td>Art, Foreign Language, Health and Physical Education</td> </tr> <tr> <td>2007-2008</td> <td>Reading</td> </tr> <tr> <td>2008-2009</td> <td>Language Arts</td> </tr> <tr> <td>2009-2010</td> <td>Mathematics</td> </tr> </tbody> </table> <p>Prior to each adoption, the Department of Education (DOE) publishes</p>	YEAR	SUBJECT	2004-2005	Social Studies	2005-2006	Science	2006-2007	Art, Foreign Language, Health and Physical Education	2007-2008	Reading	2008-2009	Language Arts	2009-2010	Mathematics				
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Instructional Materials

	<p>the instructional materials specifications for the subjects to be adopted. These specifications outline the courses for which materials are being sought, as well as the standards that those materials are expected to meet. As part of these standards, publishers are required to give an accurate account of who actually authored a book, and provide corrections for errors found in materials.</p> <p>In the year prior to the adoption, the DOE accepts nominations for the State Instructional Materials Committees (SIMC). Nominations for these committees are generally made by district school officials, professional and educational associations, and civic organizations. The Commissioner of Education appoints the committees.</p> <p>In early spring of the adoption year, the Commissioner formally announces the adoption in a memo sent to all publishing companies whose names and addresses appear on the publisher mailing list database in the Office of Instructional Materials. The announcement marks the official beginning of the adoption year.</p> <p>The Commissioner formally adopts materials recommended by the SIMC. He may accept the recommendations or amend them by removing materials, but he may not add material that the committee did not recommend. The adoption process is completed in December, and titles of the newly adopted materials are listed on the DOE web site. Newly adopted materials are available for purchase beginning April 1 of the year following the adoption.</p> <p>Within the first two years of the six-year cycle, each school district must purchase current instructional materials so that each K-12 student has a current book in core courses. Florida schools and school districts must purchase adopted materials through the publisher's Florida textbook depository. Publishers and manufacturers are required to maintain enough inventory during the first two years so that orders can be filled.</p>
<p>4. What are the district's duties in providing instructional materials, and its role in evaluation, selection, and disposition of instructional materials?</p>	<p>Each school board has the duty to provide adequate instructional materials for each child. The superintendent must keep adequate records and accounts and must notify the Department of Education (DOE) by April 1 each year of:</p> <ul style="list-style-type: none"> • the state-adopted instructional materials that will be requisitioned, and • an instructional materials use plan for use in determining "adequate instructional materials" have been requisitioned. <p>The principal of each school is responsible for:</p> <ul style="list-style-type: none"> • assuring that instructional materials are used to provide instruction to students; • effectively communicating to parents how instructional materials are used to implement the curricular objectives; and

Instructional Materials

	<ul style="list-style-type: none"> collecting payment for lost or damaged books. <p>Instructional materials that are unserviceable, surplus or no longer on state contract may be given to other education programs, teachers, students, or any charitable organization, governmental agency, private school, or state. The district may sell the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations. Any money received goes to the district school fund for instructional materials. If the district cannot give or sell the materials, it may dispose of them according to school board policy.</p>																								
<p>5. May school districts purchase used instructional materials?</p>	<p>Yes. The DOE has an ongoing pilot program in Hernando, Pasco and Polk Counties that allows school districts in these counties to purchase quality used instructional materials that meet Sunshine State Standards.</p> <p>In 2004 the Legislature authorized the Council for Education Policy Research and Improvement (CEPRI) to conduct a study of the cost savings realized by the districts participating in the pilot program. The report found that participating counties realized a cost savings ranging from 29% to 70% and recommends that the pilot program be expanded to include 3-5 additional districts in all regions of the state and that the use of online/ electronic textbook formats be explored.</p> <p style="text-align: center;">Full-Year Cost Savings from Instructional Materials Pilot</p> <table border="1" data-bbox="561 1081 1461 1299"> <thead> <tr> <th>District</th> <th>No. of Items</th> <th>FSBD Costs</th> <th>Used Vendor Costs</th> <th>Full Year Total Savings</th> <th>Used vs. FSBD Percentage Saved</th> </tr> </thead> <tbody> <tr> <td>Polk</td> <td>365</td> <td>\$7,706.26</td> <td>\$5,515.38</td> <td>\$2,190.88</td> <td>29%</td> </tr> <tr> <td>Pasco</td> <td>1940</td> <td>\$79,003.19</td> <td>\$52,577.97</td> <td>\$26,425.22</td> <td>33%</td> </tr> <tr> <td>Hernando</td> <td>1432</td> <td>\$37,170.87</td> <td>\$10,863.12</td> <td>\$26,307.75</td> <td>70%</td> </tr> </tbody> </table> <p>* Based on 2003-2004 FEFP Final Calculation</p>	District	No. of Items	FSBD Costs	Used Vendor Costs	Full Year Total Savings	Used vs. FSBD Percentage Saved	Polk	365	\$7,706.26	\$5,515.38	\$2,190.88	29%	Pasco	1940	\$79,003.19	\$52,577.97	\$26,425.22	33%	Hernando	1432	\$37,170.87	\$10,863.12	\$26,307.75	70%
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<p>6. Where can I find the approved list of instructional materials?</p>	<p>The DOE annually releases a Catalog of State-Adopted Instructional Materials, available on the DOE website at www.firn.edu/doe/instmat.</p>																								
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1001.42(7), F.S. -- Powers and duties of district school board; Courses of study. Sections 1006.28 – 1006.43, F.S. -- Instructional materials. Section 1008.35(2)(c) -- Instructional materials as part of best financial management practices review. Chapter 2004-68, Laws of Florida -- Used Instructional Materials Pilot Program.</p> <p><u>Rules:</u> Chapter 6A-7.0711 -- Substitute Editions of Instructional Materials</p>																								

Instructional Materials

	Chapter 6A-7.074 -- Disposing of Instructional Materials
8. Where can I get additional information?	Florida Department of Education Bureau of School Improvement (850) 245-0423 www.bsi.fsu.edu/ Florida House of Representatives Education Council (850) 488-7451



Education Council
American Sign Language

Fact Sheet

January 2006

<p>1. What is American Sign Language?</p>	<p>Florida law provides that:</p> <ul style="list-style-type: none">• American Sign Language (ASL) is a fully developed visual-gestural language with a distinct structure,• ASL is recognized as the language of the American Deaf Community,• ASL is the fourth most commonly used language in the United States and Canada, and• Thirty-three state legislatures recognize ASL as a language that should be taught in schools.
<p>2. Is American Sign Language taught in Florida schools?</p>	<p>ASL is an approved course of study in Florida and is listed in the Florida Department of Education Course Code Directory. Florida law allows public or private schools to offer ASL courses for foreign-language credit. In the 2004-2005 school year, there were 10,379 students enrolled in ASL courses in Florida public schools.</p>
<p>3. What type of certification does Florida require for teachers of ASL classes?</p>	<p>As of January 2005, the licensing/certification standards for teachers of ASL require:</p> <ul style="list-style-type: none">• A bachelor's or higher degree with certification in an academic class coverage, and• 18 semester hours in ASL to include 3 semester hours in each area listed below:<ul style="list-style-type: none">○ First and second language acquisition,○ Linguistics of ASL,○ Aspects of the deaf culture and community,○ Methods of teaching ASL,○ ASL IV, and○ ASL literature, or• A bachelor's or higher degree with certification in an academic class coverage, and a valid Professional Level Certificate issued by the American Sign Language Teachers Association (ASLTA). <p>In addition, teachers of ASL are required to be certified through the Florida American Sign Language Teacher's Association (FASLTA) by January 1, 2006, and certified by the Department of Education (DOE) by January 1, 2008.</p>
<p>4. How does a teacher obtain professional level certification from ASLTA?</p>	<p>ASLTA has established certification standards and has a process for evaluating teachers. The national certification process has 3 levels, including the professional level that is required in the new SBE rule. The professional level is also considered by the DOE as the level that meets the definition of a Highly Qualified Teacher, as required by the No Child Left Behind Act.</p>

	<p>To obtain professional level certification through ASLTA a teacher must prepare a portfolio and successfully complete the ASLTA interview. A teacher, certified at the professional level, has demonstrated the highest level of knowledge and skills in teaching ASL. These include knowledge of curriculum development, evaluation, linguistics, and theoretical and contemporary issues in the field of ASL teaching. Professional certification is valid for eight years and may be renewed by meeting renewal requirements. For more information on ASLTA professional level certification go to: http://www.aslta.org/certification/procedures.html#Prof</p>
<p>5. What are the applicable statutes and rules?</p>	<p>Section 1007.261(3), F.S. -- University Admission by demonstrated proficiency. Section 1007.261(9), F.S. -- Credit as Foreign Language – High School. Section 1007.2615, F.S. -- American Sign Language – Legislative Findings.</p> <p>Rule 6A-4.02431, F.A.C. -- Specialization Requirements for the ASL endorsement Rule 6C-6.002, F.A.C. -- Entering Freshmen Rule 6C-6.004, F.A.C. -- Transfer Students</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0414</p> <p>www.aslta.org www.faslta.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
English for Speakers of Other Languages (ESOL)

Fact Sheet

January 2006

<p>1. What is English for Speakers of Other Languages (ESOL); how and why was it established?</p>	<p>In 1990, to resolve a lawsuit against the state brought by a multiracial/ethnic coalition (League of United Latin American Citizens, et al. v. The State Board of Education), a consent decree (known as the “LULAC Consent Decree” was entered into by the State Board of Education, the Department of Education (DOE), and then Governor Bob Martinez.</p> <p>Pursuant to the consent decree and in state law, Florida’s English for Speakers of Other Languages (ESOL) program provides for school-based committees and district plans, student identification and assessment, and ensures equal access to comprehensible instruction and appropriate programs, among other features. Since the inception of the consent decree and statutory law, Florida has made significant strides in educating English Language Learners (ELLs) and thus far is ahead of many states in implementing the new requirements of the federal No Child Left Behind Act. In fact, in 2005, the highest learning gains in reading for students in the lowest 25 percent, were ELLs with a 68 percent increase in learning gains.</p>
<p>2. Is ESOL the same as bilingual education?</p>	<p>ESOL is not bilingual education. ESOL classes are only taught in English. Whereas bilingual education involves classes in which two languages are used to provide content matter instruction, students participating in ESOL programs are instructed in listening, speaking, reading, and writing using appropriate instructional strategies in English. The native language(s) of students is used in some schools to assist in making instruction comprehensible.</p> <p>In August 2000, two years after Californians voted to end bilingual education and move to ESOL, student test results indicated startling improvement in test scores of students who switched from bilingual education to ESOL. Florida’s experience also bears out the desirability of ESOL education. According to the DOE, longitudinal data in Florida indicate that ELLs who have exited the ESOL program continue to outperform monolingual English speakers in statewide assessments, especially on the FCAT Writing assessment.</p>
<p>3. How has the Consent Decree helped the school districts comply with federal regulations?</p>	<p>Under the Consent Decree, DOE’s legal staff and its Office of Multicultural Student Language Education annually work with the attorneys from the Federal Office of Civil Rights to be sure the state is viewed as being in compliance. This protects the school districts from immense time and</p>

English for Speakers of Other Languages (ESOL)

	<p>expense associated with potential litigation, and supplies the uniformity necessary to safeguard the equal protection rights of this vulnerable population of students.</p> <p>Currently, the DOE is undergoing the process of developing statewide definitions for instructional models/approaches, and in 2006-07 will be able to conduct research on which programs produced the greatest increases in academic achievement for ELLs. If the new research on instructional models proves successful, Florida may find it worthwhile to revisit the 1990 Consent Decree.</p>
<p>4. Is there a difference between teacher training and certification requirements in Florida compared to those in bilingual states?</p>	<p>Yes. Mandated bilingual states like Texas and New York require teachers to have bilingual certification and ESOL certification, which means they have to be able to teach in the students' native language.</p> <p>In Florida, the certification and teacher training requirements are related to the ESOL Certification and ESOL inservice training. There are multiple ways to obtain the ESOL Coverage or ESOL Endorsement (certifications). Only 18 hours of ESOL training are required for P.E., art, and music. Sixty hours are required for science, social studies, history, and math. For language arts studies, the ESOL Endorsement (300 hours of inservice trainings), or ESOL Coverage (bachelor's degree or higher, and a passing score on the ESOL Subject Area test) is required</p> <p>The ESOL training includes:</p> <ul style="list-style-type: none"> • Methods of Teaching English to Speakers of Other Languages (ESOL), • ESOL Curriculum and Materials Development, • Cross-cultural Communication and Understanding, • Testing and Evaluation of ESOL, and • Applied Linguistics <p>State-approved teacher preparation programs must incorporate appropriate ESOL instruction so that participants graduate having completed the requirements for teaching ELLs in Florida public schools.</p> <p>Florida teachers who do their ESOL inservice training can bank their inservice training hours for recertification and may use them to re-certify in any other subject areas, such as Elementary Education, Exceptional Student Education, etc.</p> <p>As noted above, subject area certification is also available in K-12 ESOL. ESOL subject area certification may be obtained through an undergraduate or graduate degree in ESOL or by achieving the required score on the ESOL subject area test. Certification by virtue of the ESOL subject</p>

English for Speakers of Other Languages (ESOL)

	<p>area test requires 120 inservice training hours in ESOL before or within three years of certification. (See 2003 modification of Consent Decree).</p>
<p>5. What are some of the other features of the ESOL program?</p>	<p>The Consent Decree features parental involvement, student classification and reclassification, student tracking, program outcome measures, and district monitoring. ESOL instruction is reported in the FEFP under a weighted cost factor. The ESOL budget includes parent training as well as teacher training. All schools in the state get copies of all program materials, Consent Decree requirements, and program strategies. In addition, school districts receive federal funds under Title III of the No Child Left Behind Act.</p> <p>Students who enter a Florida public school from out of state or from a foreign country, during the 11th or 12th grade, not proficient in English receive immediate and intensive instruction in English language acquisition. To obtain a standard high school diploma, a transfer student must still earn a 2.0 GPA and pass the grade 10 FCAT or an alternate assessment.</p>
<p>6. Do ELL students participate in the FCAT?</p>	<p>Yes. Florida’s education accountability system requires that all students participate in the statewide testing program, except as otherwise prescribed by the Commissioner. Pursuant to the 1999 A+ Education Plan, schools are now graded on the basis of academic performance and receive letter grades (A-F). All students’ test scores are used in the calculation of a school’s grade.</p> <p>The scores of ELLs are included in the learning gains calculation for determining school grades. Accommodations are provided to all ELLs in the administration of FCAT, including the use of English – Heritage Language dictionaries.</p>
<p>7. Where can I get additional information on the Consent Decree?</p>	<p>Consent Decree -- http://www.firn.edu/doe/omsle/pdf/stipulation.pdf</p> <p>Technical Assistance paper on 2003 modification of Consent Decree -- http://info.fldoe.org/docushare/dsweb/Get/document-2887/TAP.pdf</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 1000.05, F.S. -- Educational Equity Act Section 1003.433, F.S. -- Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements. Section 1003.56, F.S. -- English language instruction for LEP students. Section 1004.04(3)(c), F.S. -- ESOL requirements for state approved teacher prep programs.</p>

English for Speakers of Other Languages (ESOL)

	<p>Section 1008.22(3)(c)6., F.S. -- Test modification for LEP students. Section 1011.62(1)(c)4., F.S. -- Weighted funding for ESOL students. Section 1012.585(3)(d), F.S. -- ESOL in-service points.</p> <p>Rule 6A-4.0244, F.A.C. -- Teacher certification specialization in ESOL Rule 6A-4.0245, F.A.C. -- Teacher Certification Specialization in ESOL. Rule 6A-6.0900 through 6A-6.0909, F.A.C.-- Programs/ exemptions for LEP students Rule 6A-6.09091, F.A.C. -- Accommodation on Statewide Assessments for LEP students</p>
9. Where can I get additional information?	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0698 bsa@fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Exceptional Student Education
(ESE)

Fact Sheet

January 2006

<p>1. What is Exceptional Student Education?</p>	<p>Exceptional Student Education (ESE) provides specially-designed instruction for students with disabilities as well as students identified as gifted. Student enrollment in ESE programs is one factor considered in determining what funding a school district receives.</p> <p>Students with disabilities between the ages of three and 21 must be provided with a free appropriate public education (FAPE) by the school district in which they live. FAPE may include specialized materials and support services as well as specially designed instruction. Some ESE students with disabilities are able to be served in the general education classroom, while some are removed to an ESE classroom for some or part of the school day. Some school districts also provide services for students younger than age three.</p> <p>School districts must provide a free appropriate public education to gifted students grades K-12. Gifted students also may receive specialized instruction in the general education classroom or in special gifted classes.</p>
<p>2. How are students determined to be eligible for ESE services?</p>	<p>Students may be referred for an evaluation for ESE services by their parents or by a teacher or other school staff. With few exceptions, prior to being evaluated as a student with a disability, school districts must ensure that a range of general education interventions have been attempted. Eligibility for an ESE program requires that the student have an exceptionality (gifted or a specific disability) and also that the student have a need for special education and related services; having the exceptionality alone does not constitute eligibility.</p> <p>Once a school-based team has determined that reasonable general education interventions are not sufficiently effective, a referral for evaluation is made. A student cannot be evaluated for ESE eligibility without prior written informed consent of the parent. A team of professionals and the student's parent (i.e., staffing committee) review the evaluation results to determine if the student meets the requirements for eligibility under one or more State Board of Education rules, and there is evidence of a need for special education and related services.</p> <p>If a student is found eligible, the team then develops a plan. For school-aged students with disabilities an individual</p>

Exceptional Student Education (ESE)

	<p>educational plan (IEP) is developed. An individualized family support plan (IFSP) is prepared for children ages birth to two and may also be used through the age of five in lieu of an IEP. An educational plan (EP) is developed for gifted students. Parents participate in the development of the plan, which cannot be implemented until the parent provides written consent for placement in the ESE program.</p>
<p>3. What does the IEP, IFSP, or EP include, and how frequently must they be updated?</p>	<p>Each of these plans includes a description of the current performance of the student, a statement of goals and objectives or benchmarks for the student, and a statement of the specially designed and related services, including supplemental aides and services, to be provided. The plans are designed to meet the individual needs of the student.</p> <p>An IEP or IFSP team must meet at least annually to review and revise the plan for a student with a disability. EPs for gifted students may be written for a longer period (i.e., 3 or 4 years) to coincide with natural articulation points (e.g., middle to high school). Students must be reevaluated at least once every three years to determine if they continue to be a student with a disability in need of special education and related services. There is no requirement that gifted students be reevaluated.</p> <p>In addition, a student's parent or teacher may request an IEP team meeting or a reevaluation at any time.</p>
<p>4. What types of disabilities are included in exceptional student education?</p>	<p>The specific disabilities are: autism; deaf or hard-of-hearing; visually impaired, including blindness; dual-sensory impaired (deaf/blind); mentally handicapped; speech or language impaired; specific learning disability; emotionally handicapped, including severely emotionally disturbed; physically impaired, including orthopedically impaired, traumatic brain injury, or other health impaired; and developmentally delayed. Some students may have multiple impairments. Students in Florida also may be eligible through the program for students who are hospitalized or homebound.</p>
<p>5. Can ESE students participate in the Opportunity Scholarship Program?</p>	<p>Yes. An ESE student with special needs who is eligible to receive services from the school district may participate in the Opportunity Scholarship Program and remains eligible to receive services from the school district as provided by federal and state law.</p>
<p>6. What is the McKay Scholarship Program for Students with Disabilities?</p>	<p>The McKay Scholarship Program for Students with Disabilities provides scholarships for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities in grades K-12, who have an IEP, and who attended a public school in Florida and were reported for funding through the Florida Education Finance Program (FEFP) during the prior school year are</p>

Exceptional Student Education (ESE)

<p>7. Are ESE students required to take the FCAT in order to graduate with a high school diploma?</p>	<p>eligible to participate in the McKay Scholarship Program.</p> <p>ESE students are required to take the FCAT unless they have a significant cognitive disability to qualify for an exemption as determined by the student's IEP team pursuant to State Board of Education Rule 6A-1.0943. Such students are to be assessed through an alternate assessment procedure identified by the IEP team. A special exemption from testing requirements for graduation may also be granted in extraordinary circumstances by the Commissioner of Education pursuant to Rule 6A-1.09431.</p> <p>Passed in 2003, The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (HB 1739) greatly expanded access to postsecondary education and meaningful career opportunities for students with disabilities while maintaining current high standards and expectations. Each district school board is required to provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.</p> <p>Additionally, a new provision gives the individual educational plan (IEP) team the authority to waive passage of the Florida Comprehensive Assessment Test (FCAT) as a requirement for graduation with a standard diploma in the traditional 24-minimum-credit graduation program. This new waiver option became available for 2003 graduates.</p> <p>In order for the FCAT graduation requirement to be waived, the IEP team must meet and compile the form titled Waiver of Florida Comprehensive Assessment Test (FCAT) Graduation Requirement for Students with Disabilities during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations.</p> <p>If there is sufficient evidence that the student has mastered the applicable Sunshine State Standards and the IEP team determines that the FCAT is not an accurate measure of the student's ability, even with allowable accommodations, the FCAT requirement may be waived and the student may graduate with a standard diploma.</p> <p>To be considered for the waiver, a student must meet the following requirements:</p> <ul style="list-style-type: none">• be identified as a student with a disability, as defined in section 1007.02(2), Florida Statutes• have an individual educational plan (IEP)
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Exceptional Student Education (ESE)

	<ul style="list-style-type: none"> • be a senior or a student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test • have demonstrated mastery of the grade 10 Sunshine State Standards • have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12 • have participated in the March administration of the FCAT during his or her senior year. • have participated in intensive remediation for the FCAT Reading and/or FCAT Mathematics, if passing scores were not earned. • be progressing toward meeting the state's 24-credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma. <p>Should the IEP team determine that the FCAT does accurately measure the student's ability and the test should not be waived, then the student may:</p> <ul style="list-style-type: none"> • remain in school through until the age of 22 or until the student earns a standard diploma, whichever occurs first • exit with a certificate of completion • graduate with a special diploma. <p>Note: The FCAT waiver for students with disabilities is only available for the traditional 24-credit graduation program. It is not available for either of the three-year, 18-credit graduation programs.</p> <p>Students who do not meet the requirements for an exemption or waiver may be eligible for a special diploma pursuant to Rule 6A-1.0996.</p>
<p>8. Are there accommodations available for ESE students that do not qualify for exemptions?</p>	<p>If the student does not qualify for an exemption, s/he may qualify for an appropriate accommodation on the tests provided that the accommodation does not alter the underlying test or negatively affect the validity or reliability. The accommodations must be specifically identified on the student's IEP plan and must be those which have been used by the student in the regular classroom setting provided that they are within the limits set forth in Rule 6A-1.0943.</p>

Exceptional Student Education (ESE)

The FCAT accommodations are listed below:

1. Presentation

- Visual Accommodations.
- Print versions of the test may be enlarged.
- Braille versions may be requested.
- Directions read by the test administrator from the FCAT administration manual may be provided to the student.
- Masks templates may be used to cover portions of the test.
- Color transparencies or overlays may be used with the test items.
- An answer sheet may be positioned and secured for optimal access.
- Spacing may be increased between test items.
- Fewer items may be placed on each page.
- Reading stands and similar paper positioning accommodations may be used.
- Reading passages can be developed with one complete sentence per line.
- Visual cues that serve as reminders may be placed in the test booklet or answer sheet.
- Extra examples can be given for practice.
- Pages may be tabbed.
- Highlighter tape can be used.
- Key words and phrases can be highlighted in the directions.
- Auditory Accommodations.
- Text directions may be read aloud or signed for all directions other than reading items.
- A reader may read directions and items other than reading items.
- Directions may be repeated, clarified, or summarized.
- Students may repeat or paraphrase directions.
- Text to speech technology may be used to read directions and test items other than reading items.
- Verbal encouragement may be given during the test.
- Noise buffers may be used.
- Directions may be audio taped except for reading items.

2. Responding

- Accommodations to Respond Input.
- Responses may be dictated to a proctor.
- Text to speech technology may be used to indicate answers.
- Switches may be used to respond.
- Computer/alternative keyboards may be used.
- Pointing devices may be used.

Exceptional Student Education (ESE)

	<ul style="list-style-type: none"> • Communication devices may be used to generate oral or written responses. • Answers may be entered directly into the test booklet. • Responses may be signed to a qualified interpreter. • Digital voice or tape recorders may be used to record answers. • Special paper may be used for written answers. Math grids may be used to organize mathematical computations. • Writing guides or templates may be used to produce legible answers. • Answer sequence may be checked periodically. • Accommodations to Response Preparation. • An abacus may be used. <p>3. Scheduling</p> <ul style="list-style-type: none"> • A student may be allowed a flexible schedule for the FCAT administration. <p>4. Setting</p> <ul style="list-style-type: none"> • Special lighting may be used. • Adapted furniture may be provided as needed. • Special acoustics may be provided. • Opportunity for movement may be increased or decreased. • Stimuli may be reduced. • The test may be administered in a familiar place for students who are homebound and hospitalized. <p>5. Assistive Devices</p> <ul style="list-style-type: none"> • Calculators may be used as authorized. • Visual magnification and auditory amplification devices may be used. • Technology such as alternative keyboards, pointing devices, and switches may be used to respond to the FCAT. • Audiotaped directions and test items may be provided. <p>An expanded explanation of accommodations can be found at www.firn.edu/doe/commhom/fcatasd.htm</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Education for All Handicapped Children Act of 1975, [Public Law 94-142]</p> <p>Education of the Handicapped Act Amendments of 1990 (PL 100-476) which changed the name of the EHA law to Individuals with Disabilities Education Act (IDEA).</p> <p>Individuals with Disabilities Education Act Amendments for</p>

Exceptional Student Education (ESE)

	<p>1997, (20) U.S.C. Chapter 33, [Public Law 105-17]</p> <p>Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)</p> <p>Part 300 of Title 34, Code of Federal Regulations (34 CFR 300) (implementing regulations of IDEA)</p> <p>The Family Education Rights and Privacy Act (The Buckley Amendment)</p> <p>Vocational Rehabilitation Act, Section 504</p> <p>Section 1000.01(4), F.S. -- Requirement for public schools to provide exceptional student education instruction.</p> <p>Section 1001.42(4)(l), F.S. -- Requirement to provide appropriate program special instruction.</p> <p>Section 1002.20, F.S. -- K-12 student and parent rights.</p> <p>Section 1002.22, F.S. -- Student records and reports; rights of parents and students; notification; penalty.</p> <p>Section 1003.21(1)(e), F.S. -- School attendance.</p> <p>Section 1003.43(4) and (11), F.S. -- General requirements for high school graduation.</p> <p>Section 1003.57, F.S. -- Exceptional students instruction.</p> <p>Rule 6A-1.0943, FAC -- Statewide assessment for students with disabilities</p> <p>Rule 6-1.0996, FAC -- Graduation requirements for certain students with disabilities</p> <p>Rules 6A-6.03011through.6A-6.03019, FAC; 6A-6.03020 through 6A-6.03027, FAC; 6A-6.03030 through 6A-6.03031, FAC -- Special program rules for the various exceptionality categories</p> <p>Rule 6A-6.03028, FAC -- Development of individual educational plans for students with disabilities</p> <p>Rule 6A-6.030281, FAC -- Development of services plans for students with disabilities enrolled in private schools</p> <p>Rule 6A-6.03020, FAC -- Development of family support plans for children, birth to five</p> <p>Rule 6A-6.03032, FAC -- Procedural Safeguards for children, birth through age 2</p> <p>Rule 6A-6.0311, FAC. -- Eligible special programs for exceptional students</p> <p>Rule 6A-6.0312, FAC. -- Course modifications for exceptional students</p> <p>Rule 6A-6.0331, FAC. -- Identification and determination of eligibility of exceptional students for specially designed</p>
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Exceptional Student Education (ESE)

	<p>instruction</p> <p>Rule 6A-6.03311, FAC. -- Procedural safeguards for students with disabilities</p> <p>Rule 6A—6.03312, FAC -- Discipline for students with disabilities</p> <p>Rule 6A-6.03313, FAC -- Procedural safeguards for exceptional students who are gifted</p> <p>Rule 6A-6.03314, FAC -- Procedural safeguards for exceptional students enrolled in private schools by their parents</p> <p>Rule 6A-6.0333, FAC. -- Surrogate parents</p> <p>Rule 6A-6.0334, FAC. -- Temporary assignment of transferring exceptional students</p> <p>Rule 6A-6.03411, FAC. -- Special program and procedures for exceptional students</p> <p>Rule 6A-6.0361, FAC. -- Contractual arrangements with nonpublic schools</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.firn.edu/doe/commhome/home0014.htm</p> <p>Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202</p> <p>Office for Civil Rights 330 Independence Avenue, S.W. Washington, D.C. 20201</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Individuals with Disabilities
Education Improvement Act (IDEA
2004)

Fact
Sheet

January 2006

<p>1. What is the IDEA?</p>	<p>The reauthorized federal Individuals with Disabilities Education Improvement Act (IDEA 2004) was signed into law on December 3, 2004. Since 1975, IDEA (formerly the Education for All Handicapped Children Act), has required states to provide all students with disabilities, ages three through twenty-one, with a free appropriate public education (FAPE) in the least restrictive environment (LRE). The term “free appropriate public education” means special education and related services that are provided by the public school system, at no cost to the parent, which meet the standards of the state, and are provided in conformity with an individual educational plan (IEP). Serving students in the “least restrictive environment” means that to the extent appropriate, students with disabilities are educated in the regular education setting with supports and services. The purpose of IDEA is to ensure that all children with disabilities have available the special education and related services designed to meet their unique needs and prepare them for employment and independent living. The IDEA 2004 assists states in meeting these requirements by providing for the funding of each state based on the number of identified disabled students residing within its borders.</p>
<p>2. How are students determined to be eligible for IDEA services?</p>	<p>Students may be referred for an evaluation for exceptional student education (ESE) services by their parents or by a teacher or other school staff. With few exceptions, prior to being evaluated as a student with a disability, school districts must ensure that a range of general education interventions have been attempted. Eligibility for an ESE program requires that the student have a disability and also that the student have a need for special education and related services; having the exceptionality alone does not constitute eligibility.</p> <p>Once a school-based team has determined that reasonable general education interventions are not sufficiently effective a referral for evaluation is made. A student cannot be evaluated for ESE eligibility without prior written informed consent of the parent. A team of professionals and the student’s parent (i.e., staffing committee) review the evaluation results to determine if the student meets the requirements for eligibility under one or more State Board of Education rules, and there is evidence of a need for special education and related services.</p> <p>If a student is found eligible, the team then develops an educational plan. An IEP is developed for school aged</p>

Individuals with Disabilities Education Act (IDEA)

	<p>children, and an individualized family support plan (IFSP) is prepared for children ages birth to two. An IFSP may also be used through the age of five in lieu of an IEP. Parents participate in the development of the plan, which cannot be implemented until the parent provides written consent for placement in the ESE program.</p>
<p>3. How do schools know what services to provide?</p>	<p>Services are provided in accordance with an IEP that has been developed by a team of professionals and the parent. The IEP team must include: the parent; at least one ESE teacher of the child; at least one general education teacher of the child; and a representative of the school district (LEA representative). For some students there are additional requirements for the IEP team membership.</p> <p>The IEP team develops annual goals for the student, based on the individual's strengths, needs, and the effect of the disability. Once the goals are determined the team decides what type of special education services the student needs, how often, and where the services should be provided (e.g., in the general education class or in an ESE classroom). They also will determine if the student needs related services such as occupational therapy, specialized transportation, etc. In addition to the services identified in the IEP, the district school superintendent must fully inform the parent of a student with a physical or developmental disability of all available services that are appropriate for the student's disability (s. 1003.57, F.S.). (Refer to the Exceptional Student Education Fact Sheet.)</p>
<p>4. Has the IDEA ever been changed?</p>	<p>Yes. The Education for All Handicapped Children Act of 1975, [Public Law 94-142] was the foundation for special education as we know it today. In 1990 that law was amended, and the name was changed to the Individuals with Disabilities Education Act (IDEA) (PL 100-476).</p> <p>In 1997 IDEA was reauthorized with significant changes that focused on placement in the least restrictive environment and the role of parents [Public Law 105-17]. Regulations for IDEA 1997 were promulgated in 1999.</p> <p>As noted above, IDEA was again amended as the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) in December 2004. Implementing regulations have not yet been disseminated; it is anticipated that they will be released early in 2006. Until that time, districts and states are obligated to enforce both the existing 1999 regulations and the new requirements of IDEA 2004.</p>
<p>5. What effect do the changes in the IDEA and its regulations have on</p>	<p>Florida's State Board of Education Rules related to students with disabilities were revised to reflect the requirements under IDEA 1997 and 1999 regulations. This required extensive review by all stakeholders, and was accomplished in the fall of</p>

Individuals with Disabilities Education Act (IDEA)

<p>Florida?</p>	<p>2004. Currently DOE is reviewing ways in which Florida’s rules are more or less stringent than IDEA 2004 to determine which will prevail, and is seeking input from stakeholders to assist in determining which rules may need to be revised.</p> <p>Some of the changes in IDEA 2004 may be considered “less stringent” than the previous law (e.g., the circumstances under which a school district may unilaterally move a student to an interim alternative educational setting (IAES) for disciplinary reasons). Because Florida’s existing rules align with the IDEA as it was, districts must comply with the current rules, and cannot simply begin to implement the new federal law. In this example, because there is a State Board of Education rule that limits districts’ authority to a greater extent than does IDEA 2004, the rule prevails.</p> <p>However, some of the changes in IDEA, such as those that address new issues or are more stringent than existing rules, must be implemented by districts (most requirements became effective July 1, 2005) regardless of whether they may conflict with State Board rule. Examples include the requirement that districts provide a summary of performance to students who graduate with a standard diploma or who exceed the age of IDEA eligibility (22), and the requirement that IEPs address both academic and functional performance.</p> <p>Areas that include changes are:</p> <ul style="list-style-type: none"> • Highly qualified teachers • State and local funding • Children enrolled by their parents in private schools • Alignment with NCLB • Early intervening services • Disproportionality and overidentification • State- and district-wide assessments • Changes in initial evaluations and reevaluations • IEPs and IEP team meetings (e.g., content, team membership) • Procedural safeguards • Discipline • Part C Option: age 3 to kindergarten
<p>6. What are the applicable statutes and rules?</p>	<p>Individuals with Disabilities Improvement Act Amendments of 2004, 20 U.S.C. sections 1400-1482.</p> <p>Regulations for the Individuals with Disabilities Act, 34 C.F.R. sections 300 & 303.</p> <p>Section 1000.01(4), F.S. -- Requirement for public schools to provide exceptional student education instruction. Section 1001.42(4)(l), F.S. -- Requirement to provide appropriate program of special instruction.</p>

Individuals with Disabilities Education Act (IDEA)

	<p>Section 1002.20(8), F.S. -- K-12 students and parent rights; students with disabilities.</p> <p>Section 1002.22, F.S. -- Student records and reports; rights of parents and students; notification; penalty.</p> <p>Section 1003.21(1)(e), F.S. -- School attendance.</p> <p>Section 1003.43(4) and (11), F.S. -- High school graduation requirements for exceptional students.</p> <p>Section 1003.57, F.S. -- Exceptional students instruction.</p> <p>Rule 6A-1.0943, FAC -- Statewide assessment for students with disabilities</p> <p>Rule 6-1.0996, FAC -- Graduation requirements for certain students with disabilities</p> <p>Rules 6A-6.03011 through 6A-6.03018, FAC; 6A-6.03020 through 6A-6.03027, FAC; 6A-6.03030 through 6A-6.03031, FAC -- Special program rules for the various exceptionality categories</p> <p>Rule 6A-6.03028, FAC -- Development of individual educational plans for students with disabilities</p> <p>Rule 6A-6.030281, FAC -- Development of services plans for students with disabilities enrolled in private schools</p> <p>Rule 6A-6.03020, FAC -- Development of family support plans for children, birth to five</p> <p>Rule 6A-6.03032, FAC -- Procedural Safeguards for children, birth through age 2</p> <p>Rule 6A-6.0311, FAC. -- Eligible special programs for exceptional students</p> <p>Rule 6A-6.0312, FAC. -- Course modifications for exceptional students</p> <p>Rule 6A-6.0331, FAC. -- Identification and determination of eligibility of exceptional students for specially designed instruction</p> <p>Rule 6A-6.03311, FAC. -- Procedural safeguards for students with disabilities</p> <p>Rule 6A—6.03312, FAC -- Discipline for students with disabilities</p> <p>Rule 6A-6.03314, FAC -- Procedural safeguards for exceptional students enrolled in private schools by their parents</p> <p>Rule 6A-6.0333, FAC. -- Surrogate parents</p> <p>Rule 6A-6.0334, FAC. -- Temporary assignment of transferring exceptional students</p> <p>Rule 6A-6.03411, FAC. -- Special program and procedures for exceptional students</p> <p>Rule 6A-6.0361, FAC. -- Contractual arrangements with nonpublic schools</p>
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Individuals with Disabilities Education Act (IDEA)

7. Where can I get additional information?	Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.firn.edu/doe/commhome/home0014.htm Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202 Florida House of Representatives Education Council (850) 488-7451
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Education Council Student Advisement

Fact Sheet

January 2006

<p>1. What advisement is a student given as he/she progresses through Florida's public school system?</p>	<p>Students in the Florida public school system are guided by school guidance counselors who are responsible for advising the students with regard to their abilities, aptitudes, educational and occupational opportunities, and personal and social adjustments. Guidance counselors also provide placement services and perform education evaluations.</p> <p>Students also have access to a statewide online student advising system established and maintained by the Department of Education. The system is intended to be the primary advising and tracking tool for students enrolled in public postsecondary educational institutions and be accessible to all Florida students. (Refer to Question #3)</p>
<p>2. What are the educational and certification requirements of guidance counselors?</p>	<p>Guidance counselors are defined as instructional personnel. Included in this classification are social workers, career specialists, and school psychologists. Florida State Certification requires a Master's degree with specialization in counseling for certification.</p>
<p>3. What online guidance advisement systems are being employed statewide?</p>	<p>In 1998, the Florida Legislature mandated the creation of FACTS.org, Florida's official, statewide "computer-assisted student advising system". The FACTS.org system is maintained by the Florida Department of Education and provides tools for online advisement and education planning in a user-friendly format for K-20 students. It contains resources for career planning, college/vocational-technical planning, admissions, financial aid, and college student planning.</p> <p>The site includes the High School Academic Evaluations which provide personalized evaluations of Florida public students' high school transcripts including progress toward high school diplomas, progress toward meeting State University System admissions requirements, and status for meeting Bright Futures Scholarship initial eligibility requirements. The site also offers profiles of over 200 Florida postsecondary institutions, a college and degree search, the state's common college admissions application (one application to multiple colleges), links to online college financial aid applications and direct access to two electronic career guidance programs (e-Choices and SIGI PLUS). An individualized high school planner is also being designed for release during the 2005-2006 academic year. Administration occurs through the Florida Center for Advising and Academic Support (FCAAS).</p>

	<p>For elementary and middle grades, other systems are used and often funded through local school districts. In many middle schools a program entitled, "Career Futures" is used. Elementary students have access to a program called "PAWS".</p>
<p>4. What accountability measures are currently in place to assure proper advisement and outcome?</p>	<p>The 2004 Legislature created legislation (HB 769) requiring that each school district annually submit a district guidance report to the Commissioner of Education by June 30 of each year. This plan is intended to clearly define guidance standards, monitor adherence, and ensure sufficient progress throughout the state of Florida. The guidance report must include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Examination of student access to guidance counselors • Degree to which a district has adopted or implemented a guidance model program • Evaluation of information and training available to guidance counselors and career specialists to advise students on areas of critical need labor market trends, and technical training requirements • Progress toward incorporation of best practices as identified by the Department of Education • Consideration of alternative guidance systems (See Question # 5) • Actions taken to provide information to students for school-to-work transition • A guidance plan for the district. <p>In 2003, the Legislature enacted The Family and School Partnership for Student Achievement Act (SB 1522) to increase parental participation in a child's progression through the school system. School districts are required to develop and disseminate a parent guide to successful student achievement and a checklist of parental actions to strengthen parental involvement. The parent guide is based on guidelines and a checklist developed by the Department of Education. The department is also charged with establishing a parent-response center to provide assistance to parents in answering questions and resolving issues related to the child's education.</p>
<p>5. What recommendations are being made regarding student advising?</p>	<p>Two 2004 reports, one by The Council for Education Policy, Research and Improvement (CEPRI) and one by a Career Education Task Force recommended that students be given more guidance to enable them to start on a progressive path toward a career at an earlier age. Various methods of increasing the guidance available to students include the use of alternative guidance systems such as a teacher-advisor model, mentoring, partnerships with the business community, web-based delivery, and parental involvement.</p>

	<p>The teacher-advisor model is promoted by the Southern Regional Education Board (SREB) as part of the initiative, “High Schools that Work”. According to SREB, use of the teacher-advisor model is a solution to providing more individualized student attention for an often overburdened guidance system. With this model, guidance counselors take on a managerial role and teachers are assigned to students to act as advisory mentors throughout their high school careers.</p> <p>Other recommendations for the advisement system are to: improve online use; make the systems more user-friendly; encourage more parental involvement; link students with the needs of the workforce and the public/private sectors of the business community to find careers in areas of growing need; and make greater use of youth apprenticeship opportunities.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1002.23, F.S. -- Family and School Partnership for Student Achievement Act. Section 1006.02, F.S. -- Provision of information to students and parents regarding school-to-work transition. Section 1006.025, F.S. -- Guidance Services Section 1007.28, F.S. -- Computer-assisted student advising system Section 1012.01, (2) F.S. -- Student Personnel Services Rule 6A-4.081 -- Specialization Requirements for Certification in Guidance and Counseling (Grades Pk-12), Florida Administrative Code.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Florida Center for Advising & Academic Support (FCAAS) - FACTS.org (850) 245-0518 www.facts.org</p> <p>The Student Support Services Project Bureau of Exceptional Education and Student Services http://sss.usf.edu</p> <p>Workforce Education (850) 245-0452 Web-based district guidance report: http://data.fldoe.org/guidanceReport/</p> <p>Florida School Counseling and Guidance Framework http://www.firn.edu/doe/workforce/pdf/guidance.pdf</p> <p>2005 Florida Counseling for Future Education Handbook http://www.facts.org/cgi-bin/eaglec 1-800-342-9271 (also included): Lesson Plans for Counseling and Guidance Curriculum http://www.firn.edu/doe/programs/cd_lesson.htm</p>

Florida Choices Programs
Division of Community Colleges and Workforce Education
(850) 245-0407
<http://www.florida.access.bridges.com>

Certification Requirements
<http://www.fldoe.org/edcert/>

Select Rule Authority, 6A-4, Florida Administrative Code
<http://www.firn.edu/doe/rules/6a-4.htm>

Southern Regional Education Board
“Tips for Planning and Implementing a Teacher Adviser
System”
592 Tenth Street, NW
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

Florida House of Representatives
Education Council
(850) 488-7451



Education Council
Student Transportation

Fact Sheet

January 2006

<p>1. For which students do school districts provide transportation?</p>	<p>Each school district is required to provide transportation for students who meet one of the following criteria established by s. 1006.21, F.S., and Rule 6A-3.001 F.A.C.:</p> <ul style="list-style-type: none"> • the student lives two miles or more from school; • the student has a disability, regardless of distance from school; • the student is pregnant or a student parent, including the child of a student parent, and is enrolled in a teenage parent program; • the student is enrolled in a state pre-kindergarten disability program, regardless of distance from school; • the student is transported from one school to another to participate in an instructional program or service for vocational students, dual enrollment students, or students with disabilities; or • the student is in elementary school not to exceed grade six and the student is subjected to hazardous walking conditions according to s. 1006.23, F.S. <p>Florida's school districts operate approximately 15,200 school buses on a typical school day, transporting over 1,054,000 students to and from school and between schools.</p>
<p>2. What funding do school districts receive for transportation?</p>	<p>The 2005 Legislature appropriated \$451 million to school districts in order to fund transportation services. Each school district receives a portion of these funds for the transportation of eligible students. Each school district's allocation is calculated based on the membership of students to be transported according to s. 1011.68, F.S., multiplied by the transportation allocation per student.</p>
<p>3. Can school districts transport students other than those required by law?</p>	<p>Yes. School districts may transport students other than those required by law if they so choose. However, school districts will only receive state funding for those students they are required to transport.</p>
<p>4. Are school buses required to have safety belts?</p>	<p>School buses purchased after December 31, 2000, used to transport public school students in grades pre-K through 12 must be equipped with safety belts or with any other restraint system approved by the Federal Government. These safety belts must also meet the standards required under s. 316.614, F.S. School buses purchased before December 31, 2000, are not required to have safety belts. Elementary schools receive first priority in the allocation of school buses equipped with safety belts. Safety belt requirements only apply to public school buses.</p>

<p>5. What is a hazardous walking condition?</p>	<p>Section 1006.23, F.S., identifies a hazardous walking condition as walkways parallel to any road that students must walk along in order to go to and from school that:</p> <ul style="list-style-type: none"> • is not an area adjacent to the road at least four feet wide with a surface for walking that does not require walking on the road. • on an uncurbed road with a posted speed limit of 55 miles per hour and is not at least three feet from the edge of the road, at least four feet wide, and with a walking surface that does not require walking on the road. <p>The following exceptions apply regarding hazardous walking conditions on parallel walkways:</p> <ul style="list-style-type: none"> • the road is located in a residential area that has little or no transient traffic; • the road has a volume of traffic that is less than 180 vehicles per hour, per direction, during the time students walk to and from school; or • the road is located in a residential area and has a posted speed limit of 30 miles per hour or less. <p>Section 1006.23, F.S., also identifies a hazardous walking condition as walkways perpendicular to any road that students must cross in order to walk to and from school:</p> <ul style="list-style-type: none"> • if the traffic volume exceeds the rate of 360 vehicles per hour, per direction (including all lanes), during the time students walk to and from school and if the crossing site is uncontrolled which means where there is no crossing guard, traffic enforcement officer, or stop sign or other traffic control signal present. • if the traffic volume on such road exceeds 4,000 vehicles per hour through an intersection or other crossing site controlled by a stop sign or other traffic control signal, unless crossing guards or other traffic enforcement officers are also present during the times students walk to and from school.
<p>6. How is a hazardous walking condition identified and corrected?</p>	<p>District school boards and local governments are supposed to work together to identify and correct hazardous walking conditions. When a request is made to review a condition perceived to be hazardous, it is inspected by a representative of the school district and a representative of the state or local governmental entity that has jurisdiction over the location. The two jointly make a final determination regarding whether the hazardous condition meets the state criteria established in law. The district school superintendent reports this determination to the Department of Education. The state or local governmental entity having jurisdiction over the location is responsible for correcting the hazardous condition within a reasonable period of time. The</p>

Student Transportation

	local school district is responsible for transporting students until the hazardous condition is corrected.
<p>7. Are school districts authorized to transport anyone other than students?</p>	<p>Yes. School districts may use school buses for public purposes. Each school district may enter into agreements with the governing body of a county, municipality, state agency, nonprofit corporation, or nonprofit civic association to provide transportation for the following:</p> <ul style="list-style-type: none"> • The transportation disadvantaged, as defined in s. 427.011, F.S. • The elderly. • WAGES program participants, as defined in s. 414.0252, F.S. • School-age children attending activities sponsored by the Boy Scouts, Girl Scouts, 4-H Club, the Y.M.C.A., and other similar nonprofit associations. <p>Any agreement for the transportation of such individuals must provide for full reimbursement to the school district and full indemnification from liability.</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 316.6145, F.S. -- Safety Belt Usage. Section 414.0252, F.S. -- Wages Program. Section 427.011, F.S. -- Transportation for Disadvantaged. Section 1006.21 – 1006.27, F.S. – Transportation. Section 1006.23, F.S. -- Hazardous Walking Conditions. Section 1011.68, F.S. -- Funds for Student Transportation. Section 1012.45, F.S. -- School Bus Driver Requirements.</p> <p>Chapter 6A-3 -- Transportation, FAC.</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education School Transportation Management (850) 245-9795 www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council **Religion in Public Schools**

Fact Sheet

January 2006

1. What religious freedoms do public school students have?

Public school students have certain constitutionally protected religious rights. According to the "Religious Expression in Public Schools" guidelines promulgated by the United States Secretary of Education, these basic freedoms include the following:

- Students have the right to pray individually or in groups or to discuss their religious views with their peers so long as they are not disruptive.
- Students may express their religious beliefs in the form of reports, homework, and artwork, and such expressions are constitutionally protected. Teachers may not reject or correct such submissions simply because they include a religious symbol or address religious themes.
- Students have the right to distribute religious literature to their schoolmates, subject to those reasonable time, place and manner, or other constitutionally acceptable restrictions imposed on the distribution of all non-school literature.
- Student participation in before or after-school events, such as "see you at the pole" is permissible.
- Students have the right to speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics.
- Student religious clubs in secondary schools must be permitted to meet and to have equal access to campus media to announce their meetings, if a school receives federal funds and permits any student non-curricular club to meet during non-instructional time.
- School officials may not mandate or organize prayer at student assemblies, extracurricular events, or select speakers for such events in a manner that favors or disfavors religious speech such as prayer. Where students or other private speakers are selected on the basis of genuinely neutral, even-handed criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student or other private speech that is not in fact attributable to the school, school officials may take appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the schools.

Religion in Public Schools

<p>2. Is prayer allowed by statute in Florida’s public schools?</p>	<p>Florida statutes allow for a moment of silence. Section 1003.45(2), F.S., provides, “The school board may provide that a brief period, not to exceed two minutes, for the purpose of silent prayer or meditation be set aside at the start of each school day or each school week in the public schools in the district.”</p>
<p>3. What prayer legislation has been enacted in Florida?</p>	<p>The 2002 Legislature adopted legislation requiring the Department of Education to distribute each year to all district school board members, superintendents, school principals, and teachers the entire guidelines on “Religious Expression in Public Schools” published by the U.S. DOE.</p>
<p>4. What is the recent history of court decisions regarding school prayer?</p>	<p>In June 2000, the U.S. Supreme Court decided the case of <i>Doe v. Santa Fe Independent School District</i> and held that student-led, student-initiated prayer at <i>high school football games</i> is unconstitutional. In May 2001, the U.S. Eleventh Circuit Court of Appeals held in <i>Adler v. Duval County School Board</i> that a school board policy allowing student-led, student-initiated messages, including prayers, at high school graduation ceremonies was constitutionally permissible. The Eleventh Circuit distinguished Santa Fe based on the fact that the school board policy provided no control over the content of the message. In December 2001, the U.S. Supreme Court let stand this decision by the Eleventh Circuit.</p> <p>In June 2001, the U.S. Supreme Court also let stand the lower court ruling in <i>Chandler v. Siegelman</i>, which allowed students to participate in group prayers at school functions such as graduations. The lower court’s ruling stated that courts could not prohibit genuinely student initiated religious speech at school events, nor could they impose restrictions greater than those placed on students’ nonreligious speech.</p>
<p>5. What is the purpose of the guidance provided by the United States Department of Education?</p>	<p>The purpose of the guidance is to provide state education agencies, districts, and the public with information on the current state of the law concerning constitutionally protected prayer in the public schools, and thus to clarify the extent to which prayer in public schools is legally protected.</p> <p>The guidance is updated biennially and provided to SEAs, LEAs, and the public.</p>
<p>6. What are the federal requirements regarding school prayer?</p>	<p>Section 9524 of the Elementary and Secondary Act (“ESEA”) of 1965, as amended by the No Child Left Behind Act of 2001, requires the secretary to issue guidance on constitutionally protected prayer in public elementary and secondary schools. In addition, section 9524 requires that, as a condition of receiving federal funds, each school district must certify in writing to the Florida Department of Education that it has no policy that prevents, or otherwise</p>

Religion in Public Schools

	denies participation in, constitutionally protected prayer in public schools as set forth in this guidance.
7. What are the applicable statutes and rules?	Section 1002.205, F.S. -- Guidelines on Religious Expression Section 1003.45(2), F.S. -- Brief Meditation Period PL 107-110, <i>The No Child Left Behind Act of 2001</i>
8. Where can I get additional information?	Florida Department of Education Bureau of School Improvement (850) 245-0423 Florida House of Representatives Education Council (850) 488-7451

Public Schools

Funding/Finance



Education Council
Florida Education Finance Program
(FEFP)

Fact Sheet

January 2006

<p>1. What is the Florida Education Finance Program?</p>	<p>The Florida Education Finance Program (FEFP) is the funding formula adopted by the Legislature in 1973 to allocate funds appropriated to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP takes into account:</p> <ul style="list-style-type: none"> • the local property tax base. • costs of education programs. • district cost differential or DCD. • sparsity of student population. 																										
<p>2. How are funds allocated?</p>	<p>The FEFP uses a unit of measurement for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student. Generally, one FTE equals at least 720 hours of instruction in grades K-3 and at least 900 hours of instruction in grades 4-12.</p> <p>Surveys are taken twice during the regular school year in each school to determine the number of students (unweighted FTEs) enrolled in one or more of seven programs, which include basic education programs; programs for students with limited English proficiency; exceptional student education (ESE) programs; and vocational education programs (two more surveys are taken during the summer to determine the number of FTEs for Department of Juvenile Justice students).</p> <p>Each program has an associated cost factor that adds weight to an FTE. The program cost factor reflects the relative cost of serving students in each FEFP program. Weighting increases the amount of funds a district is eligible to receive since the FTE is multiplied by the program cost factor. FTEs and the related cost factors for FY 2005-06 are broken into the following two groups.</p> <table border="0" style="width: 100%;"> <tr> <td colspan="2">GROUP 1:</td> </tr> <tr> <td><u>BASIC PROGRAMS</u></td> <td style="text-align: right;"><u>COST FACTOR</u></td> </tr> <tr> <td>Grades K – 3</td> <td style="text-align: right;">1.018</td> </tr> <tr> <td>Grades 4-8</td> <td style="text-align: right;">1.000</td> </tr> <tr> <td>Grades 9-12</td> <td style="text-align: right;">1.113</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2">GROUP 2:</td> </tr> <tr> <td><u>EXCEPTIONAL STUDENT EDUCATION</u></td> <td style="text-align: right;"><u>COST FACTOR</u></td> </tr> <tr> <td>ESE Support Level 4</td> <td style="text-align: right;">3.818</td> </tr> <tr> <td>ESE Support Level 5</td> <td style="text-align: right;">5.190</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><u>ESOL</u></td> <td style="text-align: right;"><u>COST FACTOR</u></td> </tr> <tr> <td>English for Speakers of Other Languages</td> <td style="text-align: right;">1.318</td> </tr> </table>	GROUP 1:		<u>BASIC PROGRAMS</u>	<u>COST FACTOR</u>	Grades K – 3	1.018	Grades 4-8	1.000	Grades 9-12	1.113	 		GROUP 2:		<u>EXCEPTIONAL STUDENT EDUCATION</u>	<u>COST FACTOR</u>	ESE Support Level 4	3.818	ESE Support Level 5	5.190	 		<u>ESOL</u>	<u>COST FACTOR</u>	English for Speakers of Other Languages	1.318
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Florida Education Finance Program (FEFP)

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Vocational Education, Grades 9-12	1.193				
<p>3. How is the FEFP calculated?</p>	<p>FEFP funds are determined by multiplying the number of unweighted full-time equivalent students (FTEs) in each of the educational programs by cost factors to obtain weighted FTEs. Weighted FTEs are then multiplied by a base student allocation, as determined by the Legislature (\$3,742 for FY 2005-2006), and by a district cost differential to determine the Base Funding from State and Local FEFP Funds. The following factors are added to the base funding to determine Total Funds (state and local FEFP dollars).</p> <p>Declining Enrollment Supplement - assists districts that have a declining student enrollment by providing half the revenue that would have been lost to the district with the decline in the number of students served.</p> <p>Sparsity Supplement - assists rural districts with sparse student populations (20,000 or fewer students).</p> <p>ESE Guaranteed Allocation – provides lump sum guaranteed funds for mildly to moderately handicapped or gifted exceptional student education services.</p> <p>Safe Schools Allocation - provides funds for school safety based on student numbers and the Florida Department of Law Enforcement Crime Index.</p> <p>Supplemental Academic Instruction Allocation – provides flexible funds for districts to provide supplemental instruction in any manner and at any time during or beyond the regular school year. Funds may be used for strategies including: class size reduction, extended school year, summer school, after school classes, mentoring, tutoring, peer assistance, supplemental intensive reading instruction, and any other use determined by the school district to assist students in receiving a year's worth of knowledge in a year's time.</p> <p>Reading Instruction Allocation – provides funds for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of \$50,000 is allocated to each district and the remaining balance is allocated based on each district's proportion of the same state total K-12 base funding (FTE x Cost Factors x Base Student Allocation x DCD).</p>				

Florida Education Finance Program (FEFP)

	<p>.51 Millage Compression – provides a supplement to districts that levy the full .51 mills and generate less than \$200 per FTE so that the supplement and the revenue raised by the .51 millage achieves \$200 per FTE.</p> <p>.25 Millage Equalization – provides a supplement to districts that levy the full .25 mills and generate less than \$100 per FTE so that the supplement and the revenue raised by the .25 millage levy achieves \$100 per FTE. However, districts may not levy a millage rate that generates more than \$100 per FTE. To be eligible for the supplement, a district must levy the full .51 millage levy.</p> <p>Minimum Guarantee Allocation - ensures a minimum level of funding per student for each school district.</p> <p>Total funds are comprised of state and local dollars. State funds are primarily generated from general revenue (sales tax revenue), while local funds are primarily generated from property tax revenue and are referred to as required local effort.</p> <p>Required local effort is the amount of funds the district receives from levying the state certified local effort millage rate on the district’s ad valorem property. All districts levy the required millage, which raises more or less dollars per student depending on the value of the local property. The percentage provided from local sources ranges from 10% to 90% of the total. Section 1011.62(4), F.S., directs the Commissioner to adjust required local effort millage rates if the millage would produce more than 90% of a district’s total base FEFP entitlement. The millage rates of eight districts are reduced by this provision.</p> <p>The amount of required local effort that each district must provide to participate in the FEFP is subtracted from the total State & Local FEFP dollars to determine state FEFP dollars. If a district has low property values, then the state funding, as a result of this subtraction, is greater. The converse is true if a district has high property values. This subtraction step equalizes the funding per student. [All local effort remains in the district, only state funds are adjusted to equalize funding.]</p>
<p>4. What are categorical program funds?</p>	<p>Categorical program funds are state funding allocations earmarked for certain programs or initiatives that can only be spent for the specific purposes of those programs or initiatives. These funds comprise a portion of total state funds for public school operations and are in addition to base state FEFP funds.</p>

Florida Education Finance Program (FEFP)

	<p>The following categorical programs receive funding allocations during the current, 2005-2006, fiscal year:</p> <ul style="list-style-type: none"> • Instructional materials-\$248.0 million; • Public school technology-\$49.9 million; • Student transportation-\$451.4 million; • Teacher training-\$18.0 million; • Teachers lead program (teacher stipend for classroom supplies)-\$17.9 million; and • Class size reduction \$1,528.4 million.
<p>5. Can a school district use monies allocated for specific categorical programs to fund other types of instructional activities?</p>	<p>Yes, but only if a school district meets the criteria listed below.</p> <p>The school board must adopt a resolution at a regular school board meeting declaring that funds for specific categorical programs are needed to maintain other classroom instructional activities.</p> <p>The school board must include in its annual financial report to the Department of Education the amount of funds it transferred from each of the authorized categorical programs and the specific instructional activities for which the transferred funds were expended.</p> <p>A school district may only transfer funds from the following categorical programs in order to maintain other instructional activities:</p> <ul style="list-style-type: none"> • Public school technology. • Student transportation. • Teacher training. <p>Class size reduction operating categorical funds must be used to fund class size reduction; however, when the district has met its class size requirements the funds can be used for any lawful operating expenditure with priority given to increase teacher salaries.</p> <p>Additionally, a school district may only transfer funds from the following FEFP supplements in order to maintain other instructional activities:</p> <ul style="list-style-type: none"> • Safe Schools allocation. • Supplemental Academic Instruction allocation.
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1011.60, F.S. -- District Requirements for the FEFP. Section 1011.61, F.S. -- Definitions. Section 1011.62, F.S. -- FEFP Formula.</p> <p>Ch. 2005-70, L.O.F. -- General Appropriations Act</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Funding and Finance (850) 245-0405</p>

Florida Education Finance Program (FEFP)

	<p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council

Equity in School-Level Funding Act

Fact Sheet

January 2006

<p>1. Why did the Legislature create the Equity in School-Level Funding Act?</p>	<p>Prior to the creation of this legislation, the law did not require school boards to allocate funds to local schools in a specified manner. The decision of how much money each school in the state received of public school funds was completely up to local school boards, and often schools were not funded equally.</p> <p>The 2000 Legislature created the Equity in School-Level Funding Act (Ch. 2000-181, L.O.F.) to ensure that schools within a district receive at least an equitable percentage of Florida Education Finance Program (FEFP) funds based upon their student population. (Refer to the Florida Education Finance Program Fact Sheet.)</p>
<p>2. What is the Equity in School-Level Funding Act?</p>	<p>Section 1011.69, F.S., requires each school district to allocate <u>FEFP</u>, <u>lottery</u> and <u>discretionary local revenue</u> to schools based on each school’s share of the revenue earned.</p>
<p>3. When and how is the program to be implemented?</p>	<p>The Equity in School-Level Funding Act was originally to be phased in over a four-year period beginning with the 2000-2001 school year. School boards were required to provide each school within the district <u>at least</u> a certain percentage of the funds generated by that school based upon the FEFP.</p> <p>However, the 2003 Legislature amended s. 1011.69, F.S., to require district school boards to allocate to schools within the district an average of 90% of the funds generated by all schools and guarantee that each school receives at least 80% of the funds generated by that school. Funds for supplemental academic instruction and the class size reduction operating categorical are excluded from this requirement.</p>
<p>4. Is there an incentive in the Equity in School-Level Funding Act for principals to save funds at the school level?</p>	<p>Yes. Prior to the Equity in School-Level Funding Act, any funds that an innovative principal saved during a particular school year could be taken back at the end of the school year by the district. There was no financial incentive for principals to be efficient. The Equity in School-Level Funding Act provides an incentive by specifying that funds allocated to a school that are unused at the end of the fiscal year do not revert to the district. Instead these funds may be used for any purpose provided by law at the discretion of the school principal.</p>

Equity in School-Level Funding Act

<p>5. Does this law encompass ALL state and local funds for education?</p>	<p>No. Large amounts of money are left to be allocated to schools at the discretion of the local school boards, such as: technology funds, class size reduction operating categorical funds, construction funds, two-mill money, Supplemental Academic Instruction (SAI) funds, instructional materials funds, and transportation categorical funds. (Refer to the Education Facilities Resources (K-12), the Two-Mill Money, the Supplemental Academic Instruction, and the Student Transportation Fact Sheets.)</p>
<p>6. Are there any exceptions to who must participate in the Equity in School-Level Funding Act?</p>	<p>Yes. Districts that have applied for and been approved as academic performance-based charter districts are exempt from the act.</p>
<p>7. What are the applicable statutes?</p>	<p>Section 1011.69, F.S. -- Equity in School-Level Funding Act.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of Funding and Financial Reporting (850) 245-0405 www.firn.edu/doe/fefp.index.html</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p>



Education Council
Supplemental Academic Instruction

Fact Sheet

January 2006

<p>1. What is the Supplemental Academic Instruction (SAI) fund?</p>	<p>In 1999, the Legislature created the SAI fund as part of the A+ Education Plan (Ch. 99-398, L.O.F.). This fund was created as a categorical fund to assist districts in providing supplemental instruction to students in kindergarten through grade 12.</p> <p>In 2000, the SAI categorical fund was folded into the Florida Education Finance Program as a separate allocation. The flexible uses for the fund still remain.</p> <p>In the 2005-2006 General Appropriations Act, the Legislature appropriated \$670.3 million for supplemental academic instruction (Specific Appropriation 73, Chapter 2005-70, L.O.F.).</p>
<p>2. Why was the fund initially created?</p>	<p>The fund was created for two main reasons: 1) to address requests by school districts for more flexibility, and 2) to provide additional resources to districts to help students gain at least a year's worth of knowledge for each year in school. Before the creation of the SAI fund, districts were given resources for summer school and supplemental instruction with much more tightly controlled and restrictive funds.</p>
<p>3. For what purposes can SAI funds be used?</p>	<p>School districts have great flexibility with the use of the SAI funds. Districts may use the funds to provide supplemental instruction to any student in any manner at any time during or beyond the school year.</p> <p>Supplemental instruction strategies may include:</p> <ul style="list-style-type: none">• modified curriculum• reading instruction• after-school instruction• tutoring• mentoring• class size reduction• extension of the school year• intensive skills development in summer school• other methods
<p>4. Has summer school funding been eliminated?</p>	<p>No. SAI funds may still be used to provide summer school. A district has discretion to use its own allocation of SAI funds in any manner and at any time it believes will best provide supplemental instruction for the district's students.</p>

Supplemental Academic Instruction

<p>5. Are districts required to use the funds solely for remediation?</p>	<p>No. A district is not required to use the SAI funds solely for remediation.</p> <p>In s. 1001.42, F.S., the Legislature encourages school boards to prioritize the use of the SAI funds to improve student performance in schools graded “D” or “F.” However, this Legislative encouragement in no way restricts the local school board’s determination of the use of the funds.</p>
<p>6. What funding sources were initially used to create the fund?</p>	<p>In 1999, there were three funding sources that were combined to become a portion of the SAI Fund. These funds were: the K-8 summer school categorical, 9-12 FTE funds for summer school, and the weighted portion of dropout prevention funds.</p>
<p>7. What are the applicable statutes?</p>	<p>Section 1011.62(1)(f), F.S. — Supplemental Academic Instruction; s. 1001.42(c)4.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of Funding and Finance Reporting (850) 245-0405</p> <p>Florida House of Representatives Committee on Education Appropriations (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Public Schools
Facilities/Capital Outlay



Education Council
Public Education Capital Outlay
(PECO) Funds for Public Schools

Fact Sheet

January 2006

<p>1. What is the Public Education Capital Outlay and Debt Service Trust Fund (PECO)?</p>	<p>PECO is a state program that provides funds to school districts from revenue derived from a tax collected on the gross receipts from the sale of utility services.</p> <p>There are two types of PECO funds for school districts: (1) PECO maintenance dollars and (2) PECO new construction dollars.</p>																																																																																																																																																																
<p>2. How are PECO maintenance dollars distributed to school districts?</p>	<p>PECO maintenance dollars are distributed to school districts by a formula that is based upon the square footage and age of “satisfactory” school facilities within the district.</p> <p>School districts can declare facilities “unsatisfactory;” however, when this is done, these facilities are not used in the calculation for PECO maintenance dollars.</p> <p>The table below illustrates district PECO funding for the maintenance, repair, and renovation of existing public school facilities for the last four fiscal years.</p> <table border="1" data-bbox="652 1020 1511 1877"> <thead> <tr> <th>School District</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr><td>Alachua</td><td>\$1,373,358</td><td>\$2,356,179</td><td>\$3,376,659</td><td>\$2,621,255</td></tr> <tr><td>Baker</td><td>\$173,345</td><td>\$306,575</td><td>\$443,803</td><td>\$340,332</td></tr> 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<tr><td>Glades</td><td>\$65,780</td><td>\$115,185</td><td>\$162,910</td><td>\$124,585</td></tr> <tr><td>Gulf</td><td>\$148,498</td><td>\$253,853</td><td>\$355,414</td><td>\$276,155</td></tr> <tr><td>Hamilton</td><td>\$121,339</td><td>\$184,931</td><td>\$266,088</td><td>\$200,949</td></tr> <tr><td>Hardee</td><td>\$245,039</td><td>\$451,220</td><td>\$654,683</td><td>\$497,413</td></tr> <tr><td>Hendry</td><td>\$226,890</td><td>\$384,283</td><td>\$576,528</td><td>\$491,205</td></tr> <tr><td>Hernando</td><td>\$457,356</td><td>\$850,365</td><td>\$1,238,909</td><td>\$964,669</td></tr> <tr><td>Highlands</td><td>\$429,501</td><td>\$786,915</td><td>\$1,130,931</td><td>\$883,752</td></tr> <tr><td>Hillsborough</td><td>\$5,544,985</td><td>\$9,722,246</td><td>\$14,207,694</td><td>\$10,768,929</td></tr> <tr><td>Holmes</td><td>\$134,469</td><td>\$227,397</td><td>\$308,207</td><td>\$222,983</td></tr> <tr><td>Indian 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Citrus	\$517,900	\$922,099	\$1,318,842	\$993,319																																																																																																																																																													
Clay	\$1,002,911	\$1,343,271	\$2,656,042	\$2,106,819																																																																																																																																																													
Collier	\$810,848	\$1,494,386	\$2,186,727	\$1,694,502																																																																																																																																																													
Columbia	\$389,839	\$671,597	\$973,898	\$744,982																																																																																																																																																													
Dade	\$9,391,734	\$16,313,560	\$23,562,702	\$18,044,879																																																																																																																																																													
DeSoto	\$166,785	\$304,492	\$426,947	\$336,843																																																																																																																																																													
Dixie	\$97,628	\$165,392	\$241,026	\$189,307																																																																																																																																																													
Duval	\$4,890,066	\$8,311,465	\$11,774,559	\$8,935,566																																																																																																																																																													
Escambia	\$1,869,909	\$3,022,264	\$4,215,818	\$3,232,716																																																																																																																																																													
Flagler	\$185,226	\$341,840	\$523,567	\$438,922																																																																																																																																																													
Franklin	\$99,993	\$168,586	\$231,813	\$160,913																																																																																																																																																													
Gadsden	\$351,390	\$576,725	\$852,401	\$637,999																																																																																																																																																													
Gilchrist	\$54,939	\$98,915	\$148,990	\$123,021																																																																																																																																																													
Glades	\$65,780	\$115,185	\$162,910	\$124,585																																																																																																																																																													
Gulf	\$148,498	\$253,853	\$355,414	\$276,155																																																																																																																																																													
Hamilton	\$121,339	\$184,931	\$266,088	\$200,949																																																																																																																																																													
Hardee	\$245,039	\$451,220	\$654,683	\$497,413																																																																																																																																																													
Hendry	\$226,890	\$384,283	\$576,528	\$491,205																																																																																																																																																													
Hernando	\$457,356	\$850,365	\$1,238,909	\$964,669																																																																																																																																																													
Highlands	\$429,501	\$786,915	\$1,130,931	\$883,752																																																																																																																																																													
Hillsborough	\$5,544,985	\$9,722,246	\$14,207,694	\$10,768,929																																																																																																																																																													
Holmes	\$134,469	\$227,397	\$308,207	\$222,983																																																																																																																																																													
Indian River	\$605,699	\$1,082,233	\$2,011,624	\$1,089,471																																																																																																																																																													

Public Education Capital Outlay (PECO) Funds for Public Schools

School District	02-03	03-04	04-05	05-06
Jackson	\$344,058	\$568,911	\$826,110	\$640,442
Jefferson	\$121,123	\$211,587	\$297,856	\$217,484
Lafayette	\$39,998	\$69,966	\$97,791	\$77,501
Lake	\$1,087,949	\$2,113,448	\$3,149,807	\$1,951,570
Lee	\$1,736,356	\$3,181,187	\$4,691,102	\$3,663,014
Leon	\$1,211,003	\$2,332,483	\$3,368,671	\$2,609,280
Levy	\$253,719	\$402,453	\$622,860	\$484,827
Liberty	\$68,989	\$112,007	\$161,958	\$126,986
Madison	\$161,241	\$164,790	\$233,529	\$164,515
Manatee	\$1,050,415	\$1,614,446	\$2,570,561	\$2,038,353
Marion	\$1,353,613	\$2,207,780	\$3,406,354	\$2,606,491
Martin	\$567,543	\$994,362	\$1,472,984	\$1,140,092
Monroe	\$579,096	\$857,205	\$1,166,229	\$898,004
Nassau	\$338,625	\$619,626	\$860,472	\$663,151
Okaloosa	\$1,127,153	\$1,987,216	\$2,769,012	\$2,132,166
Okeechobee	\$235,364	\$435,720	\$613,672	\$475,961
Orange	\$5,094,485	\$7,998,164	\$12,241,731	\$9,538,239
Osceola	\$651,982	\$1,210,376	\$1,875,100	\$1,558,630
Palm Beach	\$3,523,588	\$6,334,652	\$9,470,636	\$7,075,955
Pasco	\$1,387,748	\$2,591,195	\$3,778,361	\$2,975,876
Pinellas	\$4,416,522	\$7,700,110	\$10,921,878	\$8,366,134
Polk	\$3,411,003	\$5,954,524	\$8,724,048	\$6,739,434
Putnam	\$567,664	\$1,002,361	\$1,451,703	\$1,115,211
St. Johns	\$568,596	\$1,023,063	\$1,461,894	\$1,147,906
St. Lucie	\$690,924	\$1,170,462	\$1,764,004	\$1,374,594
Santa Rosa	\$642,746	\$1,096,683	\$1,558,282	\$1,201,818
Sarasota	\$1,301,746	\$2,163,676	\$3,589,035	\$2,739,436
Seminole	\$1,249,029	\$2,051,614	\$3,016,519	\$2,234,546
Sumter	\$245,190	\$405,526	\$543,879	\$401,214
Suwannee	\$230,576	\$372,301	\$527,739	\$411,989
Taylor	\$171,920	\$291,498	\$433,869	\$299,841
Union	\$106,856	\$191,786	\$270,043	\$208,098
Volusia	\$1,837,991	\$3,129,208	\$4,577,767	\$3,451,209
Wakulla	\$130,004	\$235,018	\$341,714	\$289,759
Walton	\$196,599	\$335,439	\$475,946	\$398,423
Washington	\$178,985	\$294,574	\$433,672	\$338,297
TOTALS	\$76,395,222	\$131,981,284	\$194,324,629	\$148,697,630

3. What is the recent funding history of PECO monies for the maintenance, repair, and renovation of existing public school facilities?

PECO funds are derived from the gross receipts tax and are therefore variable based on economic conditions. The table below illustrates statewide funding for the last four fiscal years.

02-03	03-04	04-05	05-06
\$76.4 million	\$132 million	\$194.3 million	\$148.9 million

Public Education Capital Outlay (PECO) Funds for Public Schools

4. How are PECO new construction dollars distributed to school districts?

PECO new construction dollars are distributed to school districts using a two-piece formula.

Forty percent of PECO new construction dollars are distributed based upon the average student population in the district over the last four years.

Sixty percent of PECO new construction dollars are distributed based upon the district's growth over the last four years. District growth is calculated as the difference between the most recent historical enrollment as compared to the highest during the previous three years.

The table below illustrates district PECO funding for the construction of new public school facilities for the past four fiscal years.

School District	01-02	02-03	03-04	05-06
Alachua	\$1,499,604	\$1,314,123	\$550,627	\$613,697
Baker	\$175,095	\$216,804	\$111,531	\$216,070
Bay	\$1,190,982	\$1,344,354	\$724,677	\$1,226,463
Bradford	\$277,740	\$139,895	\$180,098	\$76,451
Brevard	\$3,939,402	\$4,342,715	\$2,190,729	\$2,087,689
Broward	\$34,558,017	\$28,253,830	\$7,722,916	\$6,161,274
Calhoun	\$85,964	\$111,243	\$55,974	\$175,706
Charlotte	\$1,308,106	\$1,269,424	\$674,673	\$315,989
Citrus	\$1,200,111	\$657,237	\$428,352	\$364,656
Clay	\$1,852,758	\$2,190,891	\$1,621,719	\$1,988,602
Collier	\$4,708,037	\$4,313,432	\$2,594,878	\$2,566,398
Columbia	\$420,972	\$394,342	\$272,538	\$297,004
Dade	\$27,017,107	\$22,141,897	\$8,547,337	\$6,644,539
DeSoto	\$246,749	\$286,545	\$104,453	\$150,225
Dixie	\$127,055	\$77,187	\$38,213	\$39,058
Duval	\$4,566,685	\$6,878,731	\$3,063,085	\$2,699,241
Escambia	\$1,838,873	\$1,839,451	\$724,569	\$967,474
Flagler	\$1,040,007	\$864,993	\$825,805	\$1,081,998
Franklin	\$51,797	\$57,865	\$23,851	\$23,700
Gadsden	\$272,316	\$247,439	\$114,793	\$115,276
Gilchrist	\$100,087	\$86,998	\$96,301	\$96,202
Glades	\$38,125	\$36,148	\$17,591	\$224,009
Gulf	\$110,042	\$86,805	\$63,720	\$150,204
Hamilton	\$77,929	\$70,587	\$34,689	\$36,391
Hardee	\$187,156	\$171,924	\$248,910	\$267,225
Hendry	\$526,651	\$390,915	\$278,557	\$205,353
Hernando	\$1,437,150	\$1,776,511	\$1,021,646	\$1,522,679
Highlands	\$573,452	\$731,296	\$340,161	\$636,178
Hillsborough	\$14,073,367	\$12,974,708	\$11,589,090	\$9,790,631
Holmes	\$132,543	\$118,964	\$57,536	\$73,468
Indian River	\$647,588	\$1,030,201	\$684,148	\$692,137
Jackson	\$283,599	\$258,359	\$204,111	\$443,019
Jefferson	\$72,772	\$66,367	\$38,639	\$29,392
Lafayette	\$95,346	\$46,368	\$22,134	\$25,179
Lake	\$2,012,112	\$2,888,731	\$2,544,152	\$2,446,516
Lee	\$6,104,721	\$5,815,177	\$3,392,118	\$4,347,466
Leon	\$1,723,856	\$1,418,887	\$732,171	\$609,547
Levy	\$209,552	\$201,842	\$133,886	\$228,811
Liberty	\$43,436	\$38,589	\$38,500	\$54,116
Madison	\$116,345	\$188,588	\$52,152	\$56,099
Manatee	\$4,488,868	\$4,028,817	\$1,711,157	\$2,443,964
Marion	\$3,801,532	\$3,465,147	\$1,558,389	\$5,059,384
Martin	\$1,088,042	\$1,283,720	\$1,191,594	\$454,579
Monroe	\$390,267	\$351,505	\$158,142	\$158,505
Nassau	\$586,002	\$682,765	\$314,553	\$400,724
Okaloosa	\$1,207,886	\$981,631	\$501,576	\$542,162

Public Education Capital Outlay (PECO) Funds for Public Schools

	School District	01-02	02-03	03-04	05-06
	Okeechobee	\$374,812	\$227,371	\$158,284	\$206,124
	Orange	\$16,180,665	\$14,691,633	\$6,014,426	\$10,290,391
	Osceola	\$3,630,232	\$5,340,330	\$3,681,454	\$3,191,347
	Palm Beach	\$17,572,818	\$18,976,879	\$7,292,911	\$6,777,810
	Pasco	\$5,336,062	\$5,853,978	\$3,300,821	\$4,390,550
	Pinellas	\$7,818,860	\$7,768,201	\$3,076,017	\$2,818,753
	Polk	\$4,640,566	\$3,817,449	\$3,970,169	\$6,043,261
	Putnam	\$473,648	\$554,949	\$239,384	\$291,900
	St. Johns	\$2,890,195	\$2,243,027	\$2,038,113	\$1,700,637
	St. Lucie	\$1,659,977	\$2,510,092	\$1,721,173	\$2,782,348
	Santa Rosa	\$1,275,864	\$1,699,956	\$959,425	\$1,076,928
	Sarasota	\$2,837,308	\$3,218,031	\$1,545,980	\$4,679,454
	Seminole	\$5,008,785	\$4,419,589	\$2,288,825	\$2,948,212
	Sumter	\$298,920	\$278,089	\$150,395	\$143,805
	Suwannee	\$211,715	\$211,976	\$113,073	\$107,740
	Taylor	\$213,615	\$198,095	\$70,549	\$73,462
	Union	\$79,713	\$75,546	\$36,123	\$49,464
	Volusia	\$3,664,023	\$3,413,928	\$1,984,002	\$2,270,330
	Wakulla	\$322,152	\$147,535	\$100,976	\$644,022
	Walton	\$296,871	\$306,124	\$364,541	\$267,489
	Washington	\$171,959	\$175,398	\$144,393	\$218,948
	TOTALS	\$201,464,563	\$192,262,124	\$96,847,475	\$109,778,425
	Due to a PECO revenue decline, the 2004 Legislature did not appropriate PECO dollars for new construction in 2004-05.				
5. What is the recent funding history of PECO monies for the construction of new public school facilities?	The table below illustrates funding for the last four fiscal years.				
	01-02	02-03	03-04	05-06	
	\$201.5 million	\$192.3 million	\$96.8 million	\$110.0 million	
	Due to a PECO revenue decline, the 2004 Legislature did not appropriate PECO dollars for new construction in 2004-05.				
6. What are the applicable statutes?	Section 9(a)(2), Art. XII of the State Constitution -- PECO.				
	Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.65, F.S. -- Allocation of PECO Funds.				
7. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil				
	Florida House of Representatives Fiscal Council (850) 488-6204				
	Florida House of Representatives Education Council (850) 488-7451				



Education Council
Capital Outlay & Debt Service
(CO&DS) Fund for Public Schools

Fact Sheet

January 2006

<p>1. What is the Capital Outlay & Debt Service Fund (CO&DS)?</p>	<p>CO&DS is another major state source of capital outlay revenue available to local school districts. This revenue is derived from proceeds from the first sale of motor vehicle license tags.</p> <p>CO&DS funds are provided to school districts in two ways: (1) as net bond proceeds, and/or (2) as direct cash payments.</p> <p>Districts may elect to participate in the annual bond sale. Participation will impact the amount of direct cash payments due to an increased debt service obligation.</p>								
<p>2. What is the recent school district funding history of CO&DS monies derived from net bond proceeds?</p>	<p>During the 2004-2005 fiscal year, \$41.1 million in CO&DS funds derived from net bond proceeds solely financed school district construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table border="1" data-bbox="678 982 1464 1045"> <thead> <tr> <th>2001-2002</th> <th>2002-2003</th> <th>2003-2004</th> <th>2004-2005</th> </tr> </thead> <tbody> <tr> <td>\$25.4 million</td> <td>\$42 million</td> <td>\$21.4 million</td> <td>\$41.1 million</td> </tr> </tbody> </table> <p>Fluctuations in total amounts are caused by school and community college participation levels and bonding capacity.</p>	2001-2002	2002-2003	2003-2004	2004-2005	\$25.4 million	\$42 million	\$21.4 million	\$41.1 million
2001-2002	2002-2003	2003-2004	2004-2005						
\$25.4 million	\$42 million	\$21.4 million	\$41.1 million						
<p>3. What is the recent funding history of CO&DS monies provided to school districts as direct cash payments?</p>	<p>During the 2004-2005 fiscal year, \$16.3 million in CO&DS funds, in the form of direct cash payments to school districts, partially financed their school construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table border="1" data-bbox="678 1308 1464 1371"> <thead> <tr> <th>2001-2002</th> <th>2002-2003</th> <th>2003-2004</th> <th>2004-2005</th> </tr> </thead> <tbody> <tr> <td>\$15.6 million</td> <td>\$15.4 million</td> <td>\$14.2 million</td> <td>\$16.3 million</td> </tr> </tbody> </table>	2001-2002	2002-2003	2003-2004	2004-2005	\$15.6 million	\$15.4 million	\$14.2 million	\$16.3 million
2001-2002	2002-2003	2003-2004	2004-2005						
\$15.6 million	\$15.4 million	\$14.2 million	\$16.3 million						
<p>4. For what purposes can CO&DS monies be used?</p>	<p>According to Section 9(d), Art. XII of the State Constitution, CO&DS funds must be used to acquire, build, construct, alter, remodel, improve, enlarge, furnish, equip, maintain, renovate, or repair school district capital outlay projects that have been approved by the school board pursuant to the most recent educational plant survey.</p>								
<p>5. What are the applicable statutes and rules?</p>	<p>Section 9(d), Art. XII of the State Constitution -- CO&DS Section 320.20, F.S. -- Disposition of License Tax Moneys Section 1013.35, F.S. -- School District Educational Facilities Plan Section 1013.69, F.S. -- Full Bonding Required to Participate in Programs</p> <p>Florida Department of Education "State Requirements for Educational Facilities," Volume 1, Chapters 1 and 2, January 2000</p> <p>Rule 6A-2.0111, Florida Administrative Code--Educational Facilities.</p>								

Capital Outlay & Debt Service (CO&ODs) Fund for Public Schools

6. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 http://www.firn.edu/doe/edfacil Florida House of Representatives Fiscal Council (850) 488-6204 Florida House of Representatives Education Council (850) 488-7451
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Education Council
Special Facility Construction
Account

Fact
Sheet

January 2006

<p>1. What is the Special Facility Construction Account?</p>	<p>The Special Facility Construction Account is funded with Public Education Capital Outlay (PECO) dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources <u>and</u> cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.</p> <p>Typically, small, rural school districts qualify for this funding because their property tax values are too low to fund a new construction project.</p>
<p>2. Are there limits on the number of construction projects a school district may receive funding for from the Special Facility Construction Account?</p>	<p>Yes. A school district is not eligible to receive funding from the Special Facility Construction Account for more than one construction project during any three-year period.</p>
<p>3. Does a school district have to meet certain criteria in order to receive funds from the Special Facility Construction Account?</p>	<p>Yes. A school district must meet several criteria in order to receive funds from the Special Facility Construction Account, including:</p> <ul style="list-style-type: none"> • the construction project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee; • the construction project must be recommended in the most recent educational plant survey; • the construction project must appear on the district's approved project priority list; • the school board must have adopted a facilities list for the project that is in accordance with the State Requirements for Educational Facilities; • the school board must sign an agreement that it will advertise for bids within 30 days of receipt of its encumbrance authorization; • a contract must be signed 90 days after the advertising of bids, unless an additional 90 days has been granted by the Commissioner of Education; • the total cost per student station of the facility under construction must not exceed the cost per student station prescribed in law and adjusted annually by the Consumer Price Index (approximately \$13,811 per elementary school student station; \$15,884 per middle school student station; \$21,019 per high school student station as of September 2005); • the school district must levy two mills against its

Special Facility Construction Account

	<p>nonexempt assessed property value and pledge 1.5 mills for three years toward the project; OR the district may pledge the equivalent amount of voter approved half-cent sales tax revenue to the project;</p> <ul style="list-style-type: none"> • the school district must have the Department of Education certify the school district's inability to fund the survey recommended construction project over a continuous three-year period using projected capital outlay revenue; • The district must adopt a resolution acknowledging its three year commitment of all unencumbered and future 1.5 mill, PECO and CO&DS revenue; and • final phase III must be certified by the school board as complete and in compliance with the building and life safety codes prior to August 1. 																		
<p>4. What is the history of the Special Facility Construction Account?</p>	<p>Since the 1981-1982 fiscal year, the Department of Education reports that the Special Facility Construction Account has funded 62 separate school district construction projects totaling over \$796.9 million. Approximately 68% of the total amount has been funded by the State, while approximately 32% of the total amount has been funded by local school districts.</p>																		
<p>5. Did the Legislature appropriate funds from the Special Facility Construction Account for the 2005-2006 fiscal year?</p>	<p>Yes. The Legislature appropriated \$55.0 million from the Special Facility Construction Account in order to fund five school district construction projects during the 2005-2006 fiscal year. The table below illustrates the distribution of the appropriation.</p> <table border="1" data-bbox="678 1184 1461 1409"> <thead> <tr> <th>School District</th> <th>Amount of Funds</th> <th>Type of New School to be Built</th> </tr> </thead> <tbody> <tr> <td>Franklin County</td> <td>\$13,150,000</td> <td>K-12 School</td> </tr> <tr> <td>Gadsden County</td> <td>\$10,050,000</td> <td>6-12 School</td> </tr> <tr> <td>Hardee County</td> <td>\$17,250,000</td> <td>K-8 School</td> </tr> <tr> <td>Levy County</td> <td>\$8,450,000</td> <td>6-12 School</td> </tr> <tr> <td>Suwannee County</td> <td>\$6,070,000</td> <td>K-5 School</td> </tr> </tbody> </table>	School District	Amount of Funds	Type of New School to be Built	Franklin County	\$13,150,000	K-12 School	Gadsden County	\$10,050,000	6-12 School	Hardee County	\$17,250,000	K-8 School	Levy County	\$8,450,000	6-12 School	Suwannee County	\$6,070,000	K-5 School
School District	Amount of Funds	Type of New School to be Built																	
Franklin County	\$13,150,000	K-12 School																	
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Hardee County	\$17,250,000	K-8 School																	
Levy County	\$8,450,000	6-12 School																	
Suwannee County	\$6,070,000	K-5 School																	
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1013.64(2), F.S. -- Special Facility Construction Account</p> <p>Florida Department of Education "State Requirements for Educational Facilities," Volume 1, Chapter 2, January 2000.</p>																		
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities, (850) 245-0494 http://www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p>																		

Special Facility Construction Account

	Florida House of Representatives Education Council (850) 488-7451
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Education Council
Classrooms First Program

Fact Sheet

January 2006

<p>1. What is the Classrooms First Lottery Bond Program?</p>	<p>As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide approximately \$2 billion in bonded lottery funds to school districts for the construction of permanent classrooms.</p> <p>All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.</p> <p>As the name indicates, school districts must build permanent classrooms first. The intent of this program is to fund new student stations. <i>After</i> a school district has met its need for new classroom space, these funds may be used for major repairs, the renovation or remodeling of existing facilities, or the replacement of relocatables with permanent classrooms. These funds are <i>not</i> to be used to purchase more relocatables.</p>
<p>2. How do school districts receive these dollars?</p>	<p>When the Classrooms First Program was initiated, school districts elected to receive these dollars as annual cash payments or as bond proceeds.</p> <p>The only way for a school district to receive these funds as cash payments is for the school board and superintendent to certify to the Commissioner of Education that they have no need for additional new classrooms.</p> <p>As of the 2004-2005 fiscal year, six school districts (Calhoun, Flagler, Franklin, Glades, Jefferson, and Taylor) have certified that they have no need for new classrooms and are receiving these funds as cash payments.</p>
<p>3. How much Classrooms First funding has been provided to school districts since the 1997 Special Session?</p>	<p>As of June 30, 2005, over \$1.9 billion in Classrooms First awards have been disbursed to school districts.</p>
<p>4. What are the applicable statutes?</p>	<p>Section 24.121(2), F.S. -- Allocation of lottery revenues and expenditure of funds for public education.</p> <p>Section 1013.68, F.S. -- Classrooms First Program.</p>
<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p>

Classrooms First Program

	Florida House of Representatives Education Council (850)488-7451
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Education Council
Two-Mill Money

Fact Sheet

January 2006

<p>1. What is “two-mill” money?</p>	<p>“Two-mill” money is a statutorily authorized discretionary levy of ad valorem property tax that districts may levy <u>without</u> voter approval.</p> <p>Districts may bond up to 75% of their two-mill money to purchase certificates of participation (COPS) – a type of construction debt instrument used to finance school construction.</p>																																	
<p>2. What is a “mill”?</p>	<p>One mill represents a 1/1000 (.001) tax on property.</p> <p>In other words, a one-mill levy provides \$1 in tax revenue for every \$1,000 in taxable property.</p> <p>One mill levied against property valued at \$100,000 would generate \$100 in property tax revenue.</p>																																	
<p>3. Do all school districts levy their full two mills of ad valorem property taxes in order to raise local capital outlay revenues?</p>	<p>No. School districts have the option, but are not required, to levy two mills of ad valorem property taxes in order to raise local capital outlay revenues.</p> <p>Specifically, 59 of 67 school districts levied two mills of ad valorem property taxes in order to raise capital outlay revenues during the 2004-2005 fiscal year. The remaining 8 school districts levied between 0 mills to 1.701 mills of ad valorem property taxes in order to raise capital outlay revenues during the 2004-2005 fiscal year.</p>																																	
<p>4. Which districts do not levy their full two mills?</p>	<p>The following districts did not levy their full two mills during the 2004-2005 fiscal year: Calhoun, Gulf, Jackson, Liberty, Monroe, Okaloosa, Santa Rosa, and Walton.</p> <p>The table below summarizes the estimated amount of revenue generated by school districts that levied up to two mills of ad valorem property taxes for the 2004-2005 fiscal year.</p> <table border="1" data-bbox="719 1541 1422 1906"> <thead> <tr> <th>School District</th> <th>2004-2005 Actual Mills Levied</th> <th>2004-2005 Estimated Revenue (\$) from Mills Levied</th> </tr> </thead> <tbody> <tr> <td>Alachua</td> <td>2.000</td> <td>17,040,612</td> </tr> <tr> <td>Baker</td> <td>2.000</td> <td>1,011,205</td> </tr> <tr> <td>Bay</td> <td>2.000</td> <td>18,339,516</td> </tr> <tr> <td>Bradford</td> <td>2.000</td> <td>1,199,455</td> </tr> <tr> <td>Brevard</td> <td>2.000</td> <td>50,371,258</td> </tr> <tr> <td>Broward</td> <td>2.000</td> <td>230,717,402</td> </tr> <tr> <td>Calhoun</td> <td>0.000</td> <td>0</td> </tr> <tr> <td>Charlotte</td> <td>2.000</td> <td>26,070,298</td> </tr> <tr> <td>Citrus</td> <td>2.000</td> <td>14,123,662</td> </tr> <tr> <td>Clay</td> <td>2.000</td> <td>12,831,334</td> </tr> </tbody> </table>	School District	2004-2005 Actual Mills Levied	2004-2005 Estimated Revenue (\$) from Mills Levied	Alachua	2.000	17,040,612	Baker	2.000	1,011,205	Bay	2.000	18,339,516	Bradford	2.000	1,199,455	Brevard	2.000	50,371,258	Broward	2.000	230,717,402	Calhoun	0.000	0	Charlotte	2.000	26,070,298	Citrus	2.000	14,123,662	Clay	2.000	12,831,334
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Two-Mill Money

	School District	2004-2005 Actual Mills Levied	2004-2005 Estimated Revenue (\$) from Mills Levied
	Collier	2.000	102,889,949
	Columbia	2.000	3,345,460
	DeSoto	2.000	2,099,785
	Dixie	2.000	793,701
	Duval	2.000	80,534,359
	Escambia	2.000	21,976,163
	Flagler	2.000	11,534,782
	Franklin	2.000	4,214,970
	Gadsden	2.000	2,017,989
	Gilchrist	2.000	803,084
	Glades	2.000	928,061
	Gulf	1.250	2,165,082
	Hamilton	2.000	1,074,109
	Hardee	2.000	2,791,181
	Hendry	2.000	3,378,678
	Hernando	2.000	12,605,973
	Highlands	2.000	6,922,811
	Hillsborough	2.000	111,806,430
	Holmes	2.000	661,553
	Indian River	2.000	24,363,747
	Jackson	0.000	0
	Jefferson	2.000	748,556
	Lafayette	2.000	309,543
	Lake	2.000	23,592,458
	Lee	2.000	100,110,084
	Leon	2.000	21,719,768
	Levy	2.000	2,650,000
	Liberty	0.000	0
	Madison	2.000	914,101
	Manatee	2.000	42,377,864
	Marion	2.000	22,249,579
	Martin	2.000	31,233,762
	Miami-Dade	2.000	297,406,315
	Monroe	1.000	17,461,639
	Nassau	2.000	9,931,099
	Okaloosa	1.701	18,347,829
	Okeechobee	2.000	2,955,132
	Orange	2.000	101,116,554
	Osceola	2.000	27,343,306
	Palm Beach	2.000	222,979,685
	Pasco	2.000	32,343,601
	Pinellas	2.000	109,892,114
	Polk	2.000	41,304,939
	Putnam	2.000	5,592,917
	St. Johns	2.000	28,492,221
	St. Lucie	2.000	27,134,121
	Santa Rosa	1.400	8,592,172
	Sarasota	2.000	77,666,467
	Seminole	2.000	42,748,324
	Sumter	2.000	4,631,771
	Suwannee	2.000	1,807,551
	Taylor	2.000	1,819,861
	Union	2.000	346,113
	Volusia	2.000	49,238,582

Two-Mill Money

		School District	2004-2005 Actual Mills Levied	2004-2005 Estimated Revenue (\$) from Mills Levied
		Wakulla	2.000	1,607,250
		Walton	1.393	11,254,873
		Washington	2.000	1,124,857
		TOTALS		2,157,657,617
5. How much revenue did two-mill money generate during the 2004-2005 fiscal year?	In the 2004-2005 fiscal year, the statewide levy of two-mill money provided an estimated \$2.16 billion in local capital outlay revenues to school districts.			
6. For what purposes can two-mill revenue be used?	<p>Two-mill money can only be used for:</p> <ul style="list-style-type: none"> • construction, renovation, remodeling, maintenance, and repair of school facilities; • purchase, lease, or lease-purchase of equipment, educational facilities, and construction materials directly related to the delivery of student instruction; • rental or lease of existing buildings or for conversion of these buildings for use as educational facilities; • opening day collection for library media center of a new school; • purchase, lease, or lease-purchase of school buses; or • servicing payments related to COPS for any purpose prior to 1997. 			
7. Are districts allowed to use two-mill money for operations?	<p>Prior to the 1997 Special Session on School Construction, the Legislature authorized school districts to use some of their two-mill construction money for operations.</p> <p>During the special session the legislature learned that some school districts were transferring up to 85% of their two-mill construction dollars into their operating budgets. The Legislature eliminated the ability of school districts to transfer these funds to their operating budget and required that all school districts begin scaling back the percentage of two-mill funds previously used in the operating budget back to the capital budget. (Refer to the SMART Schools Act of 1997 Fact Sheet.)</p> <p>Current law provides for the time line by which school districts must scale back these funds to their capital outlay budget.</p>			
8. Can voters have a portion of their property taxes reduced if they approve a local sales tax surcharge through a referendum?	Yes. Under current law, local voters have the option of approving a ½ cent sales tax surcharge in order to raise capital outlay revenues under the condition that a portion of the two mills of ad valorem property taxes is reduced while the ½ cent sales tax surcharge is in effect. (Refer to the School Capital Outlay Surtax Fact Sheet.)			

Two-Mill Money

	<p>For example, in September 2002, Orange County voters approved the levy of a ½ cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a ½ mill of ad valorem property taxes is reduced while the ½ cent sales tax surcharge is in effect.</p>
9. What are the applicable statutes?	<p>Section 1011.71(2), F.S. -- Non-Voted Two-Mill Levy of Ad Valorem Property Taxes. Section 1011.71(5)(a), F.S. -- Uses for two-mill money. Section 1011.71(5)(b), F.S. -- Schedule for use of two-mill money in capital budget. Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.</p>
10. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
School Capital Outlay Surtax
(half-cent sales tax)

Fact Sheet

January 2006

<p>1. What is the half-cent sales tax?</p>	<p>Section 212.055(6), F.S., provides for the School Capital Outlay Surtax – more commonly known as the school half-cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5%.</p>																																																									
<p>2. How many school districts have held local referendums in order to assess a half-cent sales tax?</p>	<p>According to the most recent information available, 18 school districts have held local referendums in order to assess a local sales surtax that is used to raise capital outlay revenues. The table below identifies the school districts that have held local referendums, results of the referendums, and amounts of surtaxes that were considered through the referendums.</p> <table border="1" data-bbox="678 856 1461 1440"> <thead> <tr> <th>School District</th> <th>Result of Referendum</th> <th>Amount of Potential Surtax</th> </tr> </thead> <tbody> <tr><td>Bay County</td><td>Passed (1998)</td><td>.5 percent</td></tr> <tr><td>DeSoto County</td><td>Failed (1995)</td><td>.5 percent</td></tr> <tr><td>Escambia County</td><td>Passed (1997)</td><td>.5 percent</td></tr> <tr><td>Gulf County</td><td>Passed (1996)</td><td>.5 percent</td></tr> <tr><td>Flagler County</td><td>Passed (2002)</td><td>.5 percent</td></tr> <tr><td>Hernando County</td><td>Passed (1998)</td><td>.5 percent</td></tr> <tr><td>Hillsborough County</td><td>Failed (1995)</td><td>.5 percent</td></tr> <tr><td>Jackson County</td><td>Passed (1996)</td><td>.5 percent</td></tr> <tr><td>Lake County</td><td>Failed (1999)</td><td>.5 percent</td></tr> <tr><td>Leon County</td><td>Passed (2002)</td><td>.5 percent</td></tr> <tr><td>Manatee County</td><td>Passed (2002)</td><td>.5 percent</td></tr> <tr><td>Marion County</td><td>Failed (1997)</td><td>.5 percent</td></tr> <tr><td>Monroe County</td><td>Passed (1995)</td><td>.5 percent</td></tr> <tr><td>Orange County</td><td>Passed (2002)</td><td>.5 percent</td></tr> <tr><td>Polk</td><td>Passed (2003)</td><td>.5 percent</td></tr> <tr><td>Santa Rosa County</td><td>Passed (1997)</td><td>.5 percent</td></tr> <tr><td>St. Lucie County</td><td>Passed (1996)</td><td>.5 percent</td></tr> <tr><td>Volusia County</td><td>Passed (2001)</td><td>.5 percent</td></tr> </tbody> </table> <p>Overall, the voters in 14 school districts have approved local referendums in order to assess a half-cent local sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Amount of Potential Surtax	Bay County	Passed (1998)	.5 percent	DeSoto County	Failed (1995)	.5 percent	Escambia County	Passed (1997)	.5 percent	Gulf County	Passed (1996)	.5 percent	Flagler County	Passed (2002)	.5 percent	Hernando County	Passed (1998)	.5 percent	Hillsborough County	Failed (1995)	.5 percent	Jackson County	Passed (1996)	.5 percent	Lake County	Failed (1999)	.5 percent	Leon County	Passed (2002)	.5 percent	Manatee County	Passed (2002)	.5 percent	Marion County	Failed (1997)	.5 percent	Monroe County	Passed (1995)	.5 percent	Orange County	Passed (2002)	.5 percent	Polk	Passed (2003)	.5 percent	Santa Rosa County	Passed (1997)	.5 percent	St. Lucie County	Passed (1996)	.5 percent	Volusia County	Passed (2001)	.5 percent
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<p>3. How much revenue will the voter-approved half-cent sales taxes generate?</p>	<p>The assessment of the 14 local half-cent sales surtaxes will generate over \$4 billion (at the end of the life of the surtaxes) in order to fund school district capital outlay needs.</p>																																																									
<p>4. For what purposes can half-cent sales tax revenues be used?</p>	<p>According to s. 212.055(6), F.S., half-cent sales tax revenues can be used for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses that have a useful life expectancy of five or more years, and any land acquisition, land improvement, design,</p>																																																									

School Capital Outlay Surtax

	<p>and engineering costs associated with such facilities and campuses.</p>
<p>5. Can voters approve a half- cent sales tax surcharge under the condition that a portion of their property taxes is reduced?</p>	<p>Yes. Under current law, local voters have the option of approving a half-cent sales tax surcharge in order to raise capital outlay revenues under the condition that a portion of the two mills of ad valorem property taxes used for capital outlay is reduced while the ½ cent sales tax surcharge is in effect. (Refer to the Two-Mill Money Fact Sheet.)</p> <p>For example, in September 2002, Orange County voters approved the levy of a half-cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a half- mill of ad valorem property taxes is reduced while the half-cent sales tax surcharge is in effect.</p>
<p>6. What are the applicable statutes?</p>	<p>Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Local Government Infrastructure Surtax

Fact Sheet

January 2006

<p>1. What is the Local Government Infrastructure Surtax?</p>	<p>Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5% or 1% sales tax after a favorable vote of the electorate through a local referendum. School districts may participate in the tax proceeds with the consent of the county governing authority.</p>																														
<p>2. How many counties have held local referendums in order to assess a local government infrastructure surtax in which a portion of the funds is to be used for school construction?</p>	<p>According to the most recent information available, 9 counties have held local referendums in the last 10 years in order to assess a local government infrastructure sales surtax that is partially used to raise school capital outlay revenues. The table below identifies the counties that have held local referendums, results of the referendums, and the estimated funds that will be received in 2005-2006.</p> <table border="1" data-bbox="678 865 1461 1192"> <thead> <tr> <th>School District</th> <th>Result of Referendum</th> <th>Estimated 2005-2006 Receipt</th> </tr> </thead> <tbody> <tr> <td>Broward County</td> <td>Failed (1995)</td> <td></td> </tr> <tr> <td>Clay County</td> <td>Passed (1998)</td> <td>\$1.8 million</td> </tr> <tr> <td>Hillsborough County</td> <td>Passed (1996)</td> <td>\$22.8 million</td> </tr> <tr> <td>Lake County</td> <td>Passed (2001)</td> <td>\$1.6 million</td> </tr> <tr> <td>Okaloosa County</td> <td>Passed (1995)</td> <td>Expired in 1999</td> </tr> <tr> <td>Osceola County</td> <td>Passed (1999)</td> <td>\$3.7 million</td> </tr> <tr> <td>Pinellas County</td> <td>Passed (1997)</td> <td>\$1.5 million</td> </tr> <tr> <td>Sarasota County</td> <td>Passed (1997)</td> <td>\$16.4 million</td> </tr> <tr> <td>Seminole County</td> <td>Passed (2001)</td> <td>\$13.0 million</td> </tr> </tbody> </table> <p>Overall, eight counties have approved local referendums in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Estimated 2005-2006 Receipt	Broward County	Failed (1995)		Clay County	Passed (1998)	\$1.8 million	Hillsborough County	Passed (1996)	\$22.8 million	Lake County	Passed (2001)	\$1.6 million	Okaloosa County	Passed (1995)	Expired in 1999	Osceola County	Passed (1999)	\$3.7 million	Pinellas County	Passed (1997)	\$1.5 million	Sarasota County	Passed (1997)	\$16.4 million	Seminole County	Passed (2001)	\$13.0 million
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<p>3. How much revenue will the voter-approved local government infrastructure tax generate for school construction?</p>	<p>The assessment of the local government infrastructure sales surtaxes will generate over \$1.2 billion (at the end of the life of the surtaxes) in order to fund school district capital outlay needs.</p>																														
<p>4. For what purposes may the local government infrastructure tax revenues be used?</p>	<p>Section 212.055(2), F.S., provides that a county may distribute proceeds of the revenues generated from the local government infrastructure sales surtax to the school district for any fixed capital expenditure or fixed capital outlay costs associated with the construction, reconstruction, or improvement of public facilities that have a life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such public facilities.</p>																														
<p>5. What are the applicable statutes?</p>	<p>Section 212.055(2), F.S. -- Local Government Infrastructure Surtax.</p>																														

Local Government Infrastructure Surtax

6. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil Florida House of Representatives Fiscal Council (850) 488-6204 Florida House of Representatives Education Council (850) 488-7451
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Education Council Bond Referendum

Fact Sheet

January 2006

<p>1. What is a bond referendum?</p>	<p>A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds. Bonds are repaid with property tax revenues.</p>																																																															
<p>2. How many school districts have approved local bond referendums in order to fund school district capital outlay needs?</p>	<p>Since the 1985-1986 fiscal year, 19 school districts have approved local bond referendums in order to fund school district capital outlay needs. The table below provides a general summary of the school districts that have approved local bond referendums.</p> <table border="1" data-bbox="678 768 1461 1404"> <thead> <tr> <th>School District</th> <th>Fiscal Year</th> <th>Amount of Bonds</th> </tr> </thead> <tbody> <tr><td>Alachua County</td><td>1988-1989</td><td>\$100.0 million</td></tr> <tr><td>Broward County</td><td>1986-1987</td><td>\$317.0 million</td></tr> <tr><td>Charlotte County</td><td>1987-1988</td><td>\$37.0 million</td></tr> <tr><td>Duval County</td><td>1986-1987</td><td>\$199.0 million</td></tr> <tr><td>Flagler County</td><td>1988-1989</td><td>\$19.3 million</td></tr> <tr><td>Hernando County</td><td>1987-1988</td><td>\$44.0 million</td></tr> <tr><td>Indian River County</td><td>1990-1991</td><td>\$61.4 million</td></tr> <tr><td>Leon County</td><td>1987-1988</td><td>\$86.1 million</td></tr> <tr><td>Marion County</td><td>1986-1987</td><td>\$60.0 million</td></tr> <tr><td>Miami-Dade County</td><td>1987-1988</td><td>\$980.0 million</td></tr> <tr><td>Osceola County</td><td>1986-1987</td><td>\$40.7 million</td></tr> <tr><td>Palm Beach County</td><td>1986-1987</td><td>\$317.0 million</td></tr> <tr><td>Pasco County</td><td>1986-1987</td><td>\$62.0 million</td></tr> <tr><td>Putnam County</td><td>1986-1987</td><td>\$22.0 million</td></tr> <tr><td>St. Johns County</td><td>1988-1989</td><td>\$47.0 million</td></tr> <tr><td>St. Lucie County</td><td>1995-1996</td><td>\$60.0 million</td></tr> <tr><td>Seminole County</td><td>1985-1986</td><td>\$105.0 million</td></tr> <tr><td>Volusia County</td><td>1985-1986</td><td>\$112.0 million</td></tr> <tr><td>Wakulla County</td><td>1994-1995</td><td>\$8.0 million</td></tr> <tr><td>TOTAL</td><td></td><td>\$2.68 billion</td></tr> </tbody> </table> <p>Overall, the bonds issued total \$2.68 billion in net proceeds used to fund school district capital outlay needs.</p>	School District	Fiscal Year	Amount of Bonds	Alachua County	1988-1989	\$100.0 million	Broward County	1986-1987	\$317.0 million	Charlotte County	1987-1988	\$37.0 million	Duval County	1986-1987	\$199.0 million	Flagler County	1988-1989	\$19.3 million	Hernando County	1987-1988	\$44.0 million	Indian River County	1990-1991	\$61.4 million	Leon County	1987-1988	\$86.1 million	Marion County	1986-1987	\$60.0 million	Miami-Dade County	1987-1988	\$980.0 million	Osceola County	1986-1987	\$40.7 million	Palm Beach County	1986-1987	\$317.0 million	Pasco County	1986-1987	\$62.0 million	Putnam County	1986-1987	\$22.0 million	St. Johns County	1988-1989	\$47.0 million	St. Lucie County	1995-1996	\$60.0 million	Seminole County	1985-1986	\$105.0 million	Volusia County	1985-1986	\$112.0 million	Wakulla County	1994-1995	\$8.0 million	TOTAL		\$2.68 billion
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<p>3. For what purposes can bond referendum revenues be used?</p>	<p>Current law authorizes school boards to propose the issuance of bonds for the purpose of acquiring, building, enlarging, furnishing, or improving buildings or school grounds of the public schools within their school districts. School boards are required to submit a resolution to the Department of Education (DOE) specifying the amount and use of the funds that would be generated from the issuance of bonds. If the DOE approves the resolution, the school board is authorized to hold a bond referendum election.</p>																																																															
<p>4. What are the applicable statutes?</p>	<p>Sections 1010.40-1010.59, F.S. -- School District Bonds</p>																																																															

5. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 Florida House of Representatives Fiscal Council (850) 488-6204 Florida House of Representatives Education Council (850) 488-7451
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Education Council
School Concurrency

Fact Sheet

January 2006

<p>1. What is concurrency?</p>	<p>Concurrency is a growth management concept intended to ensure that the necessary public facilities and services are available concurrent with the impacts of development.</p>
<p>2. How does Florida’s growth management policy coordinate with the planning of educational facilities?</p>	<p>Under the 2005 Growth Management legislation, county governments must adopt school concurrency by December 2008. It is the policy of Florida to require the coordination of planning between district school boards and local governing bodies to ensure that public educational facilities are facilitated and coordinated in time and place with plans for residential development. There are four (4) general requirements that are applicable to all local governments:</p> <ol style="list-style-type: none"> (1) All local governments must adopt a public schools facilities element that is consistent with those adopted by other local governments in that county. (2) All local governments must update public schools interlocal agreement that were originally required under the 2002 legislation. (3) All local governments must adopt their Capital Improvements Element to incorporate the public schools 5-year work plan. (4) All local governments must amend their interlocal Coordination Element to show the relationships and state the principles and guidelines to be adopted. The planning must include: <ul style="list-style-type: none"> • Consideration of allowing students to attend school located nearest their homes. • Consideration of effects of location of public education facilities, including feasibility of keeping central city facilities viable. • Consultation of all parties to the planning process with state and local road departments to assist in implementing the Safe Paths to Schools program.
<p>3. What role does local government play in the planning process for educational facilities?</p>	<p>All planning for school concurrency must be adopted and approved by each county and all municipalities that are located in that county unless they are eligible for a waiver or an exemption. The local planning agency prepares a comprehensive plan for the governing body to adopt. The comprehensive plan, which is intended to guide local governments in their land use decision-making, is required by law to include certain elements, two of which relate to school facilities:</p> <ul style="list-style-type: none"> • <i>Future land use element</i> which must identify land use categories in which public schools are an allowable use.

School Concurrency

	<ul style="list-style-type: none"> • <i>Intergovernmental coordination element</i> which must describe joint processes for collaborative planning and decision-making on population projections and public school siting. <p>The 2005 Legislature also authorized the counties to adopt a public educational facilities element. Additionally, the local government <i>must</i> impose school concurrency on a district wide basis including all public schools in the district.</p>
<p>4. What are the responsibilities of school districts regarding the planning for educational facilities?</p>	<p>School districts are responsible for the planning of all school facilities in conjunction with county and municipal planners. It is the responsibility of the school district to ensure that the five-year work plan is financially feasible and updated on an annual basis. Responsibilities of district school boards regarding educational facilities include:</p> <ul style="list-style-type: none"> • Adoption of an educational facilities plan that must be developed in coordination with the local government and be consistent with the local comprehensive plan. • Membership of an elected school board member on regional planning council. • Consideration of existing and anticipated site needs and the most economical and practicable locations of sites before acquiring property for sites.
<p>5. What does the interlocal agreement address?</p>	<p>The 2005 legislature required the updating of the public schools interlocal agreement that was required in 2002. The required interlocal agreement between the school district and the local government must address:</p> <ul style="list-style-type: none"> • projections of growth and enrollment, • existing and planned public school facilities, • school facility sitting <i>before</i> land acquisition, • need and timing of off-site improvements, • district facilities work program and plant survey, • coordination, • joint use of facilities, • dispute resolution, • oversight, and • communication on school capacity issues.
<p>6. What is needed to enact the public educational facilities element?</p>	<p>The public educational facilities element is no longer an option. Each municipality in the district must adopt a consistent public educational facilities element unless the municipality is exempt. The public educational facilities element must address:</p> <ul style="list-style-type: none"> • Deficiencies in school capacity • Ensure adequate capacity – level of service; service areas • Proportionate share • maps • Adequate infrastructure for existing and proposed schools.

School Concurrency

	<ul style="list-style-type: none"> • Collocation of other public facilities, such as parks, libraries, and community centers, in proximity to public schools. • Location of schools proximate to residential areas, including using elementary schools as focal points for neighborhoods. • Use of public schools as emergency shelters. • Capacity of existing and planned public schools when reviewing comprehensive plan amendments and rezonings that are likely to increase residential development and that are reasonably expected to have an impact on the demand for public school facilities.
<p>7. What is an educational facilities benefit district?</p>	<p>A district school board and all local general purpose governments within the school district may create an educational facilities benefit district through an interlocal agreement. The purpose of these districts is to assist in financing the construction and maintenance of educational facilities. As an alternative to an educational facilities benefit district, a community development district may levy non-ad valorem assessments if they enter into an interlocal agreement with the district school board and affected local governments.</p>
<p>8. What is the Safe Paths to Schools program?</p>	<p>The program requires consideration of planning and construction of bicycle and pedestrian pathways and authorizes a grant program to fund such projects. It is administered by DOT.</p>
<p>9. What are the applicable statutes?</p>	<p>Section 163.3174(1), F.S. -- Local planning agency. Section 163.3177(6)(a),(h), F.S. -- Elements of comprehensive plan. Section 163.31777, F.S. -- Public schools interlocal agreement. Section 163.3180(13), F.S. -- Concurrency. Section 163.3187(1)(j)&(l), F.S. -- Amendment of adopted comprehensive plan. Section 186.504, F.S. -- Regional planning councils; membership. Section 1013.31, F.S. -- Educational plant survey. Section 1013.33, F.S. -- Coordination with local government. Section 1013.35, F.S. -- Educational facilities plan. Section 1013.355 - .357, F.S. -- Educational facilities benefit districts. Section 1013.36, F.S. -- Site planning and selection.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p>

School Concurrency

	<p>Department of Community Affairs Division of Community Planning State Initiatives Administrator (850) 487-4545</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Public Schools
School Choice



Education Council
Controlled Open Enrollment

Fact Sheet

January 2006

<p>1. What is “controlled open enrollment”?</p>	<p>"Controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential public school choice as a significant factor. The controlled open enrollment program may be offered in addition to any existing choice programs.</p>
<p>2. Are districts required to offer controlled open enrollment?</p>	<p>No. Florida law requires each district school board to develop a controlled open enrollment plan that describes a controlled open enrollment program within the public schools. Plans must be submitted to the Commissioner of Education. The law also provides that each district school board may offer controlled open enrollment within the public schools.</p> <p>The districts are required to ensure that parents and students have meaningful opportunities to exercise their rights to educational choice.</p>
<p>3. Which districts have implemented public school choice open enrollment programs?</p>	<p>According to the 2004-2005 Survey 3, 45 school districts reported via the state automated student information system that they had implemented a “controlled open enrollment plan”, in accordance with Section 1002.31, F.S., for one or more students: Alachua, Baker, Bay, Brevard, Charlotte, Citrus, Collier, Miami-Dade, Desoto, Escambia, Franklin, Hamilton, Hardee, Hendry, Hillsborough, Holmes, Indian River, Jackson, Lake, Lee, Leon, Madison, Manatee, Marion, Martin, Monroe, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Sarasota, Seminole, Suwannee, Taylor, Volusia, Wakulla, Walton, and Washington.</p>
<p>4. What are the applicable statutes?</p>	<p>Section 1002.20(6), F.S. -- Educational choice. Section 1002.31, F.S. -- Public school parental choice.</p>
<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Opportunity Scholarships

Fact Sheet

January 2006

<p>1. What is the Opportunity Scholarship Program?</p>	<p>The Opportunity Scholarship Program (OSP) is a school choice program created by the Legislature in 1999 as part of the A+ Education Plan (Ch. 99-398, L.O.F.). Opportunity Scholarships are available for eligible students to attend the eligible public or private school of their choice.</p>
<p>2. Who is eligible for an Opportunity Scholarship?</p>	<p>A <i>public</i> school student is eligible for an Opportunity Scholarship in order to attend an eligible public or private school of their choice if one of the following criteria are met:</p> <ul style="list-style-type: none"> • the student spent the prior school year in attendance at a public school graded F, and the school has had an F for two years in a four-year period; • the student was in attendance elsewhere in the public school system and has been assigned to such a school; or • the student is entering kindergarten or first grade and has been assigned to such a school.
<p>3. Are private school students eligible for an Opportunity Scholarship?</p>	<p>No. The only students eligible for an Opportunity Scholarship are public school students, or those students who are just entering the school.</p>
<p>4. What are the options available to a student under the Opportunity Scholarship Program?</p>	<p>Once a school has been graded F for two years in a four-year period, eligible students have several options:</p> <ul style="list-style-type: none"> • Attendance at a higher performing public school within the district; • Attendance at a higher performing public school in an adjacent district, as long as space is available; or • Attendance at an eligible private, sectarian or nonsectarian, school. <p>Students at the graded F public school may choose to remain at that school.</p>
<p>5. What is the school district's role in the Opportunity Scholarship Program?</p>	<p>School districts have certain obligations in the Opportunity Scholarship Program. For each student enrolled in or assigned to a school which has been graded F for two school years in a four- year period, the school district must:</p> <ul style="list-style-type: none"> • Timely notify the parent of the student of all the options available to the student. • Offer the student's parent the opportunity to enroll the child in another public school within the district graded C or higher. <p>The school district must also provide locations and times for all students participating in the Opportunity Scholarship</p>

Opportunity Scholarships

	Program to take all required state assessments.
<p>6. Are all private schools required to participate in the Opportunity Scholarship Program?</p>	<p>No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.</p>
<p>7. What must a private school do to become eligible to participate in the Opportunity Scholarship Program?</p>	<p>There are several criteria that a private school must meet to become eligible to participate in the Opportunity Scholarship Program. The private school must be located in Florida, may be sectarian or nonsectarian, and must:</p> <ul style="list-style-type: none"> • Demonstrate fiscal soundness by being in operation for one school year or provide the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital to operate for the upcoming year. • Notify the DOE and the school district of its intent to participate in the program by May 1 of the school year in which it intends to participate. • Comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibit discrimination based on race, color, or national origin. • Meet state and local health and safety laws and codes. • Accept the scholarship students on a random, religious-neutral basis without regard to the student's past academic history (preference may be given to siblings of other OSP students). • Be subject to the instruction, curriculum, and attendance criteria adopted by an appropriate nonpublic school accrediting body. • Be academically accountable to the parent for meeting the educational needs of the child. • Furnish a school profile which includes student performance. • Employ or contract with teachers that meet any one of the following criteria: (1) hold a baccalaureate or higher degree, (2) have at least three years of teaching experience in public or private schools, or (3) have special skills, knowledge, or expertise in subjects taught. • Comply with all state laws relating to private schools. • Accept as full tuition and fees the amount of the scholarship provided by the state for each student. • Agree not to compel any Opportunity Scholarship student attending the private school to profess a specific ideological belief, to pray, or to worship. • Adhere to the tenets of its published disciplinary procedures prior to the expulsion of any Opportunity Scholarship student. <p>Complete and submit by May 1st of each year, the private</p>

Opportunity Scholarships

	<p>school compliance form indicating that the private school is compliant with all applicable private school statutory and regulatory requirements.</p>
<p>8. Are there obligations for participation in the Opportunity Scholarship Program?</p>	<p>Yes. Students and their parents must comply with the following criteria to retain the scholarship:</p> <ul style="list-style-type: none"> • Students must remain in attendance throughout the school year, unless excused for illness or good cause. • Students must comply fully with the school’s code of conduct. • Parents must comply fully with the private school’s parental involvement requirements, unless excused for illness or good cause. • Parents must ensure that their child takes all required state assessments. <p>A participant who fails to comply with these requirements forfeits the Opportunity Scholarship.</p>
<p>9. How long does an Opportunity Scholarship last?</p>	<p>The opportunity for a student to <i>continue</i> attending a higher performing public school within the district or in an adjacent district remains in force until the student graduates from high school.</p> <p>The opportunity for a student to <i>continue</i> attending a private school remains in force until:</p> <ul style="list-style-type: none"> • The student returns to the public school; or • If the student chooses to attend a private school that only offers classes through the 8th grade, until the student matriculates to high school and the public high school to which the student is assigned is a grade C or higher.
<p>10. Are students with disabilities eligible for an Opportunity Scholarship?</p>	<p>Yes. Students with disabilities are eligible to receive an Opportunity Scholarship. In addition, these students remain eligible to receive services from the school district as provided by federal or state law. The public or private school that provides services to students with disabilities will receive weighted funding for such services.</p>
<p>11. Who provides transportation for students who choose an Opportunity Scholarship?</p>	<p>Responsibility for transportation varies depending upon the option chosen by the parent or guardian of the eligible student. Listed below are the following options and transportation requirements:</p> <ul style="list-style-type: none"> • <i>Attendance at a higher performing public school within the school district.</i> If this option is chosen, the school district is responsible for providing transportation. School districts may utilize state categorical transportation funds. • <i>Attendance at a higher performing public school in an</i>

Opportunity Scholarships

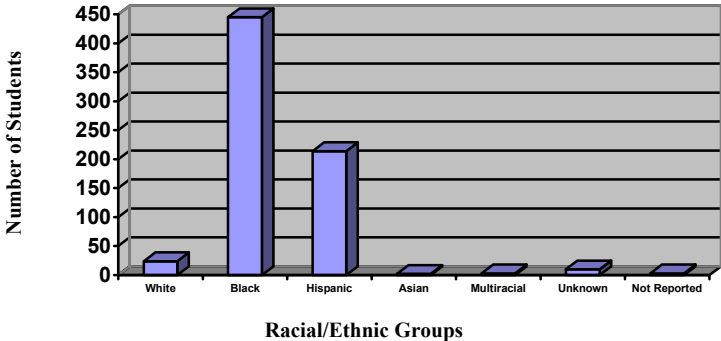
	<p><i>adjacent school district, as long as space is available.</i> If this option is chosen, the parent is responsible for providing transportation.</p> <ul style="list-style-type: none"> • <i>Attendance at an eligible private, sectarian or nonsectarian, school.</i> If this option is chosen, the responsibility for acquiring transportation belongs with the parent; however, if the private school chosen provides transportation, any fees which the school charges for providing the transportation are eligible for inclusion in the scholarship amount.
<p>12. What is the award amount for an Opportunity Scholarship?</p>	<p>The actual amount of the scholarship is the <i>calculated</i> amount shown below or the amount of the private school's tuition and fees, <i>whichever is less</i> (eligible private school fees may include book fees, lab fees, and other fees related to instruction, including transportation).</p> <p>The calculated maximum Opportunity Scholarship amount available to a parent of the student is a calculated amount equivalent to the following: the base student allocation (BSA) multiplied by the appropriate cost factor for the educational program that would have been provided for the student multiplied by the district cost differential (DCD). In addition, the calculated amount must include the per-student share of instructional materials (book) funding, technology funding, and other categorical funds provided in the General Appropriations Act.</p> <p>BSA x cost factor x DCD + categorical funds = calculated amount</p> <p><u><i>Example of Student X's actual scholarship amount:</i></u> If the calculated amount for Student X using the formula above is: \$4,800</p> <p>and the private school tuition and fees are: \$3,300 tuition - \$2,500 book fees - \$500 lab fees - \$0 transportation - \$300</p> <p>Then, the <i>actual</i> amount of Student X's Opportunity Scholarship is \$3,300.</p>

Opportunity Scholarships

13. How is an Opportunity Scholarship payment made?	<p>Upon proper documentation by the DOE, the Chief Financial Officer must make Opportunity Scholarship payments in four equal installments (September 1, November 1, February 1, and April 1). The payment must be made by individual warrant payable to the student's parent and mailed by the DOE to the chosen private school. The parent must restrictively endorse the warrant to the private school.</p> <p>The DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.</p>
14. How many Opportunity Scholarships are being utilized in Florida?	<p>During the 1999-2000 school year (the initial year of the OSP), students in only two Escambia County elementary schools were eligible to participate in the Opportunity Scholarship Program .</p> <p>For the 2005-2006 school year, students at 15 schools are eligible to participate in the Opportunity Scholarship Program in addition to students already participating in the program. These schools received an F grade for the 2004-2005 school year and at least one other F grade in one of the three previous years. Students who were enrolled in one of these schools during the 2004-2005 school year or were scheduled to attend these schools for the 2005-2006 school year may be eligible for the Opportunity Scholarship.</p> <p>For the 2004-2005 school year there were 763 students enrolled in the program. The average scholarship amount per student was \$4,098 for a total of \$3.12 million.</p>

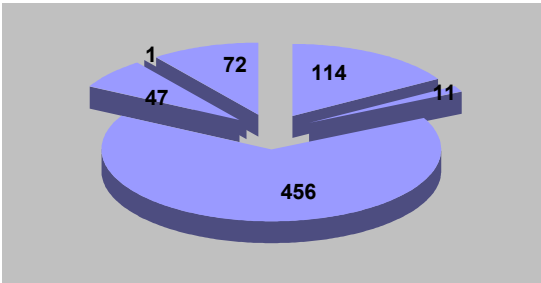
15. What are the demographics of students benefiting from Opportunity Scholarships?

OSP Students Racial/Ethnic Enrollment



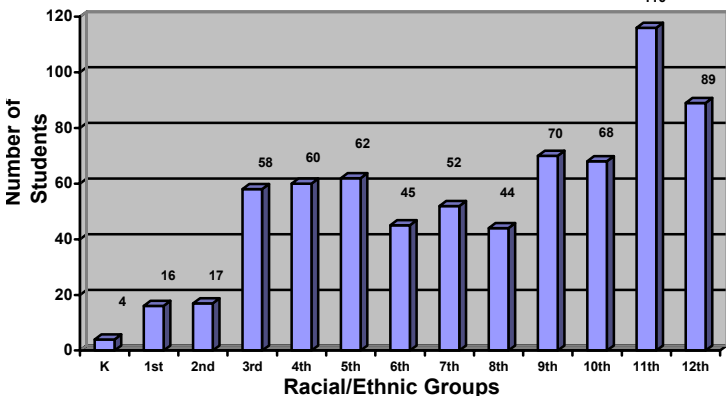
RACE	STUDENTS	PERCENTAGE
White	24	3.4%
Black	445	63.5%
Hispanic	214	30.5%
Asian	2	0.3%
Multiracial	3	0.4%
Unknown	10	1.4%
Not Reported	3	0.4%
Grand Total:	701	100.0%

OSP Students Eligible for Free and Reduced-price Lunch (FRPL)



LUNCH PROGRAMS	STUDENTS	PERCENTAGE
Did not apply	114	16.3%
Applied, not eligible	11	1.6%
Eligible for free lunch	456	65.0%
Eligible for reduced price lunch	47	6.7%
FRPL School	1	0.1%
Not reported	72	10.3%
Grand Total:	701	100.0%

Opportunity Scholarships

	<p>OSP Student Enrollment by Gender</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">GENDER</th> <th style="text-align: center;">STUDENTS</th> <th style="text-align: center;">PERCENTAGE</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td style="text-align: center;">317</td> <td style="text-align: center;">45.2%</td> </tr> <tr> <td>Female</td> <td style="text-align: center;">384</td> <td style="text-align: center;">54.8%</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: center;">701</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table>	GENDER	STUDENTS	PERCENTAGE	Male	317	45.2%	Female	384	54.8%	Grand Total:	701	100.0%																																	
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<p>16. What type of schools are receiving Opportunity Scholarship students?</p>	<p>Private Schools Participating in OSP by Type</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SCHOOL TYPE</th> <th style="text-align: center;">SCHOOLS</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Non-Religious</td> <td style="text-align: center;">11</td> <td style="text-align: center;">23.4%</td> </tr> <tr> <td>Religious</td> <td style="text-align: center;">36</td> <td style="text-align: center;">76.6%</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: center;">47</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table> <p>OSP Student Enrollment by Type of School</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SCHOOL TYPE</th> <th style="text-align: center;">STUDENTS</th> <th style="text-align: center;">PERCENTAGE</th> </tr> </thead> <tbody> <tr> <td>Non-Religious</td> <td style="text-align: center;">316</td> <td style="text-align: center;">45.1%</td> </tr> <tr> <td>Religious</td> <td style="text-align: center;">385</td> <td style="text-align: center;">54.9%</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: center;">701</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table>	SCHOOL TYPE	SCHOOLS	%	Non-Religious	11	23.4%	Religious	36	76.6%	Grand Total:	47	100.0%	SCHOOL TYPE	STUDENTS	PERCENTAGE	Non-Religious	316	45.1%	Religious	385	54.9%	Grand Total:	701	100.0%																					
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<p>17. What is the enrollment by grade level of Opportunity Scholarship students?</p>	<p>OSP Student Enrollment by Grade Level</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">GRADE LEVEL</th> <th style="text-align: center;">STUDENTS</th> <th style="text-align: center;">PERCENTAGE</th> </tr> </thead> <tbody> <tr> <td>K</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0.6%</td> </tr> <tr> <td>1st</td> <td style="text-align: center;">16</td> <td style="text-align: center;">2.3%</td> </tr> <tr> <td>2nd</td> <td style="text-align: center;">17</td> <td style="text-align: center;">2.4%</td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">58</td> <td style="text-align: center;">8.3%</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">60</td> <td style="text-align: center;">8.6%</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">62</td> <td style="text-align: center;">8.8%</td> </tr> <tr> <td>6th</td> <td style="text-align: center;">45</td> <td style="text-align: center;">6.4%</td> </tr> <tr> <td>7th</td> <td style="text-align: center;">52</td> <td style="text-align: center;">7.4%</td> </tr> <tr> <td>8th</td> <td style="text-align: center;">44</td> <td style="text-align: center;">6.3%</td> </tr> <tr> <td>9th</td> <td style="text-align: center;">70</td> <td style="text-align: center;">10.0%</td> </tr> <tr> <td>10th</td> <td style="text-align: center;">68</td> <td style="text-align: center;">9.7%</td> </tr> <tr> <td>11th</td> <td style="text-align: center;">116</td> <td style="text-align: center;">16.5%</td> </tr> <tr> <td>12th</td> <td style="text-align: center;">89</td> <td style="text-align: center;">2.7%</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: center;">701</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table>	GRADE LEVEL	STUDENTS	PERCENTAGE	K	4	0.6%	1 st	16	2.3%	2 nd	17	2.4%	3 rd	58	8.3%	4 th	60	8.6%	5 th	62	8.8%	6 th	45	6.4%	7 th	52	7.4%	8 th	44	6.3%	9 th	70	10.0%	10 th	68	9.7%	11 th	116	16.5%	12 th	89	2.7%	Grand Total:	701	100.0%
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Opportunity Scholarships

18. What are the Opportunity Scholarship payments by district?	<p style="text-align: center;">OSP Payment By District</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>DISTRICT</th> <th>SCHOOLS</th> <th>STUDENTS</th> <th>PERCENT</th> <th>TOTAL PAYMENT</th> <th>PERCENT</th> </tr> </thead> <tbody> <tr> <td>BROWARD</td> <td>4</td> <td>14</td> <td>2.0%</td> <td>\$14,811.00</td> <td>2.0%</td> </tr> <tr> <td>DADE</td> <td>15</td> <td>414</td> <td>59.1%</td> <td>\$448,636.00</td> <td>60.8%</td> </tr> <tr> <td>DUVAL</td> <td>6</td> <td>70</td> <td>10.0%</td> <td>\$69,965.00</td> <td>9.5%</td> </tr> <tr> <td>ESCAMBIA</td> <td>4</td> <td>13</td> <td>1.9%</td> <td>\$11,940.50</td> <td>1.6%</td> </tr> <tr> <td>GADSDEN</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LEON</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ORANGE</td> <td>8</td> <td>87</td> <td>12.4%</td> <td>\$88,404.75</td> <td>12.0%</td> </tr> <tr> <td>PALM BEACH</td> <td>7</td> <td>91</td> <td>13.0%</td> <td>\$93,163.50</td> <td>12.6%</td> </tr> <tr> <td>Grand Total:</td> <td>47</td> <td>701</td> <td>100.0%</td> <td>\$738,313.75</td> <td>100.0%</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">*Blanks indicate less than 11 students per district and are not displayed in order to protect student confidentiality.</p>	DISTRICT	SCHOOLS	STUDENTS	PERCENT	TOTAL PAYMENT	PERCENT	BROWARD	4	14	2.0%	\$14,811.00	2.0%	DADE	15	414	59.1%	\$448,636.00	60.8%	DUVAL	6	70	10.0%	\$69,965.00	9.5%	ESCAMBIA	4	13	1.9%	\$11,940.50	1.6%	GADSDEN	2					LEON	1					ORANGE	8	87	12.4%	\$88,404.75	12.0%	PALM BEACH	7	91	13.0%	\$93,163.50	12.6%	Grand Total:	47	701	100.0%	\$738,313.75	100.0%
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19. What is the status of the Opportunity Scholarship Program in the courts?	<p>On January 5, 2006, the Florida Supreme Court ruled that the Opportunity Scholarship Program violates article IX, section 1(a) of the Florida Constitution. The narrowly tailored opinion addressed only the issue of whether the Florida Constitution prohibits the state from expending public funds to allow students to use an opportunity scholarship to obtain a private school education in kindergarten through grade twelve, as an alternative to public school education. The court held that “through the OSP the state is fostering plural, nonuniform systems of education in direct violation of the constitutional mandate for a uniform system of free public schools.” The court’s decision is stayed until the end of the 2005-2006 school year.</p>																																																												
20. Has any research been done on this program?	<p>Yes.</p> <p>Jay P. Greene, Ph.D. and Marcus A. Winters “When Schools Compete: The Effects of Vouchers on Florida Public School Achievement,” August 2003, Manhattan Institute for Policy Research.</p> <p>The results of the Manhattan Institute’s research demonstrate the following:</p> <ul style="list-style-type: none"> • Florida’s low-performing schools are improving in direct proportion to the challenge they face from voucher competition. These improvements are real, not the result of test gaming, demographic shifts, or the statistical phenomenon of “regression to the mean.” • Schools already facing competition from vouchers showed the greatest improvements of all five categories of low-performing schools, improving by 9.3 scale score points on the FCAT math test, 10.1 points on the FCAT reading test, and 5.1 percentile points on the Stanford-9 math test relative to Florida public schools that were not in any low-performing category. • Schools threatened with the prospect of vouchers showed 																																																												

Opportunity Scholarships

	<p>the second greatest improvements, making relative gains of 6.7 scale points on the FCAT math test, 8.2 points on the FCAT reading test, and 3.0 percentile points on the Stanford-9 math test.</p> <ul style="list-style-type: none"> • Low-performing schools that have never received any grade other than a D, or that have received at least one D since FCAT grading began, produced small and indistinguishable gains, respectively, relative to Florida public schools that were not low-performing. While these schools were similar to schools facing voucher competition, they failed to make similar gains in the absence of competitive incentives. • Some researchers theorize that failing schools improve because of the stigma of a failing grade rather than the threat of voucher competition. The results of this study contradict this thesis. Schools that received one F in 1998-99 but none since are no longer exposed to the potential of voucher competition. These schools actually lost ground relative to non-low-performing Florida public schools, supporting the conclusion that once the threat of vouchers goes away, so does the incentive for failing schools to improve.
<p>21. What are the applicable statutes and rules?</p>	<p>Section 1002.38, F.S. -- Opportunity Scholarship Program. Section 1008.33(1), F.S. -- Definition of "2 years in a 4-year period".</p> <p>Rule 6A-6.03315 -- Private School Scholarship Compliance Form.</p>
<p>22. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (850) 447-1636 www.floridaschoolchoice.org</p> <p>Manhattan Institute Center for Civic Innovation (479) 575-3172 www.manhattan-institute.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

McKay Scholarships for Students with Disabilities Program

Fact Sheet

January 2006

<p>1. What is the McKay Scholarships for Students with Disabilities Program?</p>	<p>The McKay Scholarships for Students with Disabilities Program provides scholarships for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard of hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic.</p>
<p>2. What options are available to a student with disabilities under the McKay Scholarship Program?</p>	<p>An eligible student with disabilities has several options available, including:</p> <ul style="list-style-type: none"> • Attendance at another public school within the district; • Attendance at an eligible public school in an adjacent district that has space and provides the services identified in the student's individual education plan; or • Attendance at an eligible private, sectarian or nonsectarian, school. <p>Students at a public school may also choose to remain at that school.</p>
<p>3. Who is eligible for a McKay Scholarship?</p>	<p>Any parent of a public school student with a disability who is dissatisfied with the student's progress may receive a McKay Scholarship if:</p> <ul style="list-style-type: none"> • By assigned school attendance area or by special assignment, the student has spent the prior school year in attendance at a Florida public school. Prior school year means that the student was enrolled and reported by a school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through grade 12 (However, the 2004 Legislature waived this requirement for the dependents of military families transferred into the state.); <i>and</i> • The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has notified the school district through a communication directly to the district or through the Department of Education (DOE), in a manner that creates a written or electronic record of the notification and the date of receipt of the notification of the request for a scholarship at least 60 days prior to the date of the first scholarship payment. <p>Students enrolled in Department of Juvenile Justice commitment programs are <u>not</u> eligible for scholarships under this program.</p>
<p>4. How long does a McKay Scholarship last?</p>	<p>There is no statutory limit on the term of a McKay Scholarship. A student can use the scholarship through high school graduation.</p>
<p>5. What are the obligations for participants in the McKay Scholarship Program?</p>	<p>The student's parent and the student must comply with the following criteria to obtain and retain a McKay Scholarship:</p> <ul style="list-style-type: none"> • The parent must select a private school and apply for admission. • The parent must request the scholarship at least 60 days prior to the date of the first scholarship payment. • The student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause.

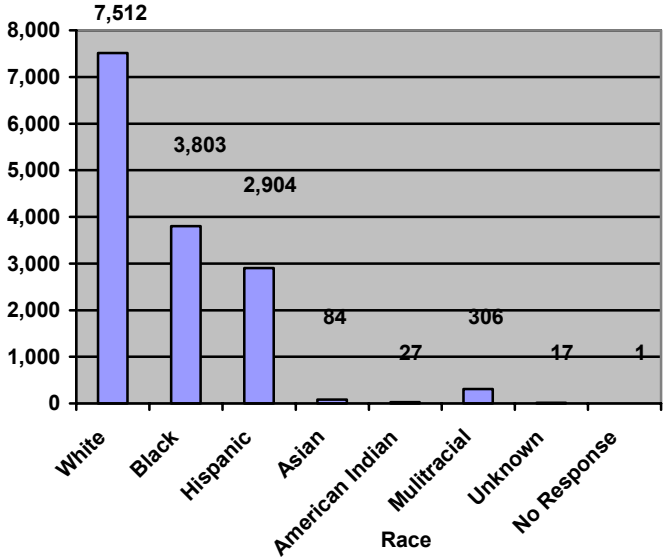
McKay Scholarships for Students with Disabilities Program

	<ul style="list-style-type: none"> • The student must comply with the school’s code of conduct. • The parent of each student participating in the program must comply fully with the private school’s parental involvement requirements, unless excused by the school for illness or other good cause. • If the parent requests that the student take all statewide assessments, the parent is responsible for transporting the student to the assessment site designated by the school district. • Upon receipt of a scholarship warrant, the parent to whom the warrant is made must restrictively endorse the warrant to the private school for deposit into the account of the private school. <p>A participant who fails to comply with the above criteria forfeits the scholarship.</p>
<p>6. What are the school district’s obligations under the McKay Scholarship Program?</p>	<p>The school district must timely notify the parent of a student with disabilities of all options available under this program, including the following:</p> <ul style="list-style-type: none"> • Offer the student’s parent the option to enroll the student in another public school. • Offer the student’s parent the option to enroll the student in an eligible private school if the parent does not choose the public school option. <p>The school district is also required to:</p> <ul style="list-style-type: none"> • Notify the Department of Education (DOE) within 10 days after the district receives notice of the parent’s intent to apply for a McKay Scholarship. • Complete a matrix that assigns the student to one of the levels of service that existed prior to the 2000-2001 school year, if the student with disabilities does not have a matrix of services. • Notify the DOE of the student’s matrix level within 30 days after receiving notification by the student’s parent of intent to participate in the program. • Report all students who are attending a private school under this program (students participating in this program must be reported separately from other students reported for purposes of the FEP). • Provide locations and times for all state assessments to parents who request that the student take statewide assessments.
<p>7. Are all private schools required to participate in the McKay Scholarship Program?</p>	<p>No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.</p>
<p>8. What criteria must a private school meet in order to become eligible to participate in the McKay</p>	<p>The private school must be located in Florida, may be sectarian or nonsectarian, and must meet the following criteria:</p> <ul style="list-style-type: none"> • Demonstrate fiscal soundness by being in operation for 1 school year or provide the DOE with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year. (In lieu of such

McKay Scholarships for Students with Disabilities Program

<p>Scholarship Program?</p>	<p>a statement, the school may secure a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the DOE).</p> <ul style="list-style-type: none"> • Notify the DOE and the school district of its intent to participate in the program (the notice must specify the grade levels and services that the private school has available for students with disabilities). • Meet state and local health and safety laws and codes • Comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibits discrimination based on race, color, or national origin. • Be academically accountable to the parent for meeting the educational needs of the student. • Employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least 3 years of teaching experience in public or private schools, or 3) have special skills, knowledge, or expertise in subjects taught. • Comply with all state statutes relating to private schools. • Adhere to the tenets of its published disciplinary procedures prior to the expulsion of any McKay Scholarship student. • Complete and submit by May 1st of each year the private school compliance form indicating that the private school is compliant with all applicable private school statutory and regulatory requirements.
<p>9. Who provides transportation for McKay Scholarship students?</p>	<p>If the parents choose a public school option:</p> <p>Responsibility for transportation varies depending upon the public school option chosen by the parents of the eligible student. Listed below are the following options and transportation requirements:</p> <ul style="list-style-type: none"> • <i>Attendance at a public school within the school district that is consistent with the school board's choice plan.</i> If this option is chosen, the school district is responsible for providing transportation to the public school selected by the parent. • <i>Attendance at a public school within the school district that is not consistent with the school board's choice plan.</i> If this option is chosen, the parents are responsible for providing transportation. • <i>Attendance at a public school in an adjacent district that has space available and a program with services agreed to in the student's individual educational plan (IEP).</i> If this option is chosen, the parents are responsible for providing transportation to the school in the adjacent district. <p>If the parents choose the private school option, the parents are responsible for the student's transportation.</p>
<p>10. What is the award amount for a McKay Scholarship?</p>	<p>The amount of the scholarship is equal to the amount the student would have received under the Florida Education Finance Program (FEFP) in the public school to which the student is assigned or the amount of the private school's tuition and fees, <i>whichever is less.</i></p> <p>During the 2002-2003 school year, \$53 million was awarded to 9,130 scholarship recipients for an average award amount of \$5,840 per student.</p>

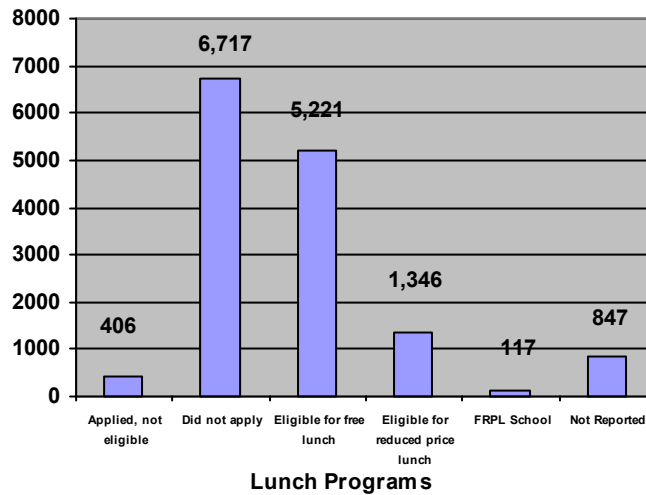
McKay Scholarships for Students with Disabilities Program

	<p>During the 2003-2004 school year, \$81.7 million was awarded to 13,739 scholarship recipients for an average award amount of \$5,951 per student.</p> <p>During the 2004-2005 school year, \$97.2 million was awarded to 15,910 scholarship recipients for an average award amount of \$6,117 per student.</p>																		
<p>11. What options are available to parents when a private school requires a partial payment in order to reserve space for a student admitted to the school?</p>	<p>The DOE, prior to the first quarterly payment of the year in which the McKay Scholarship is awarded, may pay a partial payment to the private school. The maximum partial payment is \$1,000 and must be deducted from subsequent scholarship payments. The partial payment option is limited to one partial payment per student per year.</p> <p>If a student decides not to attend the participating private school, the partial reservation payment must be returned to the DOE by the participating private school.</p>																		
<p>12. How is a McKay Scholarship payment made?</p>	<p>Upon proper documentation by the DOE, the CFO must make the scholarship payments in four equal installments (September 1, November 1, February 1, and April 15). The payment must be made by individual warrant payable to the student's parent and mailed by the DOE to the chosen private school. The parent must restrictively endorse the warrant to the private school.</p> <p>The DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.</p>																		
<p>13. What are the demographics of students benefiting from McKay Scholarships?</p>	<p style="text-align: center;">McKay Students Racial/Ethnic Enrollment</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Race</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>7,512</td> </tr> <tr> <td>Black</td> <td>3,803</td> </tr> <tr> <td>Hispanic</td> <td>2,904</td> </tr> <tr> <td>Asian</td> <td>84</td> </tr> <tr> <td>American Indian</td> <td>27</td> </tr> <tr> <td>Multiracial</td> <td>306</td> </tr> <tr> <td>Unknown</td> <td>17</td> </tr> <tr> <td>No Response</td> <td>1</td> </tr> </tbody> </table>	Race	Number of Students	White	7,512	Black	3,803	Hispanic	2,904	Asian	84	American Indian	27	Multiracial	306	Unknown	17	No Response	1
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McKay Scholarships for Students with Disabilities Program

RACE	STUDENTS	PERCENTAGE
White	7,512	51.26%
Black	3,803	25.95%
Hispanic	2,904	19.82%
Asian	84	0.57%
American Indian	27	0.18%
Multiracial	306	2.09%
Unknown	17	0.12%
No Response	1	0.01%
Grand Total:	14,654	100.0%

McKay Students Eligible for Free and Reduced-Price Lunch (FRPL)



LUNCH PROGRAMS	STUDENTS	PERCENTAGE
Applied, not eligible	406	2.8%
Did not apply	6,717	45.8%
Eligible for free lunch	5,221	35.6%
Eligible for reduced price lunch	1,346	9.2%
FRPL School	117	0.8%
Not Reported	847	5.8%
Grand Total:	14,654	100.0%

McKay Students Enrollment by Gender

GENDER	STUDENTS	PERCENTAGE
Female	4,681	31.9%
Male	9,973	68.1%
Grand Total:	14,654	100.0%

14. What types of schools are receiving McKay Scholarships?

Private Schools Participating in McKay by Type

SCHOOL TYPE	SCHOOLS	%
Non-Religious	225	33.5%
Religious	428	63.8%
Military	1	0.1%
Not Reported	17	2.5%
Grand Total:	671	100.0%

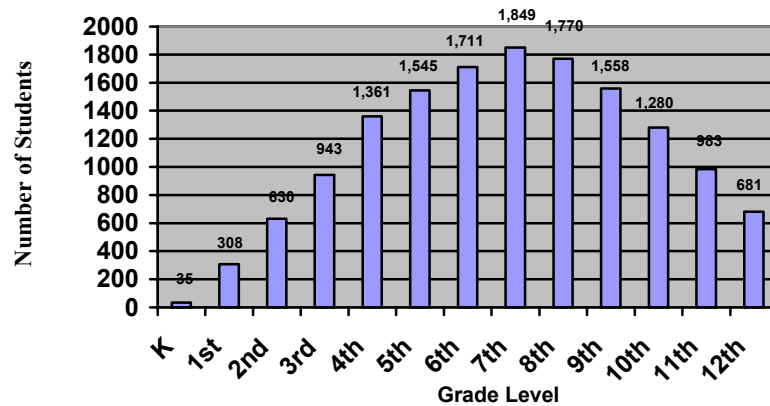
McKay Scholarships for Students with Disabilities Program

McKay Student Enrollment by Type of School

SCHOOL TYPE	SCHOOLS	%
Non-Religious	6,574	44.9%
Religious	7,883	53.8%
Military	34	0.2%
Not Reported	163	1.1%
Grand Total:	14,654	100.0%

15. What is the enrollment by grade level of McKay Scholarship students?

McKay Students Enrollment by Grade Level

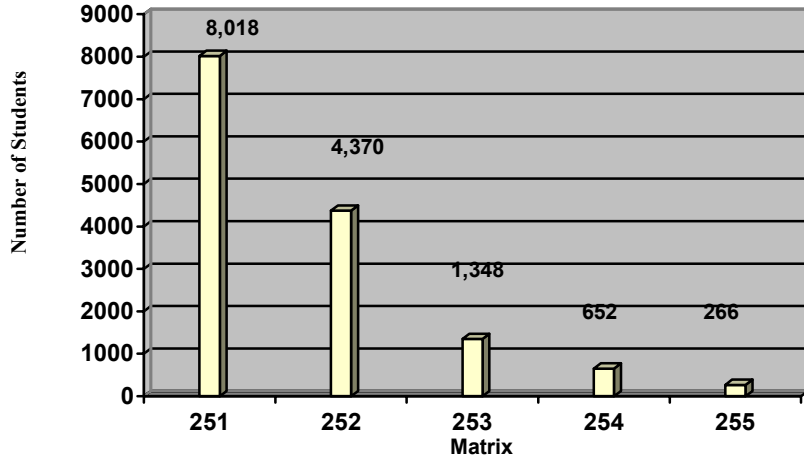


GRADE LEVEL	STUDENTS	PERCENTAGE
K	35	0.2%
1 st	308	2.1%
2 nd	630	4.3%
3 rd	943	6.4%
4 th	1,361	9.3%
5 th	1,545	10.5%
6 th	1,711	11.7%
7 th	1,849	12.6%
8 th	1,770	12.1%
9 th	1,558	10.6%
10 th	1,280	8.7%
11 th	983	6.7%
12 th	681	4.6%
Grand Total:	14,654	100.0%

McKay Scholarships for Students with Disabilities Program

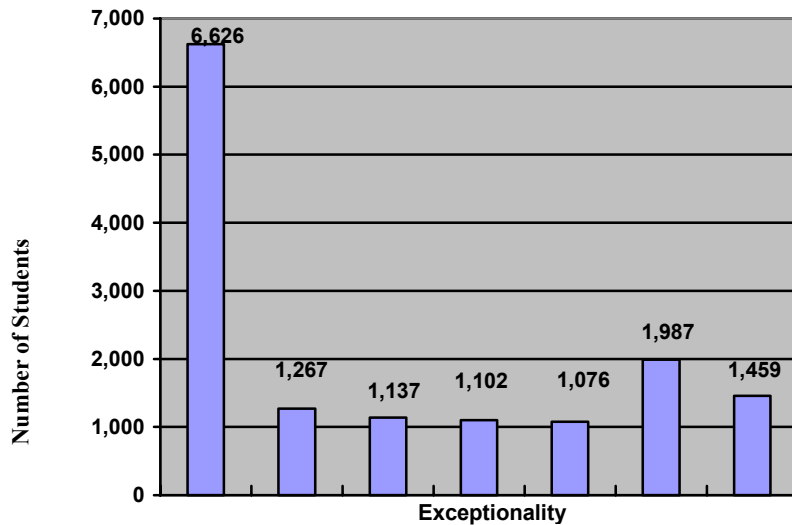
16. What are matrix levels and exceptionalities of McKay Scholarship students?

McKay Students by Matrix



MATRIX	STUDENTS	PERCENTAGE
251	8,018	54.7%
252	4,370	29.8%
253	1,348	9.2%
254	652	4.4%
255	266	1.8%
Grand Total:	14,654	100.0%

McKay Students by Exceptionality



McKay Scholarships for Students with Disabilities Program

EXCEPTIONALITY PRIMARY	STUDENTS	PERCENTAGE
Specific Learning Disabled	6,626	45.2%
Language Impaired	1,267	8.6%
Speech Impaired	1,137	7.8%
Emotionally Handicapped	1,102	7.5%
Educable Mentally Handicapped	1,076	7.3%
Other Health Impaired	1,987	13.6%
Others	1,459	10.0%
Grand Total:	14,654	100.0%

17. What are the McKay Scholarship payments by district?

McKay Payment by District

DISTRICT ID	DISTRICT NAME	SCHOOLS	STUDENTS	%	PAYMENT AMOUNT	%
1	ALACHUA	9	108	0.74%	\$149,794.25	0.59%
3	BAY	2	122	0.83%	\$177,609.25	0.70%
4	BRADFORD	2				
5	BREVARD	25	445	3.04%	\$712,579.22	2.81%
6	BROWARD	59	1380	9.42%	\$2,607,343.22	10.28%
8	CHARLOTTE	7	66	0.45%	\$89,349.75	0.35%
9	CITRUS	3	45	0.31%	\$59,245.12	0.22%
10	CLAY	8	267	1.82%	\$446,421.25	1.76%
11	COLLIER	9	128	0.87%	\$223,661.30	0.88%
12	COLUMBIA	3	89	0.61%	\$143,673.25	0.57%
13	DADE	94	3,014	20.57%	\$5,702,905.51	22.48%
14	DE SOTO	1				
15	DIXIE	1				
16	DUVAL	53	1,984	13.54%	\$3,418,794.64	13.48%
17	ESCAMBIA	12	190	1.30%	\$276,672.37	1.09%
20	GADSDEN	2	23	0.16%	\$30,851.00	0.12%
24	HAMILTON	1	22	0.15%	\$29,394.50	0.12%
27	HERNANDO	3	42	0.29%	\$54,784.25	0.22%
28	HIGHLANDS	6	26	0.18%	\$29,944.50	0.12%
29	HILLSBOROUGH	47	754	5.15%	\$1,304,811.29	5.14%
31	INDIAN RIVER	2	20	0.14%	\$21,837.50	0.09%
32	JACKSON	1	21	0.14%	\$30,406.25	0.12%
35	LAKE	9	124	0.85%	\$176,443.50	0.70%
36	LEE	15	344	2.35%	\$679,487.25	2.68%
37	LEON	20	347	2.37%	\$584,765.47	2.31%
38	LEVY	1	29	0.20%	\$35,823.00	0.14%
40	MADISON	1				
41	MANATEE	12	244	1.67%	\$476,432.25	1.88%
42	MARION	8	76	0.52%	\$135,294.75	0.53%
43	MARTIN	4	37	0.25%	\$49,254.50	0.19%
44	MONROE	2	27	0.18%	\$36,974.50	0.15%
46	OKALOOSA	7	182	1.24%	\$284,126.75	1.12%
48	ORANGE	49	920	6.28%	\$1,516,105.25	5.98%
49	OSCEOLA	11	136	0.93%	\$176,147.75	0.69%
50	PALM BEACH	40	898	6.13%	\$1,506,457.29	5.94%
51	PASCO	11	213	1.45%	\$379,358.50	1.50%
52	PINELLAS	35	837	5.71%	\$1,401,074.16	5.52%
53	POLK	22	288	1.97%	\$415,179.50	1.64%
54	PUTNAM	3	15	0.10%	\$19,986.87	0.08%
55	ST. JOHNS	1				
56	ST. LUCIE	7	113	0.77%	\$175,864.25	0.69%
58	SARASOTA	19	280	1.91%	\$527,284.00	2.08%
59	SEMINOLE	22	430	2.93%	\$773,152.00	3.05%
60	SUMTER	1	14	0.10%	\$20,579.75	0.08%
61	SUWANEE	3	51	0.35%	\$60,183.75	0.24%
62	TAYLOR	2				
63	UNION	1	12	0.08%	\$15,990.25	0.06%
64	VOLUSIA	13	222	1.51%	\$315,500.24	1.24%
65	WAKULLA	1	19	0.13%	\$24,978.75	0.10%
66	WALTON	1				
Grand Total:	50	671	14,654	100.00 %	\$25,369,195.20	100.0%

*Blanks indicate less than 11 students per district and are not displayed in order to protect student confidentiality.

McKay Scholarships for Students with Disabilities Program

<p>18. Has any research been done on this program?</p>	<p>"Vouchers for Special Education Students: An Evaluation of Florida's McKay Scholarship Program" by Jay P. Greene and Greg Forster, Manhattan Institute, 2003.</p> <p>Highlights of this study include:</p> <ul style="list-style-type: none"> • 92% of current McKay participants are satisfied or very satisfied with their McKay schools; only 32.7% were similarly satisfied with their public schools; • Those participants also saw class size drop dramatically, from an average of 25.1 students per class in public schools to 12.8 students per class in McKay schools; • Participating students were victimized far less by other students because of their disabilities in McKay schools. In public schools, 46.8% were bothered often and 24.7% were physically assaulted, while in McKay schools 5.3% were bothered often and 6.0% were assaulted; • McKay schools also outperformed public schools on our measurement of accountability for services provided. Only 30.2% of current participants say they received all services required under federal law from their public school, while 86.0% report their McKay school has provided all the services they promised to provide; <p>Perhaps the strongest evidence regarding the McKay program's performance is that over 90% of parents who have left the program believe it should continue to be available to those who wish to use it.</p>
<p>19. What are the applicable statutes and rules?</p>	<p>Section 1002.39, F.S. -- The John M. McKay Scholarship for Students with Disabilities Program</p> <p>Rule 6A – 6.03315 -- Private School Scholarship Compliance Form</p>
<p>20. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Manhattan Institute Center for Civic Innovation (479) 575-3172 www.manhattan-institute.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Corporate Tax Credit Scholarship Program

Fact Sheet

January 2006

<p>1. What is the Corporate Tax Credit Scholarship Program?</p>	<p>The Corporate Tax Credit Scholarship Program (CTC) was established by the 2001 Legislature (Ch. 2001-225, L.O.F.) to provide an income tax credit for corporations that contribute money to nonprofit scholarship-funding organizations (SFOs) that award scholarships to students from families with limited financial resources. The purpose of the tax credit is to:</p> <ul style="list-style-type: none"> • Encourage private, voluntary contributions to nonprofit SFOs. • Expand educational opportunities for children from families that have limited financial resources. • Enable children to achieve a greater level of excellence in their education.
<p>2. Who is eligible for a scholarship from a nonprofit scholarship-funding organization under this program?</p>	<p>A student is eligible for a scholarship from a nonprofit SFO through this program, if the student qualifies for free or reduced-price school lunches under the National School Lunch Act and:</p> <ul style="list-style-type: none"> • Was counted as a full-time student during the previous state fiscal year for purposes of state per-student funding; or • Received a scholarship from an eligible nonprofit scholarship-funding organization during the previous school year; or • Is eligible to enter kindergarten or first grade. <p>As a condition for scholarship payment, the parent must inform the child's school district within 15 days after the parent chooses for the child to attend an eligible private school.</p>
<p>3. What is the maximum award amount of a scholarship?</p>	<p>The amount of the scholarship provided to any child for any single school year by all eligible nonprofit SFOs must not exceed the following limits:</p> <ul style="list-style-type: none"> • \$3,500 for a scholarship awarded to a student for enrollment in an eligible nonpublic school. • \$500 for a scholarship awarded to a student for enrollment in a Florida public school that is located outside the district in which the student resides.
<p>4. What types of expenses are covered by the scholarships?</p>	<p>Eligible nonprofit SFOs must provide scholarships, from eligible contributions, to qualified students for the following expenses:</p> <ul style="list-style-type: none"> • Tuition or textbook expenses for, or transportation to, an eligible nonpublic school (at least 75% must be used to pay tuition expenses); or • Transportation expenses to a Florida public school that is located outside the district in which the student resides.
<p>5. What criteria must a private school meet in order to become eligible to participate in this program?</p>	<p>An eligible private school must be:</p> <ul style="list-style-type: none"> • Located in Florida. • Offer an education to students in any grades K-12. • Demonstrate fiscal soundness by: (1) being in operation for one school year, (2) providing the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital

Corporate Tax Credit Scholarship Program

	<p>or credit to operate for the upcoming year, or (3) securing a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the Department of Revenue (DOR).</p> <ul style="list-style-type: none"> • Meet state and local health and safety laws and codes. • Comply with federal provisions, which prohibit discrimination based on race, color, or national origin. • Comply with all state laws relating to the general regulation of nonpublic schools. • Complete and submit by May 1st of each year the private school compliance form indicating that the private school is compliant with all applicable private school statutory and regulatory requirements.
<p>6. What qualifies as an eligible contribution?</p>	<p>An eligible contribution is a monetary contribution from a taxpayer to an eligible nonprofit SFO. The taxpayer may not designate a specific child as the beneficiary of the contribution and may not contribute more than \$5 million to any single eligible nonprofit SFO.</p>
<p>7. How much of a tax credit may a corporation receive for contributing to a nonprofit scholarship-funding organization?</p>	<p>The taxpayer may receive a dollar for dollar credit for an eligible contribution against any tax due for a taxable year, but the credit may not exceed 75% of the tax due, after the application of all other allowable tax credits.</p> <p>If the credit granted is not fully used in any one year because of insufficient tax liability on the part of the corporation, the unused amount may be carried forward for a period not to exceed 3 years; however, any taxpayer that seeks to carry forward an unused amount of tax credit must submit an application for allocation of tax credits or carry forward credits in the year that the taxpayer intends to use the carry forward. The total amount of tax credits and carry forward of tax credits allowed by statute each state fiscal year is \$88 million. This carry forward applies to all approved contributions made after January 1, 2002. The taxpayer may not convey, assign, or transfer the credit authorized to another entity unless all of the assets of the taxpayer are conveyed, assigned, or transferred in the same transaction.</p>
<p>8. Is there a statewide cap on the amount of the tax credit that may be granted under this program?</p>	<p>Yes. The total statewide amount of the tax credit and the carry-forward of tax credits that may be granted each state fiscal year under this program is limited to \$88 million by statute. At least 5% of the total statewide amount authorized for the tax credit must be reserved for small businesses. Small businesses are defined as taxpayers who independently own and operate businesses that employ 200 or fewer full-time permanent employees and have a net worth of not more than \$5 million at the time of application.</p>
<p>9. What are the contribution limits to a nonprofit SFO?</p>	<p>The amount of eligible contributions that a nonprofit SFO may accept is limited to the amount needed to provide scholarships for qualified students identified and for which vacancies in eligible nonpublic schools have been identified.</p>
<p>10. What are eligible nonprofit</p>	<p>Eligible nonprofit SFOs are charitable organizations that are exempt from the federal income tax as defined in s. 501(c)(3) of</p>

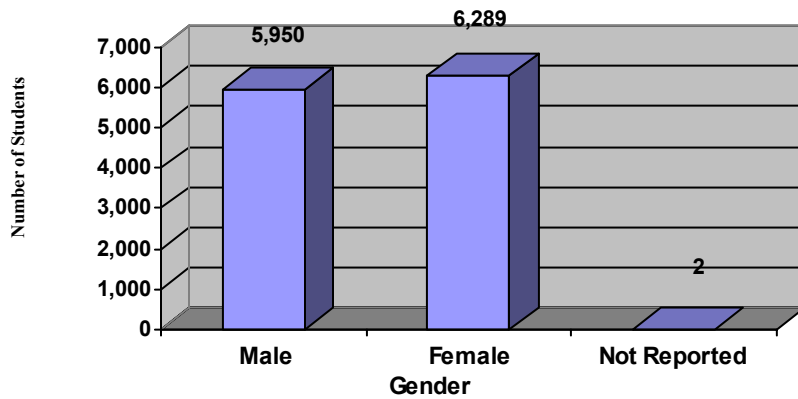
Corporate Tax Credit Scholarship Program

<p>scholarship-funding organizations?</p>	<p>the Internal Revenue Code. Eligible nonprofit SFOs are required to meet the following criteria:</p> <ul style="list-style-type: none"> • Provide scholarships from eligible contributions to qualified students. • Give priority to qualified students who received a scholarship from an eligible sfo during the previous year. • Spend 100% of the eligible contribution to provide scholarships in the same state fiscal year in which the contribution was received (the state fiscal year begins on July 1 and ends on June 30 of each year). • Not use any portion of eligible contributions for administrative expenses. • Use all interest accrued from contributions for scholarships. • Provide the auditor general with an annual financial and compliance audit of their accounts and records conducted by independent certified public accountants.
<p>11. How is a scholarship payment made?</p>	<p>The payment is made by check payable to the student's parent. If the parent chooses for his or her child to attend an eligible nonpublic school, the check must be mailed by the eligible SFO to the nonpublic school of the parent's choice, and the parent must restrictively endorse the check to the nonpublic school.</p> <p>The SFO must ensure that the parent endorses the check to the nonpublic school of the parent's choice for deposit into the account of the nonpublic school.</p>
<p>12. Who is responsible for administering the Corporate Tax Credit Scholarship Program?</p>	<p>The Department of Revenue (DOR) and the Department of Education (DOE) cooperatively administer the Corporate Tax Credit Scholarship Program.</p> <p>The DOE is responsible for adopting rules necessary to determine the eligibility of SFOs and identify students eligible to participate in the program. The DOE is also responsible for submitting annually, by March 15, a list of eligible SFOs to the DOR.</p> <p>The DOE must monitor:</p> <ul style="list-style-type: none"> • The eligibility of nonprofit scholarship-funding organizations. • The eligibility of nonpublic schools. • The eligibility of expenditures. <p>The DOR is responsible for adopting rules to administer the Corporate Tax Credit Scholarship Program, including:</p> <ul style="list-style-type: none"> • Establishing application forms and procedures. • Governing the allocation of tax credits and carry forward credits for this program on a first-come, first-served basis.

Corporate Tax Credit Scholarship Program

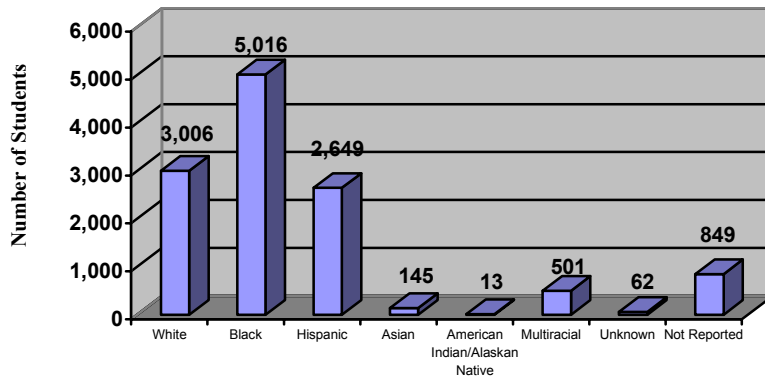
13. What is the gender and racial/ethnic breakdown of students benefiting from Corporate Tax Credit Scholarship?

CTC Students Enrollment by Gender



GENDER	STUDENTS	PERCENTAGE
Male	5,950	48.6%
Female	6,289	51.4%
Not Reported	2	0.0%
Grand Total:	12,241	100.0%

CTC Students Racial/Ethnic Enrollment



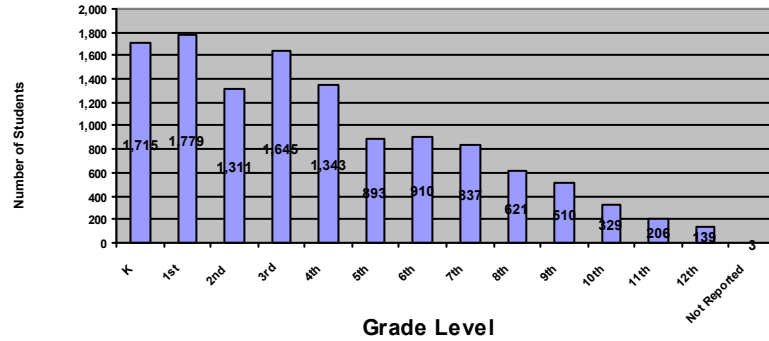
Racial/Ethnic Groups

RACE	STUDENTS	PERCENTAGE
White	3,006	24.6%
Black	5,016	41.0%
Hispanic	2,649	21.6%
Asian	145	1.2%
American Indian/Alaskan Native	13	0.1%
Multiracial	501	4.1%
Unknown	62	0.5%
Not Reported	849	6.9%
Grand Total:	12,241	100.0%

Corporate Tax Credit Scholarship Program

14. What is the enrollment by grade level of students benefiting from Corporate Tax Credit Scholarship?

CTC Students Enrollment by Grade Level



GRADE LEVEL	STUDENTS	PERCENTAGE
K	1,715	14.0%
1 st	1,779	14.5%
2 nd	1,311	10.7%
3 rd	1,645	13.4%
4 th	1,343	11.0%
5 th	893	7.3%
6 th	910	7.4%
7 th	837	6.8%
8 th	621	5.1%
9 th	510	4.2%
10 th	329	2.7%
11 th	206	1.7%
12 th	139	1.1%
Not Reported	3	0.0%
Grand Total:	12,241	100.0%

Corporate Tax Credit Scholarship Program

15. What are the Corporate Tax Credit Scholarship payments by district?

CTC Student Enrollment by District

DISTRICT ID	DISTRICT NAME	STUDENTS	PERCENTAGE
1	Alachua	116	0.9%
2	Baker		
3	Bay	21	0.2%
4	Bradford	37	0.3%
5	Brevard	347	2.8%
6	Broward	652	5.3%
8	Charlotte	24	0.2%
9	Citrus	94	0.8%
10	Clay	94	0.8%
11	Collier	48	0.4%
12	Columbia	43	0.4%
13	Dade	2,564	20.9%
16	Duval	1,522	12.4%
17	Escambia	152	1.2%
18	Flagler	28	0.2%
19	Franklin	14	0.1%
20	Gadsden	85	0.7%
21	Gilchrist		
24	Hamilton	13	0.1%
27	Hernando	53	0.4%
28	Highlands	18	0.1%
29	Hillsborough	627	5.1%
30	Holmes		
31	Indian River		
32	Jackson		
33	Jefferson	24	0.2%
34	Lafayette		
35	Lake	139	1.1%
36	Lee	123	1.0%
37	Leon	244	2.0%
38	Levy	14	0.1%
39	Liberty		
40	Madison	19	0.2%
41	Manatee	112	0.9%
42	Marion	191	1.6%
43	Martin	31	0.3%
44	Monroe	22	0.2%
45	Nassau	27	0.2%
46	Okaloosa	70	0.6%
47	Okeechobee	22	0.2%
48	Orange	2,242	18.3%
49	Osceola	412	3.4%
50	Palm Beach	255	2.1%
51	Pasco	77	0.6%
52	Pinellas	280	2.3%
53	Polk	252	2.1%
54	Putnam	47	0.4%
55	St Johns	30	0.2%
56	St Lucie	76	0.6%
57	Santa Rosa	49	0.4%
58	Sarasota	55	0.4%
59	Seminole	384	3.1%
60	Sumter		
61	Suwannee	55	0.4%
64	Volusia	391	3.2%
65	Wakulla		
66	Walton		
67	Washington		
Grand Total:		12,241	100.0%

Corporate Tax Credit Scholarship Program

16. What are the applicable statutes and rules?	Section 220.187, F.S. -- Credits for contributions to nonprofitscholarship-funding organizations. Section 288.703(1), F.S. -- Definition of small business. Rule 6A-6.03315 – Private School Scholarship Compliance Form.
17. Where can I get additional information?	Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 Toll-Free Information Hotline 1-800-447-1636 www.floridaschoolchoice.org Florida Department of Revenue (850) 922-4715 Florida House of Representatives Education Council (850) 488-7451



Education Council
Home Education

Fact Sheet

January 2006

<p>1. What is home education?</p>	<p>Home education is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the statutory school attendance requirements.</p>
<p>2. Who can teach in a home education setting?</p>	<p>Any parent or guardian who complies with the reporting, record keeping, and student evaluation requirements specified in statutory law may conduct a home education program. The parent is not required to be a certified teacher.</p>
<p>3. What are the responsibilities of parents who establish a home education program?</p>	<p>A parent who conducts a home education program must:</p> <ul style="list-style-type: none"> • Send a written notice of intent to the district school. • Maintain a portfolio of records, consisting of a log of educational activities, writings, worksheets, and creative materials used or developed by the student. • Make the portfolio available for inspection by the district school superintendent upon a 15-day notice. • Provide an annual educational evaluation of the student's educational progress. • Preserve the student's portfolio for two years. • Submit a letter of termination upon completion of the home education program.
<p>4. How is the educational progress of home education students evaluated?</p>	<p>The parent may select the method of evaluation from:</p> <ul style="list-style-type: none"> • A review of the portfolio and discussion with the student by a Florida certified teacher chosen by the parent; • A nationally normed student achievement test administered by a certified teacher; • A state student assessment test administered by a certified teacher, at a location and under testing conditions approved by the school district; • An evaluation by a psychologist holding a valid, active license; or • An evaluation by any other valid measurement tool that is mutually agreed upon by the superintendent and the parent.
<p>5. What oversight does the state or the school district have over home education programs?</p>	<p>A copy of the student's annual education evaluation must be filed in the superintendent's office. If the student does not demonstrate progress commensurate with his or her abilities, based on the annual education evaluation, the superintendent is required to notify the parents that they have one year to provide remedial instruction. At the end of that year, the student will only be allowed to continue in a home education program if re-evaluation shows acceptable educational progress. The district superintendent may inspect a home education student's portfolio at any time, upon 15 days written notice, but is not required to do so. The state or</p>

	<p>school district may not prescribe a curriculum or course of study for home education programs.</p>
<p>6. Can home education students attend public school part-time or for selected courses?</p>	<p>Students with identified disabilities who qualify for exceptional student education (ESE) classes may participate in those classes for exceptional students offered in the public schools. School districts are <i>not</i> required to provide course work or instruction on a part-time basis for gifted or non-ESE home education students. School districts may opt to implement policies allowing for such attendance, but such policies are not mandated by the state.</p>
<p>7. What are the provisions for students who exhibit a pattern of nonattendance to enroll in a home education program?</p>	<p>When a student who has been found to exhibit a pattern of nonattendance enrolls in a home education program, the school district home education contact person will provide the parent with a copy of the home education law and the accountability requirements of the truancy law. Also, the parent will be referred to a home education review committee. The parent must submit the student's portfolio to the home education review committee within the first 30 calendar days and every 30 days thereafter until the committee determines that the home education program is in compliance. Failure to provide a portfolio will result in termination of the home education program by the superintendent.</p> <p>The review committee is composed of the school district home education contact person and at least two home educators selected by the parent from a list of eligible home education parents maintained by the district.</p>
<p>8. May a home education student participate in public school extracurricular activities?</p>	<p>Yes. An eligible home education student may participate in extracurricular activities at the public school to which the student would be assigned according to district school attendance area policies, at the public school which the student could choose to attend pursuant to district or interdistrict controlled open enrollment policies, or at a nonpublic school pursuant to a participation agreement. Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day. If a class is required to take part in the extracurricular activity, such as band class during the day in order to take part in the marching band, the home education student must be afforded the opportunity to enroll for the class. The district may report such a student for FTE purposes on a partial basis.</p> <p>Eligibility for participation is based on the following:</p> <ul style="list-style-type: none"> • The student must be registered in a home education program which meets the requirements of Florida law.

	<ul style="list-style-type: none"> • The student must meet the same residency requirements as other students in the school at which he or she participates. • The student must register his or her intent to participate with the school before the beginning date of the season for the activity in which he or she wishes to participate. • During the period of participation, the student must demonstrate educational progress in all subjects and maintain a G.P.A. of 2.0 by a method of evaluation mutually agreed upon by the student's parent and the principal of the school. A public school student who has not maintained academic eligibility may not participate in extracurricular activities as a home education student until he or she successfully demonstrates educational progress in a home education program for one grading period. <p>Public schools may not belong to any governing organization that discriminates against an eligible home education student.</p>
<p>9. What acceleration mechanisms are provided for students in a home education program?</p>	<p>Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination at community colleges and universities. Home education students may enroll directly with the postsecondary institution or use the district's interinstitutional articulation agreement. If the home education student enrolls through the district's interinstitutional articulation agreement, the district may earn FTE and must provide instructional materials.</p>
<p>10. What type of diploma do home education students receive?</p>	<p>School districts, adult high schools, and community colleges may not provide regular high school diplomas to home education students. A home education student may take the General Educational Development (GED) test and be awarded a Florida GED diploma if the student receives a passing score. Thus, some parents choose to utilize a curriculum provider that offers a credentialed diploma to the student.</p>
<p>11. Are home education students eligible for Bright Futures Scholarships?</p>	<p>Yes. Home education students may be eligible for a Bright Futures Scholarship if they are registered as home education students during the 11th and 12th grades. Official documentation of appropriate SAT or ACT test scores as determined by the Department of Education is required.</p>
<p>12. How many students in Florida are registered in home education programs?</p>	<p>The following chart shows the increase in the number of students and families involved in home education programs.</p>

Home Education

	School Year	Families*	Students**
	1997-1998	21,507	31,440
	1998-1999	21,881	33,219
	1999-2000	26,656	37,196
	2000-2001	27,792	41,128
	2001-2002	29,417	44,460
	2002-2003	30,892	45,333
	2003-2004	32,166	47,151
	2004-2005	35,110	51,110
	* - Number of families statewide which registered their intent to establish home education programs. ** - Number of students statewide who participated in home education programs.		
13. What are the applicable statutes?	Section 1002.01(1), F.S. -- Definitions. Section 1002.41, F.S. -- Home Education Programs. Section 1003.01 (13), F.S. -- Definitions. – Regular school attendance. Section 1003.21.(1)(b), F.S. -- School Attendance. Section 1003.26(1)(f), F.S. -- Enforcement of school attendance. Section 1006.15, F.S. -- Student standards for participation in interscholastic extracurricular student activities; regulation. Sections 1009.531, 1009.534, 1009.535 and 1009.537, F.S. Bright Futures Scholarship Program.		
14. Where can I get additional information?	Florida Department of Education Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org General Education Development (GED) information: Toll free phone: 1-800-237-5113 Florida House of Representatives Education Council (850) 488-7451		



Education Council Charter School Districts

Fact Sheet

January 2006

1. What are charter school districts?	<p>In 1999, the Legislature established the Charter School Districts Pilot Program authorizing the State Board of Education to enter into a performance contract with a maximum of six school districts for the purpose of establishing them as charter school districts. Under the pilot program four charter school districts were created. In these districts the school board agreed to comply with certain performance goals contained in a performance contract that was approved by the State Board of Education. In return, the districts were granted statutory and rule exemptions.</p> <p>In 2003, the Legislature eliminated the Charter School District Pilot Program and replaced it with a statewide program allowing the creation of <i>academic performance-based charter school districts</i>. The new program is open to all high performing school districts.</p>
2. How many charter school districts exist in Florida?	<p>Presently, there are four charter school districts in Florida (Volusia County School District, Hillsborough County School District, Orange County School District, and Palm Beach County School District). These charter school districts were created under the 1999 pilot program, and have had their status grandfathered in until no later than 2007 at which time if they wish to continue to hold a charter they must conform to the standards applicable to <i>academic performance-based charter school districts</i>.</p>
3. What is an academic performance-based charter school district?	<p>An academic performance-based charter school district is one that is granted statutory and rule exemptions based upon its record as a high performing school district as determined by the grades its public schools achieve. In order to be classified as “high performing” a school district must have at least 50% of its schools achieving grades of “A” or “B” for two consecutive years with no school earning two consecutive “D’s” or “F’s” during the same period.</p>
4. How does a charter school district become an academic performance-based charter school district?	<p>Provided that a school district meets the “high performing” criteria, the State Board of Education may, upon application by the district, grant a pre-charter agreement giving the district limited flexibility and direction for developing the full academic performance-based charter school district contract. Once that contract is completed and approved by the State Board of Education, the district becomes an academic performance-based charter school district with expanded administrative flexibility and exemption from specified state statutes and rules.</p>
5. Is an academic performance-based	<p>No. Neither a charter school district under the pilot program nor an academic performance-based charter school district is</p>

Charter School Districts

<p>charter school district required to have new or converted charter schools in the district?</p>	<p>statutorily required to have charter schools residing within it.</p>
<p>6. How long does academic performance-based charter school district status last?</p>	<p>Under the academic performance-based charter school district program each qualifying district is granted an indefinitely renewable one-year charter. If at the end of any given year that district still qualifies based upon its school grades the charter is renewed. If at the end of the year the district no longer qualifies on the basis of school grades the district is given one year to come back into compliance. If it fails to do so by the end of the one year extension the charter is to be terminated.</p>
<p>7. Does a charter school district have a governing board?</p>	<p>Yes. The governing board of a charter school district must be the school district's elected board members. The school board (governing board) is responsible for supervising all schools in the school district. Additionally, the school board is authorized to convert its existing public schools to charter schools or establish performance-based contractual relationships with its public schools for the purpose of providing them with greater autonomy in return for performance accountability.</p>
<p>8. Are charter school districts exempt from state statutes?</p>	<p>An academic performance-based charter school district is exempt from rules and statutes in accordance with its charter, as approved by the State Board of Education. The State Board must determine if the exemption will help the district maintain or improve its high-performing status. However, the State Board of Education may not exempt a charter school district from statutes pertaining to:</p> <ul style="list-style-type: none"> • Provision of services to students with disabilities; • Civil rights; • Student health, safety and welfare; • Election or compensation of school board members; • Student assessment program and school grading system, including chapter 1008; • Financial matters, including chapter 1010; • Planning and budgeting, including chapter 1011, except for sections 1011.64 and 1011.69 • Sections 1012.22(1)(c) and 1012.27(2) relating to performance pay policies; and • Educational facilities, including chapter 1013. <p>Charter school districts must comply with statutes pertaining to public records and meetings; financial disclosure by elected officials; and conflicts of interest by elected officials.</p>

9. What waivers have been granted by the SBE for the charter school districts?

Volusia County Waivers		
All waiver requests are available on district website: http://www.volusia.k12.fl.us/charter .		
Statute	SBE Rule	Description
1001.452		Waives the requirement that the School Advisory Council be composed of members who represent the economic community served by the school.
1003.26		Waives the requirement that parents be notified in writing of absences.
1003.27		Waives the penalties for habitual truancy/ nonattendance.
1003.43		Waives the requirement that all high school students take one full credit of physical education and maintenance of personal fitness. This waiver allows high school students to use 1/2 credit of marching band for PE towards their one credit requirement.
1003.43 (7)(d)		Waives the requirement that a parent must sign the written assessment when a child is enrolled in Level 1 course.
1003.436		Waives the 135 hours of class time per high school credit requirement.
1003.53		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1004.04		Waives the requirement for administrators who supervise or direct teacher preparation students during field experience courses or internships have evidence of "clinical educator" training and successfully demonstrate effective classroom management strategies that consistently result in improved student performance.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1008.25		Waives the procedures and protocol requirements for Academic Improvement Plans for remediation.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1011.64		Waives the requirement that PECO dollars be expended on needed projects as shown by the district's survey which must be compiled in accordance with established space allocations.
1012.42(2)	6A-1.0503	Waives the requirement that students' parents be notified in writing with the names of all teachers currently teaching out of field.
1013.03(10)(a)1		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.20		Waives the requirement that portables be accessible by adequately covered walkways.
1013.68		Waives the requirement that Classroom First funds will only be received and spent if the district certifies that it has no unmet needs for permanent classrooms in its five-year capital outlay work plan. The waiver will not change the district's previous election under s. 1013.68, F.S., to pledge moneys to pay debt service on issued bonds.
1013.72		Waives the requirements related to allocation of space; however, the waiver does not apply to cost per student station caps.
	6A.1.012	Waives the requirements that all purchases made be based on requisitions.

Hillsborough County Waivers		
Statute	SBE Rule	Title
1001.452		Waives the requirement that the School Advisory Council be composed of members who represent the economic community served by the school.
1003.33		Waives the use of the required format and rules for determining student performance and restricts the school board's ability to determine their own grading policy.
1003.43(1)(j)	6A-1.0953/6A-1.09532	Waives the requirement that all high school students take one full credit of physical education and maintenance of personal fitness. This waiver allows high school students to use 1/2 credit of marching band for PE towards their one credit requirement.
1003.43(7)(d)		Waives the requirement that a parent must sign the written assessment when a child is enrolled in Level 1 course.
1003.436		Waives the 135 hours of class time per high school credit requirement.
1003.53(5)		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1004.04(5)(a)		Waives the requirement for administrators who supervise or direct teacher preparation students during field experience courses or internships have evidence of "clinical educator" training and successfully demonstrate effective classroom management strategies that consistently result in improved student performance.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40(3)(a)		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1008.25(4)(b)		Waives the procedures and protocol requirements for Academic Improvement Plans for remediation.
1008.345(2)	6A-1.09981(3)(4)	Waives the requirement that a program of school improvement include the determination of whether or not adequate progress is made.
1010.20(2)(a)		Waives the requirement for the reporting of in-service and categorical in-service expenditures on district disaggregated basis.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1012.56		Waives the requirement that a teacher with a three-year temporary certificate must pass the general knowledge test within one year of issuance of the temporary certificate.
1013.03(10)(a)		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.20		Waives the requirement that portables be accessible by adequately covered walkways.
	6A-1.0503	Waives the definition of qualified instructional personnel.

Charter School Districts

Orange County Waivers		
Statute	Rule	Title
1003.436		Waives the requirement that one full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board.
1003.53		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1009.27		Waives the law that applies to students enrolled in workforce development programs who are reported for funding through the Workforce Development Educational Fund.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1012.56		Waives the requirement that a teacher with a three-year temporary certificate must pass the general knowledge test within one year of issuance of the temporary certificate.
1013.28		Waives the law that prevents the sale of property by direct negotiation.
1013.31		Waives the requirements that address the calculation of capacity for design and for determining need. The waiver does not apply to capital outlay and debt service funds.
1013.69		Waives the law that requires full bonding for participation in Classrooms First, the School Infrastructure Thrift (SIT) Program, or the Effort Index Grants Program.
	6A-1.012	Waives the requirements that all purchases made be based on requisitions.
	6A-1.0503	Waives the requirement for school board approval of out-of-field teacher assignments before the FTE survey week which follows the hire date of a prospective teacher.
Palm Beach Waivers		
Statute	SBE Rule	Title
1013.03(10)(a)		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.64(6)(b)1		Waives the law prohibiting a district school board, including a district school board of an academic performance-based charter school district, from using funds from the following sources: Public Education Capital Outlay and Debt Service Trust Fund; School District and Community College District Capital Outlay and Debt Service Trust Fund; Classrooms First Program funds; effort index grant funds; nonvoted 2-mill levy of ad valorem property taxes; Classrooms for Kids Infrastructure Program funds; or District Effort Recognition Program funds for any new construction of educational plant space with a total cost per student station, including change orders, that equals more than: \$12,755 for an elementary school, \$14,624 for a middle school, or \$19,352 for a high school, (January 2002) as adjusted annually to reflect increases or decreases in the Consumer Price Index.
1013.72		Waives the requirements related to allocation of space; however, the waiver does not apply to cost per student station caps.
	6A-1.0503	Waives the requirement for school board approval of out-of-field teacher assignments before the FTE survey week which follows the hire date of a prospective teacher.
03.436(2)		Waives the requirement relating to awarding credit for high school graduation.
1006.28(3)(b)		Waives requirement that principal must collect money for lost or damaged instructional materials.
10. What are the applicable statutes?	Section 1003.62, F.S. — Academic performance-based charter school districts.	
11. Where can I get additional information?	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0509</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>	



Education Council Charter Schools -- Overview

Fact Sheet

January 2006

1. What are charter schools?	<p>Charter schools are public schools that operate under a performance contract, or a “charter,” which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. The charter contract between the charter school governing board and the sponsor details the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted varies but most are granted for three to five years.</p> <p>The legislative guiding principles behind charter schools are to meet high standards of student achievement while increasing parental choice, aligning responsibility with accountability, and providing parents information on reading levels and learning gains of their children.</p> <p>Charter schools are required to improve student learning, increase learning opportunities with special emphasis on low performing students and reading, create new professional opportunities for teachers, encourage innovative learning methods, and measure learning outcomes. Charter schools may create innovative measurement tools, provide competition to stimulate improvement in traditional schools, expand capacity of the public school system, and mitigate the educational impact created by the development of new residential units.</p>
2. How many charter schools are currently operating in Florida?	<p>Since 1996, which was the first year the Legislature authorized charter schools, the number of charter schools operating in Florida has grown from five to approximately 338 in 2005-2006. The five schools in 1996 served 574 students and the 338 schools serve approximately 98,266 students. Florida’s charter schools are growing by record numbers. Growth could accelerate more in the future since the 2003 Legislature removed the limit on the number of newly-created charter schools in a district.</p>
3. Who is eligible to attend charter schools?	<p>Charter schools are open to all students residing within the district. Enrollment preference may be given to siblings of current charter school students, children of a member of the charter school governing board, or children of the charter school governing board members or employees.</p> <p>A charter school may limit the enrollment process in order to target the following student populations:</p> <ul style="list-style-type: none">• Students within specific age groups or grade levels.

	<ul style="list-style-type: none"> • Students considered at risk of dropping out of school or academic failure. • Students who wish to enroll in a charter school-in-the-workplace or a charter school-in-a-municipality. • Students residing within a reasonable distance of the charter school. • Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school. • Students articulating from one charter school to another. 																																							
<p>4. How do the demographic characteristics of students in charter schools compare with students in traditional public schools?</p>	<p>The table below compares the characteristics of students enrolled in charter schools with those of students enrolled in traditional public schools.</p> <p style="text-align: center;">2004-2005 Demographic Data for Charter School Students Compared to Traditional Public School Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d3d3d3;">Ethnic Student Population</th> </tr> <tr> <th style="width: 33%;">Ethnic</th> <th style="width: 33%;">Charter Schools</th> <th style="width: 33%;">Traditional Schools</th> </tr> </thead> <tbody> <tr> <td>White</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>African American</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>Multiracial</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">3%</td> </tr> <tr> <th colspan="3" style="background-color: #d3d3d3;">Educational Needs</th> </tr> <tr> <th style="background-color: #d3d3d3;">Need</th> <td></td> <td></td> </tr> <tr> <td>Exceptional Student Education (ESE)</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Limited English Proficiency</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">8%</td> </tr> <tr> <th colspan="3" style="background-color: #d3d3d3;">Economic Indicator</th> </tr> <tr> <td>Free or Reduced Price Lunch</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">45%</td> </tr> </tbody> </table>	Ethnic Student Population			Ethnic	Charter Schools	Traditional Schools	White	44%	49%	African American	24%	24%	Hispanic	25%	23%	Asian	1%	2%	Multiracial	2%	3%	Educational Needs			Need			Exceptional Student Education (ESE)	14%	15%	Limited English Proficiency	6%	8%	Economic Indicator			Free or Reduced Price Lunch	37%	45%
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<p>5. How are charter schools created, organized, and operated?</p>	<p>Charter schools are created when an individual, a group of parents or teachers, a business, a municipality, or a legal entity submits an application to the school district; the school district approves the application; the applicants form a governing board that negotiates a contract with the district school board; and the applicants and district school board agree upon a charter or contract. The district school board then becomes the <i>sponsor</i> of the charter school. A state university may grant a charter to the university lab school and is considered to be the school's sponsor. The negotiated contract outlines expectations of both parties regarding the school's academic and financial performance.</p> <p>A charter school is organized and privately <i>operated</i> by teachers, parents, community leaders, businesses, or legal entities (which may include a for-profit management company). The charter school may serve at-risk students, offer a specialized curriculum or core academic program,</p>																																							

	<p>provide early intervention programs, or serve exceptional education students.</p> <p>Charter schools operated by for-profit management companies represented about 20% of charter schools in Florida in 2004-2005. The management companies are responsible for establishing the educational philosophy and design, including curriculum; assessment methods and tools; handling administrative, compliance, and business responsibilities; hiring and supervising personnel; and recruiting students.</p>
<p>6. How does the application process work for a charter school?</p>	<p>A school board receives and reviews all charter school applications and, within 60 days of receipt, must approve or deny the application. All charter applications must:</p> <ul style="list-style-type: none"> • Demonstrate how the school will use the guiding principles. • Provide a detailed curriculum. • Contain goals and objectives for improving student learning. • Describe the separate reading curricula and strategies. • Contain an annual financial plan. <p>If a school board denies an application, it must provide specific written reasons within 10 calendar days. The charter school applicant then has 30 calendar days to appeal after denial or after the school board has not rendered a decision within 60 days of receiving the application. The appeal is to the State Board of Education and the State Board's decision is a final action subject to judicial review.</p>
<p>7. What is the Charter School Appeal Commission?</p>	<p>The Charter School Appeal Commission assists the State Board of Education in reviewing appeals from:</p> <ul style="list-style-type: none"> • Denial of charter applications; and • Non-renewal or termination of charter contracts. <p>The commission convened six times during January through December 2004 to hear 23 appeals. The State Board of Education adopted the commission's recommendations 83% of the time.</p> <p>The eight-member commission is comprised of four charter school operators and four school district staff.</p>
<p>8. Once an application has been approved what must the charter itself contain?</p>	<p>Current law requires charters to contain the following:</p> <ul style="list-style-type: none"> • School's mission, the students and their ages, and the grades that will be included in the charter school. • Focus of the school's curriculum, the instructional methods that will be used, any distinctive instructional techniques that will be employed, and the identification and acquisition of technology needed to improve educational and administrative performance. • Assurance that reading is a primary focus of the curriculum and that resources are provided to identify and

	<p>provide specialized instruction for students who are reading below grade level. The reading curriculum and the instructional strategies for implementation <i>must</i> be consistent with the Sunshine State Standards and be grounded in scientifically based reading research.</p> <ul style="list-style-type: none"> • Current incoming baseline standard of individual student achievement, the outcomes that will be achieved, and the method of measurement that will be used. • Methods that will be used to identify the educational strengths and needs of students. • Method for determining if a student satisfies high school graduation requirements. • Method for resolving conflicts between the governing body of the charter school and the sponsor. • Admission and dismissal procedures, as well as the school’s student conduct code. • Methods by which the charter school will achieve a racial/ethnic balance reflective of the community it serves or other public schools within the same school district. • Financial and administrative management of the charter school. • Incorporation of asset and liability projections required in the application into the charter to facilitate comparison with information provided in the charter school’s annual report. • Specific provisions regarding audit, safety, insurance, term, facilities, teacher qualifications, governance, and timetable provisions.
<p>9. What specific statutory requirements apply to charter school operations?</p>	<p>A charter school is statutorily required to:</p> <ul style="list-style-type: none"> • Be nonsectarian in its programs, admission policies, employment practices, and operations. • Admit students as specified in Question 3. • Be accountable to the school district for its performance. • Not charge tuition and fees. • Comply with all applicable state and local health, safety, and civil rights requirements. • Not discriminate on the basis of race, national origin, sex, handicap, or marital status. • Subject itself to an annual financial audit. • Maintain all financial records that constitute its accounting system in accordance with current law. • Annually adopt and maintain an operating budget. • Fully participate in the state’s education accountability program.
<p>10. Are charter schools exempt from state statutes?</p>	<p>Charter schools are generally exempt from the Florida K-20 Education Code (Ch. 1000-1013, F.S.), except those statutes specifically applying to charter schools; pertaining to the provision of services to students with disabilities; pertaining to civil rights; and pertaining to student health, safety, and welfare.</p> <p>Charter schools are not exempt from any statute governing</p>

	<p>public records; public meetings and records; public inspection; and penalties.</p> <p>The 2004 Legislature provided that:</p> <ul style="list-style-type: none"> • Charter schools are exempt from compliance with the State Requirements for Educational Facilities (SREF) but are required to comply with the Florida Building Code and the Florida Fire Prevention Code. • A local governing authority may not impose local building requirements more stringent than those in the Florida Building Code. • Charter schools are exempt from fees charged for building licenses.
<p>11. What are conversion charter schools?</p>	<p>Conversion charter schools are traditional public schools that have been converted to charter schools. The school must have operated for at least two years as a traditional public school (including a school-within-a-school) in a school district before conversion. Application for a conversion may be made by a parent, teacher, principal, district school board or school advisory council, but must be approved by a majority of the teachers and a majority of the parents. A majority of the parents must participate in the vote. Twenty-three conversion charter schools operated in Florida in 2004-2005, representing about 8% of the total number of charter schools in the state.</p> <p>The charter for a conversion charter school must identify the alternative arrangements that will be put in place to serve current students that choose not to attend the school after it is converted.</p> <p>Conversion charter schools are not eligible for charter school capital outlay funding if the conversion charter school operates in facilities provided to them by the school district.</p>
<p>12. What are community partnership charter schools?</p>	<p>Community partnership charter schools are sponsored by local school districts in partnership with outside entities. Any portion of a facility used for a charter school is exempt from ad valorem taxes. These schools target specific student populations or neighborhoods or focus on specific areas of interest. This category includes:</p> <ul style="list-style-type: none"> • Charter schools-in-the-workplace, • Charter schools-in-a-municipality, • Community college charter schools, and • Museum partnership charter schools focus on specific areas of interest. <p>Examples are Terrace Community Charter School in Hillsborough County and Palm Beach Maritime Academy in Palm Beach County.</p>

<p>13. What are charter schools-in-the workplace?</p>	<p>Charter schools-in-the-workplace are sponsored by local school districts in partnership with a company or business. Such charter schools usually target the children of the employees of a company or business. The business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of the employees of the business; and enrolls students according to the racial/ethnic balance reflective of the community or other public schools in the same school district.</p> <p>Examples of charter schools-in-the-workplace are The Villages Charter Schools in Sumter County, the JFK Medical Center Charter School in Palm Beach County, and Renaissance Elementary Charter School in Miami-Dade County.</p>
<p>14. What are charter schools-in-a-municipality?</p>	<p>Charter schools-in-a-municipality are sponsored by local school districts in partnership with a municipality. Such schools enroll students based upon a random lottery that involves all of the children of the residents of the municipality and according to the racial/ethnic balance reflective of the community or other public schools in the same school district.</p> <p>If a municipality applies to establish a charter school feeder pattern and the district school board has approved each individual charter for each elementary, middle, and high school in the feeder pattern, the schools are designated as one charter school. (Refer to Charter Schools Funding Fact Sheet).</p> <p>Examples of charter schools-in-a-municipality are the City of Pembroke Pines Charter Schools, Coral Springs Charter Schools, and North Lauderdale Academy, all in Broward County; Marco Island Charter School in Collier County; Kissimmee Charter School in Osceola County; and Aventura City of Excellence Charter School in Miami-Dade County. The Coral Springs and Kissimmee charter schools are operated by for-profit management companies.</p>
<p>15. What are community college charter schools?</p>	<p>Community college charter schools are statutorily authorized when a public community college, in cooperation with the school board or boards within the college's service area, develops a charter school that offers secondary education and allows students to obtain an associate's degree upon graduation from high school. Students have full access to all college facilities, activities, and services.</p> <p>Florida had four community college partnership schools operating in 2004-2005. The Okaloosa-Walton Community College (OWCC) Collegiate High School in Okaloosa County, St. Petersburg Collegiate Charter School in Pinellas County, Polk Community College Collegiate Charter School in Polk County, and the Clark Advanced Learning Center in Martin</p>

	County.
<p>16. How do the instructional and administrative personnel of a charter school compare with the personnel of a traditional public school?</p>	<p>Florida Statutes require that teachers employed by or under contract with a charter school be certified in the same manner as all other public school teachers in Florida.</p> <p>On a statewide average, charter schools have 21% more instructional staff than traditional public schools and 4% more administrative staff than traditional public schools.</p>
<p>17. What are the applicable statutes and rules?</p>	<p>Section 1002.32 (2) and (9), F.S. -- Developmental Research (Laboratory) Schools. Section 1002.33, F.S. -- Charter schools. Section 1013.62, F.S. -- Charter schools capital outlay funding.</p> <p>Chapter 2004-268, L.O.F. -- General Appropriations Act, Specific Appropriation 20.</p> <p>Chapter 2005-70, L.O.F. -- General Appropriations Act, Specific Appropriation 17.</p> <p>Rule 6A-6.0781, F.A.C. -- Procedures for appealing a district board decision denying application for charter school.</p>
<p>18. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Funding and Financial Management of Florida's Public Charter Schools</i>, Technical Assistance Paper, November 2005. • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Paper, November 2005. • <i>Student Achievement in Florida's Charter Schools</i>, June 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Charter School Performance Comparable to Other Public Schools; Stronger Accountability Needed</i>, Report No. 05-21, April 2005. • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11, March 2005. <p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p>

	<p>Websites:</p> <ul style="list-style-type: none">• Florida Charter School Resource Center http://www.charterschools.usf.edu <p>Florida House of Representatives Education Council (850) 488-7451</p>
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1. How are charter schools held accountable?

The central aspect to charter school accountability is parent and student choice and the charter or the contract between the charter school and the sponsor, usually the school district. Dissatisfied parents can withdraw students. The sponsor may close a charter school if the school fails to participate in Florida's accountability system, fails to meet the student performance outcomes agreed upon in the charter, fails to meet generally accepted standards of fiscal management, violates the law, or shows other good cause. In 2004-2005, sixteen charter schools closed; six were closed by the sponsor (school district) and ten were closed by the school's governing board. The schools closed by the sponsor were due to schools receiving two F grades in a three-year period, declining enrollment, facility safety issues, and non-disclosure of background information.

The foundation for a charter school's evaluation based on the charter agreement is the school's annual report submitted to the sponsor. The sponsor then submits the report to the Commissioner of Education. At a minimum, each charter school's annual report must include:

- Student achievement performance data.
- Data on the financial status of the charter school.
- Documentation of the currently used and planned facilities.
- Descriptive information about the charter school's personnel.

Charter schools are evaluated and assigned a school grade using the same standards and criteria as traditional public schools. (**Refer to the School Grading System Fact Sheet.**)

The Department of Education (DOE) is statutorily required to annually provide an analysis and comparison of the overall performance of charter school students to traditional public school students. The comparison is based on the student performance of charter school students as measured by the statewide assessment program and information reported in each school's annual progress report.

<p>2. What were the findings of the annual accountability report?</p>	<p>Of charter schools receiving a grade in 2004-2005 as part of Florida's A+ Plan, 74% received a grade of C or higher. In 2004-2005, 32% of Florida's charter schools met all the criteria for AYP, as compared with 28% of traditional public schools.</p> <p><i>Student Achievement in Florida's Charter Schools</i>, a report released by the DOE in June 2005, found that students entering charter schools often have lower math and reading developmental scale scores on the FCAT than do their traditional public school counterparts. As a result, the average scores for Florida's charter school students often initially lag behind the average scores of traditional public school students. The achievement gap soon narrows, however, and student learning gains in charter schools match the learning gains of students in traditional public schools.</p>
<p>3. How are the constitutionally mandated class size reduction requirements being implemented in charter schools?</p>	<p>Although traditional public schools are allowed to measure compliance based upon district averages until 2006-2007, charter schools are not included in district averages because they are independently governed public schools. Annually, charter schools, in conjunction with their sponsors, are required to:</p> <ul style="list-style-type: none"> • Develop individualized class size reduction plans for the use of class size reduction funds. • Measure progress toward meeting school-level compliance. <p>All charter schools receive class size reduction funds, which is an operating categorical. Charter schools that are not in compliance with the constitutional maximums (Refer to Class Size Fact Sheet) may use the funds to help achieve the class size requirements. For those charter schools that achieve, and then maintain, the maximum allowable class sizes prior to the 2010 deadline, the funds may be used for operational expenses, with priority given to increasing teacher salaries.</p> <p>In 2006-2007 and 2007-2008, compliance with the class size reduction requirements for all public schools, including charter schools, will be measured at the school level. In 2008-2009, compliance will be measured at the classroom level. All Florida public schools, including charter schools, must be in full compliance with the constitutional provisions beginning in 2010-2011.</p>
<p>4. What are the applicable statutes?</p>	<p>Section 1002.32 (2) and (9), F.S. -- Developmental Research (Laboratory) Schools. Section 1002.33, F.S. -- Charter schools.</p> <p>Chapter 2005-70, L.O.F. -- General Appropriations Act,</p>

<p>5. Where can I get additional information?</p>	<p>Specific Appropriation 17.</p> <p>Florida Department of Education (DOE) Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Student Achievement in Florida’s Charter Schools</i>; June 2005. • <i>Funding and Financial Management of Florida’s Public Charter Schools</i>, Technical Assistance Paper; November 2005. • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Paper; November 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Charter School Performance Comparable to Other Public Schools; Stronger Accountability Needed</i>, Report No. 05-21; April 2005. • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11; March 2005. <p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Websites:</p> <ul style="list-style-type: none"> • Florida Charter School Resource Center www.florida.bx.net <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council Charter School Funding

Fact Sheet

January 2006

<p>1. How are charter school operations funded?</p>	<p>The charter school receives operating funds from the Florida Education Finance Program (FEFP) based on the number of full-time equivalent (FTE) students enrolled. Charter school funding includes gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by the total funded weighted FTE students in the school district; multiplied by the weighted FTE students in the charter school. Charter schools are entitled to their proportionate share of categorical program funds, for eligible students and programs.</p> <p>Charter schools may also access federal funds through a grant process.</p> <ul style="list-style-type: none">• Planning, program design, and implementation funding from the Public Charter School Grant Program is available for newly-approved charter schools for up to 36 months. In the 2005-06 school year, 71 planning, program design, and implementation projects were awarded, totaling about \$21 million. The average project award was about \$300,000 per school. Fifty-one charter schools in the second year of operation received awards totaling approximately \$11.4 million. Each award was approximately \$200,000.• Charter schools that have been in operation for at least three consecutive years and have demonstrated overall success may apply for a competitive federal charter school dissemination grant. In 2005-2006, dissemination grant project awards may total \$1.5 million. The awards may range from \$10,000 to \$500,000 each.
<p>2. What services does the district provide for the charter school?</p>	<p>The sponsor, or school district, must provide certain administrative and educational services to charter schools:</p> <ul style="list-style-type: none">• Contract management services.• FTE and data reporting services.• Exceptional student education administration services.• Test administration services, including payment of costs of state-required or district-required student assessments.• Processing of teacher certificate data services.• Information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located.

	<p>The school district may charge a charter school, including a conversion charter school, a total administrative fee based on 5% of the available per student FEFP funds. The fee is to cover district costs for the administrative services listed above. For schools with 501 students and above, the calculation is made only on 500. Any charter school with an enrollment over 500 calculates the 5% for those students over 500, but retains the calculated amount to be used for capital outlay purposes only. Conversion charter schools must use these funds for renovation, repair, and maintenance of facilities owned by the sponsor.</p> <p>School districts may not charge additional fees or surcharges for the above services unless the school district <i>contracts</i> with the charter school to provide additional goods and services.</p>
<p>3. How do charter schools provide transportation?</p>	<p>Charter schools are entitled to their proportionate share of transportation funds for eligible students. The charter school and the school district are required to cooperate in making arrangements so that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school. Transportation of charter school students must be consistent with the district school board requirements for transportation of all public K-12 students. The charter school may provide transportation through an agreement or contract with the school district, a private provider, or parents.</p>
<p>4. How are charter school facilities funded?</p>	<p>Capital outlay funding is allocated to each eligible charter school by multiplying the charter school's projected student enrollment by one-fifteenth of the cost-per-student station for an elementary, middle, or high school, unless otherwise provided in the General Appropriations Act.</p> <p>Beyond this basic calculation the eligibility criteria and the distribution pattern for those funds is tied to the amount of charter school capital outlay funds appropriated for the 2002-2003 fiscal year, or \$27.7 million. The same amount has been appropriated every year since 2001.</p>
<p>5. What is the eligibility criteria and distribution pattern for the appropriated funds for charter school capital outlay?</p>	<p>If the amount appropriated for charter school capital outlay in a given year is equal to \$27.7 million, capital outlay funds will be distributed to the following three classes of charter schools:</p> <ul style="list-style-type: none"> • Same charter schools that received funding during the 2002-2003 fiscal year. • Charter schools that are part of an expanded feeder pattern of schools that received funding during fiscal year 2002-2003. • Schools that hold a charter and were serving students at the beginning of the 2003-2004 school year, and which incurred long-term (5 years or more) financial obligations <i>prior</i> to January 31, 2003, or began

	<p>construction of educational facilities <i>prior</i> to December 31, 2002.</p> <p>If the amount appropriated in a given year is less than \$27.7 million, then the available funds are to be prorated among the three classes of charter schools, including charter lab schools.</p> <p>If the amount appropriated in a given year is greater than \$27.7 million, the available capital outlay dollars must be distributed as follows:</p> <ul style="list-style-type: none"> • The first \$27.7 million must be distributed in the same manner as an appropriation that is equal to \$27.7 million, listed above. • All funds over \$27.7 million must be distributed on a priority basis with the first priority going to those charter schools, including charter lab schools, with long term (5 years or more) debt or leases. If there are insufficient funds to give each first priority school an allocation equal to 1/15th per student station then the money is to be prorated among them. Once the first priority schools have been served if there is further capital outlay money available then all other charter schools deemed eligible are to receive funding.
<p>6. For purposes of capital outlay, when is a charter school part of an expanded feeder pattern?</p>	<p>A charter school is part of an expanded feeder pattern if it is paired with a school, located in the same school district, that received capital outlay funding during fiscal year 2002-2003, and if the charters of both schools contain a provision either to send (feed) or receive (be fed) a majority of the transfer-eligible students to and from the school with which it is paired. The grade level connection must be direct. A grade K-4 school and a grade 9-12 school cannot be considered a feeder pattern since there is a missing intermediate step.</p>
<p>7. What are the permissible uses of capital outlay funds by charter schools?</p>	<p>The permissible uses of capital outlay funds by charter schools are:</p> <ul style="list-style-type: none"> • Purchase of real property. • Construction of school facilities. • Purchase, lease-purchase, or lease of permanent or relocatable school facilities. • Purchase of vehicles to transport students to and from the charter school. • Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of 5 years or longer.
<p>8. What happens to charter school funds and property when a charter school is closed?</p>	<p>When a charter is not renewed or is terminated, unencumbered public funds from the charter school revert to the district school board; all district school board property and improvements, furnishings, and equipment purchased with public funds automatically revert to full ownership by</p>

	<p>the district school board subject to complete satisfaction of any lawful liens or encumbrances.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1002.32(2) and (9), F.S. -- Developmental Research (Laboratory) Schools. Section 1002.33, F.S. -- Charter schools. Section 1013.62, F.S. -- Charter schools capital outlay funding.</p> <p>Chapter 2005-70, L.O.F. -- General Appropriations Act, Specific Appropriation 17</p> <p>Rule 6A-6.0781, F.A.C. -- Procedures for appealing a district board decision denying application for charter school</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education (DOE) Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline (800) 447-1636 www.floridaschoolchoice.org</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Funding and Financial Management of Florida's Public Charter Schools</i>, Technical Assistance Paper, November 2005. • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Paper, November 2005. • <i>Student Achievement in Florida's Charter Schools</i>, June 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <ul style="list-style-type: none"> • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11, March 2005. <p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Websites:</p> <ul style="list-style-type: none"> • Florida Charter School Resource Center http://florida.bx.net <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
K-8 Virtual School Pilot Program

Fact Sheet

January 2006

<p>1. What is the K-8 Virtual School pilot program?</p>	<p>The K-8 Virtual School pilot program allows eligible K-8 virtual schools to be created as independent public schools that use on-line and distance learning technology to deliver instruction to full-time students in kindergarten and grades one through eight. The 2003 Legislature authorized the Department of Education (DOE) to provide for the creation of at least two pilot K-8 virtual schools. The two companies selected by the DOE in response to the request for proposal to operate a virtual school in Florida were the Connections Academy, Inc., founded by Sylvan Ventures, and K12, Inc., a technology-based curriculum company and the nation's largest virtual school manager. The two schools operated by these companies, Florida Connections Academy and Florida Virtual Academy, began delivering on-line instruction to Florida students in September 2003.</p> <p>Florida certified teachers work with parents or other designated learning coaches to deliver instruction to students. Both schools in the pilot program utilize on-line curriculum, lessons, progress tests, and record keeping as well as books and other more traditional learning materials. Students participate in field trips and other group activities so they have contact with other virtual school students. The schools provide computers and a stipend sufficient to cover the cost of Internet access for their students who complete 5 to 40% of their work on-line depending on the grade level.</p> <p>Both of the schools in the pilot program require a minimum of one parent-teacher telephone conference every two weeks. Teachers are available at other times via e-mail, telephone, or other technology tools provided by the schools. The teachers oversee students' progress through checking samples of their work.</p>
<p>2. What criteria are required for a K-8 virtual school to participate in the pilot program?</p>	<p>To be eligible to participate in the pilot program, a K-8 virtual school must:</p> <ul style="list-style-type: none">• Conform all curriculum and course content to the Sunshine State Standards;• Coordinate with the DOE and school districts to ensure their grade 3-8 students participate in the Florida Comprehensive Assessment Test (FCAT) or, for those students in grades K-2, administer local and other standardized assessments; and• Employ on-line teachers who are certified in Florida.
<p>3. What are the eligibility</p>	<p>Proviso language in the 2003 General Appropriations Act</p>

<p>criteria set in the proviso language for students to enroll in a K-8 virtual school?</p>	<p>limited student eligibility to students who had attended a Florida public school the previous year. However, in 2003-2004, kindergarteners and first graders who met the minimum age requirements for attendance at regular public schools were allowed to participate in the K-8 virtual school pilot program. Enrollment for the 2003-2004 school year included 227 kindergarten and first graders.</p> <p>In 2003, total enrollment was not allowed to exceed 1,000 students. Students were served on a first enrolled, first served basis. If students with special needs were served, the Individualized Education Program (IEP) for those students was to designate that on-line learning met their needs.</p> <p>In 2004, enrollment was limited to a total of 800 students comprised of those who were enrolled in either of the two pilot K-8 virtual schools during the 2003-2004 school year and siblings of those students.</p> <p>In 2005-06, enrollment is limited to a total of 1,000 students. Eligible students include those entering kindergarten or first grade, those who have participated in the pilot in previous years and their siblings, or students in grades 2-8 who attended a Florida public school the previous year.</p>
<p>4. What are the advantages of enrollment in the pilot K-8 virtual schools?</p>	<p>Enrolled students are equipped with loaned computers, software, subsidized Internet access, complete curriculum packages, and other relevant course materials so instruction may take place in a site other than an overcrowded classroom. The premise is to meld public education and strong parental involvement.</p>
<p>5. How is the pilot program funded?</p>	<p>In 2003, the pilot K-8 virtual schools were funded with grants of up to \$4,800 per student with total enrollment not to exceed 1,000 students. The total appropriation was \$4,800,000.</p> <p>The 2004 Legislature funded the grants in the same amount per student with total funding not to exceed \$3,840,000; thus, reducing the cap to 800 students.</p> <p>The 2005 Legislature appropriated \$4,800 per student with total funding not to exceed \$4,800,000, thus allowing enrollment up to 1,000 students.</p>
<p>6. How did the pilot program schools and students perform at the end of the first year of operation?</p>	<p>2005 FCAT results indicated that students in both schools tested well in reading and science at all grade levels. Florida Virtual Academy exceeded state averages in math in five of six grade levels and Florida Connections Academy exceeded state averages in three of six grade levels. Florida Virtual Academy students scored below state average in writing in grade 4 and matched state writing results in grade 8. Florida Connections Academy scored</p>

	<p>below state averages in writing at both grade levels.</p> <p>In 2004, Connections Academy earned a letter grade of C and Florida Virtual Academy earned a letter grade of B. In 2005, both schools earned a letter grade of B and Connections Academy made AYP.</p> <p>Surveys indicate very high parent satisfaction.</p>
<p>7. What are the applicable appropriations?</p>	<p>2003 General Appropriations Act, Specific Appropriation 4D.</p> <p>2004 General Appropriations Act, Specific Appropriation 10B.</p> <p>2005 General Appropriations Act, Specific Appropriation 88.</p>
<p>8. Where can I get additional information?</p>	<p>Connections Academy 1000 Lancaster Street, 6th Floor Baltimore, MD 21202 info@connectionsacademy.com</p> <p>K12, Inc. 8000 Westpark Drive Suite 500 McLean, Virginia 22102 1-888-YOURK12 (968-7512) www.k12.com www.flva.org</p> <p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Florida Virtual School

Fact Sheet

January 2006

<p>1. What is the Florida Virtual School?</p>	<p>The Florida Virtual School (FLVS) is a public on-line school offering virtual education options for students in grades 6 through 12, including honors, advanced placement, and GED courses. Courses are free to all Florida students and are available to public, private, and home education students. Priority is given to students who need expanded access to courses in order to meet their educational goals, such as home education students, students in inner-city and rural high schools that do not have access to higher-level courses, and students seeking accelerated access to a high school diploma.</p> <p>School districts may not limit student access to courses offered through the FLVS; they are required to provide students with access to enroll in courses available through the FLVS and award credit for successful completion of such courses. Access must be made available to students during or after the normal school day and through summer school enrollment.</p>
<p>2. How are the courses and delivery system designed?</p>	<p>All FLVS courses are delivered over the Internet. To help assure student success with virtual learning, a variety of web-based, technology-based and traditional resources are provided. These include phone, fax, stand-alone software, print-based material, websites, and real-world experts.</p> <p>FLVS has a full high school and middle school curriculum and offers more than 80 courses, which are based on the Sunshine State Standards. FLVS course grades are accepted for credit and are transferable. FLVS is accredited by the Southern Association of Colleges and Schools.</p> <p>Students may take different routes through their courses depending upon their learning styles and previous knowledge of the subject. When first designed, learners could progress through courses at any pace; however, this feature was modified since the school works in conjunction with districts on a traditional calendar and credit system. In order for districts to give graduation credits and plan for a student, a time-certain finish date was needed. Students must now specify whether they will work at a traditional, accelerated, or extended pace.</p>
<p>3. What are the credentials and availability of the teachers?</p>	<p>All FLVS teachers possess a valid Florida teaching certificate and are certified specifically in the subject they teach. At least 39 of the teachers are certified by the</p>

	<p>National Board of Professional Teaching Standards (NBPTS).</p> <p>Teachers can keep the content alive and current. They have the option of inputting current events and new graphical representations on an as-needed basis for their students. Teachers are available by e-mail, pager and telephone. Calls from students are returned within 24 hours. Teachers do monthly progress reports and are required to make at least one monthly telephone contact with students and parents. Although the administrative and technical functions of FLVS are primarily housed in Orange County, all of the teachers and many of the support and administrative staff are based throughout the state.</p>
<p>4. How do students and districts participate?</p>	<p>The FLVS is affiliated with all 67 Florida school districts. Adopting policies to encourage students to take courses from FLVS is one of the options that district school boards must consider implementing in order to meet the constitutional class size maximums. At the beginning of each school year, district school boards must notify parents of students in or entering high school of the opportunity and benefits of acceleration mechanisms, including the FLVS.</p> <p>The FLVS board of trustees may enter into franchise agreements with Florida district school boards. Currently, FLVS franchises are active in eight (8) school districts: Brevard, Broward, Miami-Dade, Hillsborough, Marion, Okaloosa, Pasco, and Polk.</p>
<p>5. How did the Florida Virtual School get started?</p>	<p>The web-based on-line high school was initially a 1997 pilot project. In 2000, the Legislature established a FLVS board of trustees to adopt rules, policies, and procedures; enter into agreements with distance learning providers; and acquire, enjoy, use, and dispose of patents, trademarks, copyrights, licenses, rights and interests.</p> <p>In 2001, the FLVS was administratively housed within the Commissioner of Education's Office of Technology and Information Services. The legislation also provided a mission statement. See Ch. 2001-89, L.O.F.</p> <p>The 2003 Legislature authorized franchise agreements, required the board of trustees to submit to the State Board of Education both forecasted and actual enrollments and credit completions for FLVS, including the number of public, private, and home education students served by program and by county of residence, and included the FLVS as a public school choice option for students.</p>
<p>6. What is the history of funding and enrollments for the Florida Virtual</p>	<p>Florida has historically supported FLVS through funding: \$200,000 in 1996 through a Department of Education (DOE) Break-the-Mold grant; and specific legislative appropriations until 2003-04.</p>

<p>School?</p>	<p>The following table shows historical funding amounts and enrollments for FLVS. Enrollment is defined as the number of half-credits that students have taken or are currently taking. The enrollment number is consistently larger than the student count because students may sign up for more than one course. If a student enrolls in three courses, the student count is one while the enrollment count is six. The average number of on-line classes is 2.2 half-credit enrollments per student.</p> <p>In 2003-04, FLVS funding transitioned from a grant basis to the Florida Education Finance Program (FEFP), which is the funding formula that allocates operating funds to public school districts.</p> <p style="text-align: center;">Florida Virtual School Funding and Enrollments</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Amount</th> <th>Enrollments</th> </tr> </thead> <tbody> <tr> <td>1997-98</td> <td>\$1.3 million</td> <td>225</td> </tr> <tr> <td>1998-99</td> <td>\$4.36 million</td> <td>1100</td> </tr> <tr> <td>1999-2000</td> <td>\$3.8 million</td> <td>3,900</td> </tr> <tr> <td>2000-01</td> <td>\$6.17 million</td> <td>8,900</td> </tr> <tr> <td>2001-02</td> <td>\$6.17 million</td> <td>11,500</td> </tr> <tr> <td>2002-03</td> <td>\$6.9 million</td> <td>14,000</td> </tr> <tr> <td>2003-04*</td> <td>\$8.4 million</td> <td>31,000</td> </tr> <tr> <td>2004-05</td> <td>\$14.6 million</td> <td>48,000</td> </tr> <tr> <td>2005-06</td> <td>\$21.8 million</td> <td>51,000</td> </tr> </tbody> </table> <p>*In 2003-04, FLVS funding transitioned from a grant basis to the FEFP. (See Question 7.)</p>	Year	Amount	Enrollments	1997-98	\$1.3 million	225	1998-99	\$4.36 million	1100	1999-2000	\$3.8 million	3,900	2000-01	\$6.17 million	8,900	2001-02	\$6.17 million	11,500	2002-03	\$6.9 million	14,000	2003-04*	\$8.4 million	31,000	2004-05	\$14.6 million	48,000	2005-06	\$21.8 million	51,000
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<p>7. How does funding through the FEFP work?</p>	<p>The 2003 Legislature transitioned FLVS funding from a grant basis to the FEFP. In the FEFP, funding is based on “credit successfully completed” with six credits equaling one full-time equivalent student (FTE). No funding is earned if the student does not successfully complete the course. A student who completes less than six credits is a fraction of a full-time equivalent student. Half credit completions are included in determining a full-time equivalent student. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding. The 2003-2004, 2004-2005, and 2005-06 funding for the FLVS in the FEFP was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th># of Unweighted FTE</th> <th>Amt/FTE</th> <th>Total Funds (includes Categorical Funds)</th> </tr> </thead> <tbody> <tr> <td>2003-2004</td> <td>1,764.23</td> <td>\$4,859.02</td> <td>\$8,572,428</td> </tr> <tr> <td>2004-2005</td> <td>2,938.75</td> <td>\$5,079.83</td> <td>\$14,928,357</td> </tr> <tr> <td>2005-2006</td> <td>3,746.32</td> <td>\$5,306.27</td> <td>\$19,879,003</td> </tr> </tbody> </table> <p>The FLVS receives categorical funding for instructional materials, public school technology, class size reduction, and teacher training. The FLVS does not receive funding for the remaining two categoricals, which are Florida Teacher</p>	Year	# of Unweighted FTE	Amt/FTE	Total Funds (includes Categorical Funds)	2003-2004	1,764.23	\$4,859.02	\$8,572,428	2004-2005	2,938.75	\$5,079.83	\$14,928,357	2005-2006	3,746.32	\$5,306.27	\$19,879,003														
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	<p>Lead and transportation.</p> <p>In addition to the FEFP funding, the 2004 Legislature provided \$800,000 to FLVS to support activities associated with development and implementation of a grade six through eight curriculum and \$1,373 in District Cost Differential (DCD) Transition Supplemental funds. The 2005 legislature provided \$2,948 in DCD Transition Supplemental funds.</p>
<p>8. How does the governance structure of the FLVS work?</p>	<p>The FLVS board of trustees has the responsibility for sustaining a self-sufficient delivery system through the FEFP. They must aggressively seek avenues to generate revenue to support FLVS's future endeavors. FLVS may accrue supplemental revenue from supplemental support organizations, including alumni associations, foundations, parent-teacher associations, and booster associations. Additionally, FLVS may receive other funds from grants and donations.</p> <p>School districts operating a virtual school that is certified by the Commissioner of Education as an approved franchise of the FLVS may count full-time equivalent students for funding purposes in the FEFP. The FLVS board of trustees establishes the criteria defining the elements of an approved franchise, the terms and conditions governing franchise agreements, and the performance and accountability measures for a school district franchise. The board of trustees also reports the performance of each school district franchise to the Commissioner of Education.</p> <p>Although the ownership of patents, trademarks, and copyrights remains with the state, the board has the full right of use and the right to retain any revenues derived from their use to support the school's research and development in order to improve courses and services for students.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1002.37, F.S. -- The Florida Virtual School. Section 1011.62, F.S. -- Funds for Operation of Schools</p> <p>2005 General Appropriations Act, Specific Appropriation 73 2004 General Appropriations Act, Specific Appropriation 10B and 87A 2003 General Appropriations Act, Specific Appropriation 65</p> <p>Rule 6A-1.099, F.A.C. -- Cooperative Projects and Activities</p>
<p>10. Where can I get additional information?</p>	<p>The Florida Virtual School 445 West Amelia Street Orlando, FL 32801 (407) 317-3326 http://www.flvs.net</p> <p>Florida Department of Education Office of Independent Education and Parental Choice</p>

	<p>(850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Public Schools
Assessment/Accountability



Education Council
Sunshine State Standards

Fact Sheet

January 2006

<p>1. What are the Sunshine State Standards?</p>	<p>The Sunshine State Standards identify what public school students should know and be able to do. The standards form the basis of public K-12 educational instruction expectations for student achievement in Florida public schools for grades Pre-K to 2, 3-5, 6-8 and 9-12. The tool for the evaluation and demonstration of the standards is the Florida Comprehensive Assessment Test (FCAT). (Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p>
<p>2. How were the Sunshine State Standards developed?</p>	<p>The DOE began developing the Sunshine State Standards in 1994 with the help of teachers, school administrators, business leaders, education experts, and representatives of professional organizations. Research was conducted on content, competencies, and instructional practices culminating in the Sunshine State Standards which the State Board of Education approved in 1996 to give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in subject areas at specified stages of their school career.</p>
<p>3. What subject areas are covered in the Sunshine State Standards?</p>	<p>The Sunshine State Standards were originally developed for seven subject areas: language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. In the subject areas of language arts, mathematics, science, and social studies, the standards have been expanded to include grade level expectations.</p>
<p>4. Why are the Sunshine State Standards necessary?</p>	<p>The Sunshine State Standards establish the baseline of information that students are expected to know at specified stages of their academic progression for purposes of measuring student performance and progress. With established standards, students can be monitored academically as they develop.</p>
<p>5. How will students know that they are meeting the standards?</p>	<p>State and local assessments are used to determine student progression. The FCAT, which is a combination of criterion-referenced and norm-referenced components, is designed and used to measure how well students in grades 3-10 are learning the skills and competencies outlined in the Sunshine State Standards. Assessments for each grade level must be capable of measuring each student's mastery of the Sunshine State Standards for that grade level and above, and must measure the annual progress of mastery of the Sunshine State Standards. (Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1000.21(7), F.S. -- Definition. Section 1001.03(1), F.S. -- Student performance standards.</p>

Sunshine State Standards

	<p>Section 1003.41, F.S. -- Sunshine State Standards. Section 1008.22, F.S. -- Student assessment program.</p> <p>Rules 6A-1.09401, F.A.C. -- Minimum student performance standards</p>
7. Where can I get additional information?	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0416</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Florida Comprehensive
Assessment Test (FCAT)

Fact
Sheet

January 2006

<p>1. What is the Florida Comprehensive Assessment Test?</p>	<p>The Florida Comprehensive Assessment Test (FCAT) is an integral part of Florida’s overall plan to improve student achievement through higher standards. The FCAT is a series of norm-referenced and criterion-referenced tests designed to measure the Sunshine State Standards skills and competencies. The Sunshine State Standards outline the skills and competencies Florida students should have in seven subject areas at certain stages of their school career. (Refer to the Sunshine State Standards Fact Sheet.)</p>
<p>2. In what grades is the FCAT administered?</p>	<p>The FCAT is administered as follows:</p> <ul style="list-style-type: none">• Mathematics tests -- administered in grades 3 through 10, these tests are multiple choice and short-answer/long-answer performance tasks and include information related to other Sunshine State Standards content areas such as the arts, social studies, science, foreign language, and physical education.• Reading tests -- administered in grades 3 through 10, these tests are multiple-choice and short-answer/long-answer performance tasks that use various books and publications that students should be able to read at their grade level.• Writing tests -- administered in grades 4, 8, and 10, these tests require students to prepare original essays on various topics that are scored on a scale of 1 to 6. The 2006 administration will also include multiple choice questions with three and four answer options. These questions are designed to test student knowledge of sentence structure, organization and conventions.• Science tests – administered in grades 5, 8, and 11, these tests are multiple-choice and performance tasks that cover sciences in four categories: physical and chemical, earth and space, life and environment, and scientific thinking. <p>Students must earn a passing score on the reading and math components of the 10th grade FCAT or a concordant score on an alternative assessment in order to graduate with a standard high school diploma. (See High School Graduation Requirements Fact Sheet.) However, certain disabled students may be exempted from this requirement (See Question 10).</p> <p>If a student does not participate in the FCAT, the school district is required to notify the student’s parent and provide</p>

Florida Comprehensive Assessment Test (FCAT)

	the parent with information regarding the implication of such nonparticipation.
3. When is the FCAT administered?	<p>Current law requires the Commissioner of Education to establish a schedule for the administration of the FCAT that provides the latest possible administration and the earliest possible results.</p> <p>The FCAT test dates for the 2005-2006 academic year were set for the following dates.</p> <ul style="list-style-type: none"> • <i>September 26–30, 2005 or October 3-7, 2005:</i> FCAT reading and math tests for new students and students retaking one or both tests in the 11th and 12th grades. • <i>February 7-8, 2006:</i> FCAT writing test for students in the 4th, 8th, and 10th grades. • <i>February 26 - March 10, 2006:</i> <ul style="list-style-type: none"> -- FCAT reading and math tests for all students in the 3rd thru 10th grades. -- FCAT science test for students in the 5th, 8th, and 11th grades. -- FCAT reading and math tests for new students and students retaking one or both tests in the 11th and 12th grades. • <i>June 19-23, 2006:</i> FCAT reading and math tests for new students and students retaking one or both tests and who are rising 12th grade students or above.
4. How was the FCAT developed?	The Florida Department of Education's (DOE) Assessment and School Performance Section developed the FCAT in conjunction with classroom teachers, curriculum experts, administrators, and citizens.
5. How is the FCAT scored?	Multiple-choice questions are machine scored. Trained evaluators hand score performance task short and long answer questions.
6. How are FCAT scores reported and what do the scores mean?	<p>The FCAT scores are reported two ways. First, the score is reported on a cut-score scale of 100 to 500. Cut-scores are linked to one of five achievement levels as established by rule, with level one being the lowest level and level five being the highest level. These scores reflect student achievement at a particular grade level.</p> <p>Second, a developmental score is reported on a scale of 0 to 3000. As students move from one grade level to the next, the developmental score should increase to reflect increased achievement. The developmental score is intended to allow parents and educators to monitor the year-to-year academic progress of students.</p>
7. How will a student's scores be used?	As a part of the Student Assessment Program, the FCAT data is used to assist in identifying student progress towards mastery of the Sunshine State Standards, assessing the learning gains of students, and determining school performance grade categories. (Refer to the School

Florida Comprehensive Assessment Test (FCAT)

	Grading System and the High School Graduation Requirements Fact Sheets.)
<p>8. What are the passing scores on the 10th grade FCAT that students must achieve in order to graduate with a standard high school diploma?</p>	<p>In order to graduate with a standard high school diploma, graduates in the 2004-2005 school year had to achieve a cut-score of 300 in the reading portion and 300 in the mathematics portion of the FCAT or concordant standardized test scores on the ACT or SAT. Before a student is authorized to use a concordant score for purposes of high school graduation, the student must take the FCAT three times without earning the passing score unless he or she entered school in Florida as a senior.</p> <p>Dependent children of active members of the Armed Forces who transfer to a Florida public school during the student's last year of high school are allowed to use a concordant score to satisfy the FCAT requirement for graduation.</p> <p>If students do not achieve the required cut score when they initially take the FCAT and the cut-score is subsequently raised, students retaking the test must only earn the cut-score that was required at the time they initially took the FCAT. (Refer to the High School Graduation Requirements Fact Sheet.)</p>
<p>9. What options are available for students who are unable to pass the grade 10 FCAT?</p>	<p>Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:</p> <ul style="list-style-type: none"> • participation in an accelerated high school equivalency diploma preparation program during the summer. • upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. • participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
<p>10. What options are available for students with disabilities to take or to be exempt from the FCAT?</p>	<p>The FCAT requirement may be waived for a student with a disability for the purpose of receiving a standard high school diploma under all of the following conditions:</p> <ul style="list-style-type: none"> • Student does not receive a passing grade on the FCAT after an opportunity to do so with appropriate accommodations and modifications once in grade 10 and once in grade 11. (Refer to FCAT Accommodations Fact Sheet.) • Student has completed all other required course work

Florida Comprehensive Assessment Test (FCAT)

	<p>for high school graduation.</p> <ul style="list-style-type: none"> • Student’s individual educational plan (IEP) committee has determined that the FCAT cannot accurately measure the student’s abilities taking into consideration all allowable accommodations. (Refer to the Exceptional Student Education Fact Sheet.) <p>A student with a disability is not eligible for a standard high school diploma if the student’s IEP committee excludes the student from the FCAT and identifies an alternate assessment procedure under the following conditions:</p> <ul style="list-style-type: none"> • Student’s demonstrated cognitive ability prevents the student from completing required course work and achieving Sunshine State Standards even with authorized course modifications; or • Student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
<p>11. What are the applicable statutes and rules?</p>	<p>Section 1001.02, F.S. -- General powers of the State Board of Education Section 1003.433(2), F.S. -- Out-of-state and out-of-country transfer students Section 1008.22, F.S. -- Student assessment program for public schools Section 1008.33, F.S. -- Authority to enforce school improvement Section 1008.345, F.S. -- Implementation of state system of school improvement and educational accountability</p> <p>Rule 6A-1.09422, F.A.C. -- Florida Comprehensive Assessment Test Rule 6A-1.09981, F.A.C. -- Implementation of Florida’s System of School Improvement and Educational Accountability</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education (FDOE) K-12 Assessment and School Performance (850) 245-0513 www.fldoe.org</p> <p>12th Grade Options toll free line 1-800-315-0833 www.12thgradeoptions.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Florida Comprehensive
Assessment Test (FCAT)
Accommodations

Fact
Sheet

January 2006

<p>1. Who is eligible to receive accommodations when taking the Florida Comprehensive Assessment Test (FCAT)?</p>	<p>Students with disabilities, students in exceptional education programs, and students who have limited English proficiency are eligible to receive test accommodations and modifications as necessary when taking the FCAT.</p> <p>A “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculai, or developmental aphasia.</p>
<p>2. What is a test “accommodation”?</p>	<p>State Board of Education rule defines accommodations as adjustments to the:</p> <ul style="list-style-type: none">• Presentation of the assessment questions;• Methods of recording the responses to the questions;• Schedule for the administration of the assessment;• Use of assistive devices to facilitate administration of the assessment.• Setting or room in which the test is administered. <p>The accommodations must demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.</p>
<p>3. What types of accommodations can students with disabilities receive when taking the FCAT?</p>	<p>Pursuant to State Board of Education rule, authorized accommodations available to students with disabilities may include one or more of the following:</p> <ul style="list-style-type: none">• A regular print version of the test may be enlarged using mechanical or electronic means.• Large print versions of the test.• Braille versions of the test.• Signed or oral presentation may be provided for all directions and items except reading items.• Means to maintain or enhance visual attention to test items.• Written, signed, and verbal responses.• Use of mechanical and electronic devices to record responses.• Transcription of the student's responses by a test administrator.• Test administration during several brief sessions with frequent breaks or additional time.• Test administration individually or in a small group

Florida Comprehensive Assessment Test (FCAT) Accommodations

	<p>setting.</p> <ul style="list-style-type: none"> • Adaptive or special furniture and special lighting or acoustics. • The use of a calculator when complex computations are required. • The use of an abacus. • The use of visual magnification and auditory amplification devices. • The use of technology without accessing spelling or grammar-checking applications for writing assignments and without accessing speech output programs for reading items. <p>State Board of Education Rule specifies that accommodations may be provided only if they do not alter the underlying content that is being measured by the test or negatively affect the test's reliability or validity.</p>
<p>4. What types of accommodations are not allowed during administration of the FCAT?</p>	<p>According to the DOE, the following are examples of accommodations that may be used in classrooms for instructional purposes, but are not allowable accommodations on all or portions of the FCAT:</p> <ul style="list-style-type: none"> • Provision of reading materials orally or on audiotape. • Provision of a "reading buddy" during the reading test. • Use of a calculator for grades 3-6. • Reduction in the total number of test questions. • Use of a thesaurus for writing assignments. • Provision of special word processing software that assists and anticipates what the student is trying to write. • Use of "memory cards".
<p>5. How does a parent of a student with a disability know if an accommodation the student receives during instruction is permissible during the administration of the FCAT?</p>	<p>School districts are required to inform the parents of a student with a disability of the implications associated with providing the student with accommodations during classroom instruction that are not allowable on the FCAT.</p> <p>The parent of a student with a disability must consent in writing for the student to receive accommodations during instruction that are not permitted on the FCAT and must acknowledge in writing that he or she understands the implications of such accommodations.</p>
<p>6. What options are available for students with disabilities who need unique accommodations that are not currently authorized?</p>	<p>Students with disabilities may request and the Commissioner of Education may approve additional unique accommodations not currently authorized. Students who are granted such unique accommodations are still eligible to receive a standard high school diploma.</p> <p>During the 2004-2005 academic year, 44 unique accommodation requests were made and 27 were granted by the commissioner.</p>

Florida Comprehensive Assessment Test (FCAT) Accommodations

<p>7. What type of high school diploma are students with disabilities issued if they receive accommodations when taking the FCAT?</p>	<p>Pursuant to State Board of Education Rule, a student with disabilities who receives an authorized accommodation on the FCAT is eligible for a standard high school diploma as long as he or she complies with all other criteria for graduation with a standard high school diploma. (Refer to the FCAT and High School Graduation Requirements Fact Sheets.)</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 1002.23(2)(f), F.S. -- Family and School Partnership for Student Achievement Act. Section 1003.01(3)(a), F.S. -- Definitions. Section 1003.43(8) and (11), F.S. -- High School Graduation Requirements. Section 1007.02, F.S. -- Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act. Section 1008.22(3)(c), F.S. -- Student Assessment Program for Public Schools. Rule 6A-1.0943, F.A.C. -- Statewide Assessment for Students with Disabilities.</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education K-12 Assessment and School Performance (850) 245-0513</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
School Grading System

Fact Sheet

January 2006

<p>1. What are the different school grade categories?</p>	<p>School performance grades are assigned to reflect the following:</p> <ul style="list-style-type: none"> • “A” – schools making excellent progress. • “B” – schools making above average progress. • “C” – schools making satisfactory progress. • “D” – schools making less than satisfactory progress. • “F” – schools failing to make adequate progress.
<p>2. What factors are used for determining a school’s performance grade?</p>	<p>A school’s performance grade is based on a combination of the following factors:</p> <ul style="list-style-type: none"> • Student achievement scores which indicate the percent of students who score at or above FCAT achievement level 3 in reading, and math, and a score of 3.5 in writing. • Annual student learning gains, as measured by annual FCAT assessments in grades 3rd through 10th. • Improvement in reading, as measured by the FCAT, by the school’s lowest 25th percentile of students, unless such students are performing above satisfactory performance. <p>(Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p>
<p>3. What is meant by a student’s annual “learning gain?”</p>	<p>A student’s annual “learning gain” refers to an increase in student learning over a one-year period. The annual learning gain of a particular student is determined by comparing the student’s current year performance to that student’s performance during the prior year. DOE currently uses 3 factors to indicate a gain in student learning:</p> <ul style="list-style-type: none"> • Improved FCAT achievement level from one year to the next. • Maintained achievement levels within levels 3, 4, or 5 from one year to the next. • Maintained FCAT achievement levels 1 or 2 and demonstration of more than one year’s growth on the FCAT developmental scale, as determined by the DOE. <p>Students whose FCAT Achievement Level declines from one year to the next shall not be deemed to have made annual learning gains.</p>
<p>4. Are all students’ test scores counted toward a school’s grade?</p>	<p>In accordance with s. 1008.34, F.S., all students must participate in the statewide assessment testing program, except as otherwise prescribed by the Commissioner. Students’ test scores used to calculate a school’s grade include students in a standard curriculum and those who are language impaired, speech impaired, gifted, hospital and homebound but have no other disabilities, and limited</p>

School Grading System

	<p>English proficient (LEP) students who have been in an English for Speakers of Other Languages (ESOL) program for more than two years.</p> <p>The only prescribed exceptions to the testing requirements have been for severely disabled students classified in Support Levels III through V of the Exceptional Student Education categories, LEP students who have been in ESOL programs for less than two years, and students in Department of Juvenile Justice (DJJ) commitment facilities. Beginning in 2004-2005, test results of all students, regardless of disability or limited English proficiency, were included in the calculation of the percent of students being tested and the percent of students displaying learning gains. (Refer to the English for Speakers of Other Languages and the Exceptional Student Education Fact Sheets.)</p>
<p>5. Are all schools graded?</p>	<p>Generally, all public schools, including charter schools with students in grades tested by the FCAT, receive a school grade. Schools that do not have a statistically significant testing population are not graded. DJJ facilities and other schools that provide short-term alternative education programs are also not graded.</p>
<p>6. Can a school receive a high grade by concentrating on its highest achieving students at the expense of others?</p>	<p>No. According to s. 1008.34(3)(b), F.S., a school's grade must not only include the scores of all eligible students who have been assessed on the FCAT, but also the scores of all eligible students who have an FCAT reading score at or in the lowest 25th percentile of students in the school unless these students are performing above satisfactory performance. Thus, each school should also concentrate on improving the scores of its lowest performers.</p>
<p>7. What are school improvement ratings?</p>	<p>School improvement ratings are indicators of whether a school's performance has improved, remained the same, or declined from one year to the next. The ratings are based on a comparison of the current year's and previous year's student and school performance data.</p>
<p>8. Are there rewards for schools that make certain grades?</p>	<p>Yes. Schools which receive an "A," making excellent progress, are rewarded in the following ways:</p> <ul style="list-style-type: none"> • Eligibility for school recognition awards of up to \$100/student. • Receipt of deregulated status, if requested. • Greater authority over allocation of the school's budget <p>Schools that improve at least one grade are also eligible for school recognition awards. (Refer to the Deregulation of Public Schools and the School Recognition Program Fact Sheets.)</p>
<p>9. What assistance is available to schools with low performance grades?</p>	<p>Schools that receive performance grades of "D" or "F" may receive priority for training, technical assistance, and other services designed to improve school performance. Specific</p>

School Grading System

	<p>services offered by the State Board of Education through the Assistance Plus program to districts with failing schools during 2005-2006 include:</p> <ul style="list-style-type: none"> • Provide full-time school improvement facilitators • Provide site-based mathematics and reading coaches • Assign regional technology support staff to assist with effective integration of technology into instruction • Partner with the College Board to provide teacher training and student mentors • Establish and implement Community Oversight Boards • Provide professional development • Schedule information sharing activities with principals and faculty of similar schools with higher performance • Establish in district budgets a special category to support school improvement efforts at “F” schools <p>Students assigned to attend schools that have received a performance grade “F,” failing to make adequate progress, for 2 school years in a 4-year period are eligible to participate in the Opportunity Scholarship Program. (Refer to the Opportunity Scholarships Fact Sheet.)</p>																																																
<p>10. How do parents find out about a school’s grade?</p>	<p>The DOE and the school districts are required to annually publish school grades and school improvement ratings. Parents are entitled by law to an easy-to-read report card which gives information on both the school grade and rating of the school in which their child is enrolled.</p>																																																
<p>11. What are the school grades in the state?</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th><u>A</u></th> <th><u>B</u></th> <th><u>C</u></th> <th><u>D</u></th> <th><u>F</u></th> </tr> </thead> <tbody> <tr> <td>1998-1999</td> <td>202</td> <td>313</td> <td>1230</td> <td>601</td> <td>76</td> </tr> <tr> <td>1999-2000</td> <td>579</td> <td>266</td> <td>1165</td> <td>397</td> <td>4</td> </tr> <tr> <td>2000-2001</td> <td>592</td> <td>412</td> <td>1122</td> <td>307</td> <td>0</td> </tr> <tr> <td>2001-2002</td> <td>894</td> <td>553</td> <td>725</td> <td>185</td> <td>64</td> </tr> <tr> <td>2002-2003</td> <td>1230</td> <td>569</td> <td>527</td> <td>141</td> <td>35</td> </tr> <tr> <td>2003-2004</td> <td>1262</td> <td>540</td> <td>615</td> <td>184</td> <td>49</td> </tr> <tr> <td>2004-2005</td> <td>1255</td> <td>588</td> <td>619</td> <td>230</td> <td>78</td> </tr> </tbody> </table>		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	1998-1999	202	313	1230	601	76	1999-2000	579	266	1165	397	4	2000-2001	592	412	1122	307	0	2001-2002	894	553	725	185	64	2002-2003	1230	569	527	141	35	2003-2004	1262	540	615	184	49	2004-2005	1255	588	619	230	78
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<p>12. What are the applicable statutes and rules?</p>	<p>Section 1008.33, F.S. -- Authority to Enforce Public School Improvement. Section 1008.34(2), F.S. -- School Performance Grade Categories. Section 1008.34(4), F.S. -- School Improvement Ratings. Section 1008.34(5), F.S. -- School Grade and Improvement Rating Reports. Section 1008.345, F.S. -- School Improvement and Education Accountability. Section 1008.36, F.S. -- Florida School Recognition Program. Section 1011.62(1)(f), F.S. -- Supplemental Academic Instruction.</p> <p>Rule 6A-1.09422, F.A.C. -- FCAT Requirements Rule 6A-1.09981, F.A.C. -- Implementation of Florida’s</p>																																																

School Grading System

13. Where can I get additional information?	System of School Improvement and Accountability. Florida Department of Education Evaluation & Reporting (850)245-0513 www.fldoe.org Florida House of Representatives Education Council (850) 488-7451
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Education Council
School Recognition Program

Fact Sheet

January 2006

<p>1. What is the School Recognition Program?</p>	<p>The School Recognition Program is a performance-based incentive program for schools. Created in 1999, it was designed to provide increased autonomy and financial awards to schools that have either sustained high student performance or demonstrated substantial improvement in student performance.</p>
<p>2. Which schools are eligible for recognition under this program?</p>	<p>Schools that either receive a performance grade "A" or improve at least one performance grade from the previous year are eligible for recognition and financial awards. (Refer to the School Grading System Fact Sheet.) Schools that either receive an "A" or improve at least two performance grades are eligible for deregulated status as provided in s. 1008.345, F.S.</p>
<p>3. What is meant by "deregulated status"?</p>	<p>Schools eligible for deregulated status as outlined in s. 1003.63 (5), (7) – (10), F.S., are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights and student health, safety, and welfare. In addition, they have greater authority over the school's total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology.</p>
<p>4. Are schools that do not receive a performance grade eligible for school recognition?</p>	<p>No. Section 1008.36, F.S., specifies that the School Recognition Program uses school grades to determine eligibility. In addition, the rules of the Department of Education (DOE) also require schools to have a performance grade to participate in the program.</p>
<p>5. How many schools are eligible for school recognition this year?</p>	<p>The DOE reports that the 2005 school recognition list includes 1,503 schools eligible for \$134,337,490 in financial awards.</p>
<p>6. Do schools have to apply to receive the award?</p>	<p>No. A school's eligibility for an award is based solely on the specified performance criteria (See Question 2). Award schools will be asked to provide information on successful programs and practices to share with other schools.</p>
<p>7. What is the amount of the financial award for each school?</p>	<p>Award amounts are equivalent to \$100 per student based on the school's prior year enrollment.</p>
<p>8. How may the funds from this program be used?</p>	<p>The funds may be used for:</p> <ul style="list-style-type: none"> • nonrecurring bonuses to the faculty and staff, • nonrecurring expenditures for educational equipment or materials, or • temporary personnel to assist the school in maintaining or improving student performance.
<p>9. Who decides how the award will be used?</p>	<p>The school's staff and the school advisory council (SAC) jointly decide the use of the funds within the above stated</p>

School Recognition Program

	<p>purposes. Local schools may develop their own processes for reaching a decision; however the planned use of funds is subject to the approval of the school staff and the SAC. The decision at the school level must not conflict with any state policies on expenditures of these funds. If no decision is made by November 1, the award money is evenly distributed to the classroom teachers who currently teach at the award school.</p>
<p>10. May schools share their award with other school(s)?</p>	<p>Yes. Schools may decide to share their awards with feeder schools (i.e., schools of a lower grade which “feed” students to the award school), low performing schools, and new schools receiving faculty and students from the award school. The school staff and the SAC must approve the decision. Shared funds must still be expended for the purposes outlined in law.</p>
<p>11. May faculty and staff who were at the school during the year the award was earned, but who are no longer there, receive a bonus?</p>	<p>Yes, but only if the staff and SAC currently at the awarded school decide, prior to November 1, to do so.</p>
<p>12. Are these funds subject to collective bargaining?</p>	<p>No. According to s. 1008.36(5), F.S., "Notwithstanding statutory provisions to the contrary, incentive awards are not subject to collective bargaining."</p>
<p>13. Must all the funds be spent in the same fiscal year?</p>	<p>There is no time limit for the expenditure of funds. To maximize their benefits, it is good practice to spend performance awards in the same year they are received.</p>
<p>14. What are the applicable statutes and rules?</p>	<p>Section 1008.345(7), F.S. -- Implementation of State System of School Improvement and Accountability</p> <p>Section 1008.36, F.S. -- Florida School Recognition Program</p> <p>Rule 6A-1.09981(10), F.A.C. -- Rewards and recognition</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education Evaluation and Reporting (850) 245-0411</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
School Advisory Councils (SACs)

Fact Sheet

January 2006

<p>1. What are School Advisory Councils?</p>	<p>School advisory councils are a component of Florida’s system of school improvement and accountability. Each district school board is required to establish a School Advisory Council (SAC) for each school in the district, or a district advisory council if the district has fewer than 10,000 students. A SAC assists in preparing and evaluating the School Improvement Plan (SIP) and provides assistance in the preparation of the school’s annual budget. SIPs are locally developed “blueprints” for achieving the state education goals and student performance standards.</p>
<p>2. Who is eligible to be a member of a SAC?</p>	<p>The SAC is composed of the school principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. A majority of the members must be persons who are not employed by the school. Council members must be elected by their respective peer groups at the school; the district school board establishes procedures to select business and community members and must review the membership composition of each SAC. If needed, the district school board must appoint additional members to achieve proper representation. Technical centers and high school advisory councils must include students; middle and junior high school advisory councils may include students. SACs of technical and adult education centers are not required to include parents as members. Funds from the Educational Enhancement Trust Fund (lottery dollars) may not be released to a district that does not comply with SAC membership composition requirements.</p>
<p>3. How has the membership requirement for SACs evolved?</p>	<p>Before 1991, district school boards were not required to establish SACs. Any SACs which were established were required to have membership which was “broadly representative of the community served by the school.” The 1991 Legislature replaced the “broadly representative...” language with the present language of, “(members) who are representative of the ethnic, racial, and economic community served by the school...”</p> <p>Since 1991, that language has been altered eight times. Most of these changes have dealt with increasing the responsibility of SACs, but several of these changes have dealt with specific issues concerning the membership composition of the SAC. The 1997 Legislature required SACs to draw a majority of membership from individuals</p>

School Advisory Councils (SACs)

	<p>who are not school board employees.</p> <p>To further strengthen community participation and input, the 2002 Legislature required SACs to have bylaws. The bylaws must include the following provisions:</p> <ul style="list-style-type: none"> • Three days written notice to all SAC members when a matter comes before the council that requires a vote. • A quorum present to vote on any matter. (A quorum is defined as a majority of the membership of the council.) • Meetings scheduled at times when all members can attend. • Members with two unexcused consecutive absences from a properly noticed meeting replaced. • Minutes of the meeting recorded. <p>District school boards may review each set of bylaws, but they are not required to approve them. The district school board must also maintain a record of the minutes of council meetings for each of their schools.</p>
<p>4. Have reviews been conducted regarding the membership requirements of SACs?</p>	<p>Yes. A 1993-1994 performance review by the Office of the Auditor General, and a 1995-1996 report by the Office of Program Policy Analysis and Government Accountability (OPPAGA) found persistent problems in SAC membership in the 14 school districts reviewed. In one-third of the SACs reviewed, 50% of the SAC membership was new to the council. Nearly half of the SACs reviewed did not include all statutorily required membership groups, such as business/community members and education support employees. Nearly one third did not reflect the school community's racial and ethnic diversity. School employees dominated 63% of the SACs, and school board employees dominated 78% of the SACs.</p> <p>Additionally, OPPAGA reviews SAC membership composition through the Best Financial Management Practice Reviews and similar problems have been reported.</p> <p>The Auditor General also reviews SAC membership composition in their annual audits of school districts and reports similar problems.</p>
<p>5. Is it difficult for a district to meet the membership composition requirements?</p>	<p>Districts and schools frequently report that securing parental involvement at the schools and on the SACs is challenging due to difficulty in finding participants who represent the lower economic groups served by the school, and who have the desire and time to serve on the SAC. This problem is magnified in schools with a high number of low income students.</p> <p>Additionally, it can be intrusive and impractical for schools</p>

School Advisory Councils (SACs)

	to determine which ethnic, racial, or economic group an individual represents.
6. Does a SAC have money to spend and how can they spend it?	<p>A portion of the Educational Enhancement Trust Fund is distributed to each school (through the districts) for the SAC to use for programs and projects to enhance school performance through the implementation of the School Improvement Plan (SIP). Neither school district staff nor a principal may override the recommendations of the school advisory council for the use of the money. The money may not be used for capital improvements or for projects or programs with duration of more than one year.</p> <p>Additionally, the SAC determines jointly with the school's staff the use of any funds awarded to the school through the School Recognition Program. However, if the school staff and the school advisory council cannot reach agreement by November 1, the awards must be equally distributed to all classroom teachers currently teaching in the school. (Refer to the School Recognition Program Fact Sheet.)</p>
7. How much money is appropriated?	The earmarked amount in the General Appropriations Act each year from 1997 through 2006 for discretionary use by SACs was \$10 per unweighted FTE student.
8. Are SAC meetings subject to the Sunshine Law?	Yes. SAC meetings are public meetings and subject to the Sunshine Law.
9. What are the applicable statutes and rules?	<p>Section 24.121, F.S. -- Lottery money. Section 286.011(1), F.S. -- Sunshine Law. Section 1001.42(16), F.S. -- School improvement plans. Section 1001.452, F.S. -- District and School Advisory Councils. Section 1008.36, F.S. -- School Recognition Program.</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 6</p> <p>Attorney General's Informal Opinion letter, March 14, 1994.</p>
10. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0423 http://www.bsi.fsu.edu</p> <p>Department of Education General Counsel Opinions</p> <ul style="list-style-type: none"> • 00-01 Florida School Recognition Program, Section 231.2905, Florida Statutes – Definition of the terms “faculty” and “staff” • 00-03 Bonuses for School Advisory Council Members

School Advisory Councils (SACs)

	<ul style="list-style-type: none">• 98-04 Composition of school board advisory councils• 94-022 Role of school advisory councils in preparation SIP• 94-019 SAC role in preparation of the SIP <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council
No Child Left Behind Act (NCLB)

Fact Sheet

January 2006

<p>1. What is the No Child Left Behind Act?</p>	<p>The <i>No Child Left Behind Act</i> (NCLB) of 2001 is a federal law which redefines the K-12 structure of education, with its goal to close the achievement gap between disadvantaged and minority students and their peers. The NCLB embodies four principles for education reform:</p> <ul style="list-style-type: none"> • stronger accountability for results, • expanded flexibility and local control, • expanded options for parents, and • emphasis on teaching methods that have been proven to work.
<p>2. How does NCLB increase accountability and how has Florida implemented this principle?</p>	<p>NCLB strengthens accountability by requiring states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8 and in high school, and annual statewide progress objectives ensuring that <i>all subgroups</i> of students reach proficiency by 2013-14. Assessment results must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no child is left behind. Schools must meet annual targets for the percent of students who perform at or above the proficient level on state tests, the Florida Comprehensive Assessment Test (FCAT) level 3, in reading and math in order to make “<i>Adequate Yearly Progress</i>” (AYP). School districts and schools that do not make AYP toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet state standards (See Question 4).</p> <p>In 1996 Florida adopted the <i>Sunshine State Standards</i> to give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in seven subject areas at certain stages of their school career: reading, math, science, social studies, the arts, health and physical education, and foreign languages. The Department of Education is currently conducting a review cycle to update the standards. (Refer to the Sunshine State Standards Fact Sheet.)</p>
<p>3. How does NCLB expand flexibility and local control?</p>	<p>The NCLB gives states and school districts flexibility in the use of federal education funds in exchange for strong accountability for results. New flexibility provisions include:</p> <ul style="list-style-type: none"> • Authority for states and local educational agencies (LEA) to transfer up to 50 percent of the funding they receive under four major state grant programs to any one of the programs, or to Title I. Covered programs include Teacher Quality

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	<p>State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.</p> <ul style="list-style-type: none"> Competitive State Flexibility Demonstration Program that permits up to seven states to consolidate the state share of nearly all federal state grant programs while providing additional flexibility in their use of Title V Innovation funds.
<p>4. How does NCLB expand options for parents and students?</p>	<p>The NCLB increases the choices available to the parents of students attending Title I schools that fail to meet state standards. Parents of students in schools that have been identified for school improvement (a school that fails for two or more consecutive years to meet achievement goals), have the option of transferring their children to another public school in their district. The district is required to pay for transportation.</p> <p>Parents of students that are eligible for free/reduced-price lunch attending a Title I school that fails to make Adequate Yearly Progress (AYP) for three or more consecutive years have the option of receiving supplemental services, such as tutoring, after-school help, or summer classes, from an State approved provider of their choice.</p> <p>Title I schools that continue to fail (those that have failed to meet State standards for at least 4 consecutive years) must be provided technical assistance from the school district and the district must implement a corrective action plan.</p> <p>Title I schools that continue to fail to make AYP for 5 consecutive years, even after receiving assistance, must be restructured under an alternative governance arrangement.</p> <p>Additionally, states must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis.</p>
<p>5. How does NCLB promote the reading teaching methods that are proven to work?</p>	<p>The NCLB has developed a comprehensive effort called <i>Reading First</i>. This \$300 million state grant program promotes the use of scientifically based research to provide high-quality reading instruction for grades kindergarten through grade three to ensure that all children read well by the end of grade three. State education agencies submitted applications to receive <i>Reading First</i> grants.</p>
<p>6. How has Florida implemented a similar reading program?</p>	<p>In an effort to ensure that Florida's school children are able to read on grade level, the Florida Legislature has taken steps to end social promotion of students who are not able to read. Students who demonstrate a reading deficiency in kindergarten through grade three are required to be given extensive remedial instruction. If, at the end of grade three, the student's reading deficiency has not been remedied, the student must be retained. (Refer to the Reading Instruction Fact Sheet.)</p>

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	<p><i>Just Read, Florida!</i> is a comprehensive coordinated reading initiative implemented in 2001 by executive order of Governor Jeb Bush aimed at helping every student become a successful, independent reader. Scientifically based reading research provides the foundation of this program. (Refer to the Reading Instruction Fact Sheet.)</p>
<p>7. How does the NCLB strengthen teacher quality?</p>	<p>The NCLB authorizes \$3.2 billion in federal funds to improve teacher quality throughout the country. All states must put a “highly-qualified teacher” in every public school classroom by June 30, 2006 (See Question 8).</p> <p>The NCLB also makes it easier for local schools to recruit and retain excellent teachers. The NCLB gives states the flexibility to develop innovative programs for improving teacher quality including:</p> <ul style="list-style-type: none"> • Alternative ways of becoming a teacher, so experienced professionals can become teachers faster; • Merit pay authorization enabling states and districts to reward good teachers and encourage them to stay in the profession; • Authorization to states and districts to give bonuses to teachers in high-need subjects, such as math and science; • A boost in the “Troops to Teachers” program to encourage women and men in the military, many of whom have much needed math and science experience, to become teachers; and • An increase in the “Transition to Teaching” program, which is a program to recruit high-quality professionals to become teachers.
<p>8. What is a highly-qualified teacher?</p>	<p>Requirements to be considered a “highly-qualified teacher” under NCLB are as follows:</p> <ul style="list-style-type: none"> • Teachers must be fully licensed or certified by the respective state. • <u>New elementary</u> teachers must have a bachelor’s degree and pass a state test demonstrating subject knowledge and teaching skills in reading, writing, math and other areas of basic elementary school curriculum. • <u>New middle or secondary</u> school teachers must have at least a bachelor’s degree and demonstrate competency in each academic subject taught, or complete an academic major, a graduate degree or advanced certification. • <u>Existing teachers</u> must have at least a bachelor’s degree and meet the requirements above, or demonstrate competency in all subjects taught. A state evaluation standard is to be used to judge competency. The evaluation standard must provide objective information about the teacher’s knowledge in the subject taught and can consider, but not use as a primary criterion, time spent teaching the subject. <p>(Refer to the Teacher Certification Fact Sheet.)</p>

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<p>9. How does NCLB promote English proficiency?</p>	<p>The NCLB act simplifies federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of English Language Learners (ELLs) in relatively few schools into a state formula program. The new formula program will facilitate the comprehensive planning by states and school districts needed to ensure implementation of programs that benefit all ELLs by helping them learn English and meet the same high academic standards as other students. In addition, Title III, NCLB requires that all ELLs be assessed annually to determine the progress towards proficiency in English. States are required to establish annual measurable achievement objectives to determine progress made by each district in meeting the state goals. (Refer to the English for Speakers of Other Languages [ESOL] Fact Sheet.)</p>
<p>10. How do Florida's A+ Plan and the NCLB Act compare?</p>	<p>While Florida's A+ Plan and the NCLB share the same goal of high achievement for all students, the rules by which the two laws measure progress toward the goal are slightly different. The A+ Plan evaluates schools by taking a moving picture of student achievement, using a combination of current student achievement along with improvement in learning from one year to the next providing a complete picture of student achievement and school performance. NCLB uses a one-time snapshot of student achievement during one year rather than over the years for the Adequate Yearly Progress (AYP) calculation. In addition, AYP analyzes schools based on nine different student subgroups and on several criteria. If a single subgroup does not meet any one of the criterion, the school will not make AYP.</p> <p>NCLB points out specific sub-groups that need improvement. In addition to reporting aggregate data for all students, NCLB requires achievement data to be reported separately for economically disadvantaged students, limited English proficient students, students with disabilities, and each major racial and ethnic group (Black, White, Hispanic, Asian, and American Indian). NCLB requires schools to test at least 95 percent of the students in the school and in each subgroup. Florida's A+ Plan gauges the overall quality of a school's effort in improving student achievement. These basic differences may result in a number of the A, B, or C-graded schools under the A+ Plan, not meeting AYP and being labeled as "in need of improvement" under the NCLB. Schools and the public should interpret the new "in need of improvement" label not as a failure on the part of any of the state's schools, as much as an additional piece of information representing a different perspective on how to use FCAT scores to hold schools accountable. NCLB introduces new ratings and labels that can be used to complement, supplement, and enhance the more established and comprehensive A+ Plan.</p>

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11. What are the applicable statutes?	<ul style="list-style-type: none">▪ PL 107-110, <i>The No Child Left Behind Act of 2001</i>▪ Section 1008.22, F.S. -- Student assessment program for public schools.▪ Section 1008.345, F.S. -- Implementation of state system of school improvement and educational accountability.
12. Where can I find additional information?	<p><i>No Child Left Behind</i> U.S. Department of Education 400 Maryland Ave., SW Washington, D.C. 20202 (800) USA-LEARN http://www.nochildleftbehind.gov/</p> <p>Florida Department of Education No Child Left Behind (850) 245-0411</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Public Schools
School Safety/Student Discipline



Education Council
School Safety

Fact Sheet

January 2006

<p>1. What is the history of public school safety legislation in Florida?</p>	<p>School safety has been a priority issue of the Legislature for many years. Legislation has been adopted addressing issues regarding teacher, principal, school board, and superintendent authority; parental and student rights; enforcement of attendance; zero tolerance policies, including victim's rights; and school size.</p>
<p>2. What authority and responsibilities do teachers have for the control and discipline of students?</p>	<p>Teachers have the authority to take any of the following actions to ensure safety in class and at school:</p> <ul style="list-style-type: none"> • Establish classroom rules of conduct and consequences • Remove from class students whose behavior interferes with the teacher's ability to communicate or who are disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive • Request and receive immediate assistance if a student becomes uncontrollable • Recommend an appropriate consequence consistent with the code of student conduct when sending a student to the principal's office. • Require the principal to respond by employing the teacher's recommended consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate). • Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas • Press charges for a crime committed against the teacher • Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities. • Report if they know or have reason to suspect that any person has committed, or has made a credible threat to commit, a crime of violence on school property. • Use corporal punishment according to school district and statutory procedures.
<p>3. What duties do public school principals have relating to student discipline and school</p>	<p>Principals have the following duties relating to student discipline and school safety. Principals must:</p> <ul style="list-style-type: none"> • Employ appropriate discipline and management techniques consistent with the code of student conduct. • Respond to a teacher's recommended disciplinary

<p>safety?</p>	<p>consequence by employing the consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate).</p> <ul style="list-style-type: none"> • Report quarterly to the superintendent and school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident. • Report, within 24 hours, each suspension and the reason for the suspension to the student's parent, in writing, by United States mail, and to the superintendent. • Make a good-faith effort, prior to suspension, to employ parental assistance or other alternative measures, except in an emergency or in disruptive conditions. • Fulfill responsibilities to students who have been victimized by another student who attends the same school or rides the same school bus (principal's eligibility for performance pay incentive money is linked to this responsibility). • Document all incidents of crime and violence and use standardized reporting forms to report information and verify the accuracy of the information. • Make the necessary provisions to ensure that all school reports are accurate and timely, and must provide the necessary training opportunities for staff to accurately report school safety and discipline data. • Include an analysis of suspensions and expulsions in the annual report of school progress. • Approve the use of any corporal punishment in principle before it is used and prepare guidelines for administering such punishment. • Have posted in each public K-12 school, in a place readily seen by students, a notice stating that a student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally-possessed substances or objects. <p>Principals May:</p> <ul style="list-style-type: none"> • Suspend a student in accordance with district school board rules, but must make a good-faith effort to immediately inform a student's parent by telephone of a student's suspension and the reasons for the suspension. • Recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including willful disobedience, open defiance of authority, violence against persons or property, or any other act which substantially disrupts
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	<p>the orderly conduct of the school.</p> <ul style="list-style-type: none"> • Search a locker or storage area if there is reasonable suspicion that a prohibited or illegally-possessioned substance or object is contained within a student's locker or other storage area.
<p>4. What duties do district school boards have related to student discipline and school safety?</p>	<p>The district school board must provide for the proper accounting for all students, for the attendance and control of students at school and for proper attention to health, safety, and welfare of students, to include the following. School Boards Must:</p> <ul style="list-style-type: none"> • Adopt suspensions and expulsions rules and decide all cases recommended for expulsion. • Require each student at the time of initial registration for school in the school district to note his or her previous school expulsions, arrests resulting in a charge, and juvenile justice actions. • Adopt a code of student conduct. • Provide or contract for educational services to students in a Department of Juvenile Justice facility. • Prescribe policies and procedures for emergencies and drills including emergency procedures who are detained in a detention facility. • Conduct a self-assessment of district's current safety and security practices using the Office of Program Policy and Government Accountability Best Practices for Safety and Security. • Provide transportation with the maximum regard for safety and adequate protection of health; require a system of progressive discipline for students transported on school buses; and take corrective measures if a student is violent or blatantly unsafe (may provide added security for buses transporting disruptive or delinquent students.) <p>School Boards May:</p> <ul style="list-style-type: none"> • Prohibit the use of corporal punishment if they adopt a written program of alternative control or discipline. • Implement, by resolution, a student crime watch program.
<p>5. What duties do superintendents have regarding school safety?</p>	<p>The district school superintendent must:</p> <ul style="list-style-type: none"> • Recommend to the school board plans for the proper accounting, attendance, and control of students and for the proper attention to the health, safety, and welfare of students. • Annually report to the Department of Education (DOE) each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident. • Give written notice to the parents when recommending expulsion. • Must annually provide safety and security

	<p>recommendations, based on the self-assessment, to the district school board, which identify strategies and activities that the district school board should implement in order to improve school safety and security.</p> <ul style="list-style-type: none"> • Annually report to the Commissioner of Education the safety and security self-assessment results and school board action within 30 days after the district school board meeting. • Provide the floor plans for their educational facilities to the appropriate law enforcement agency and fire department.
<p>6. What is the zero tolerance policy in Florida?</p>	<p>Each district school board shall adopt a policy of zero tolerance for crime, substance abuse, and victimization by students.</p> <p>The zero tolerance policy shall require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, for a period of not less than one full year, and to be referred to the criminal justice or juvenile justice system:</p> <ul style="list-style-type: none"> • Bringing a firearm or weapon, as defined in chapter 790, F.S., to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school. • Making a threat or false report, as defined by ss. 790.162 and 790.163, F.S., respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. <p>District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.</p> <p>District school boards must adopt rules providing that any student found to have committed crimes upon any elected official or school district employee must be expelled or placed in an alternative school setting or other program, as appropriate.</p>
<p>7. How are victims of violent crimes protected?</p>	<p>Each district's zero tolerance policy must include policies to protect the victim of any violent crime from further victimization. Students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on a school bus with the victim or the victim's sibling.</p>
<p>8. What types of alternative educational environments are provided for students with disciplinary</p>	<p>Students may be placed in another classroom, in-school suspension, a dropout prevention and academic intervention program, out-of-school suspension, an alternative to expulsion program, second chance school or may attend a charter school. If removed from the classroom by the</p>

<p>problems?</p>	<p>teacher, the student may not be returned to the teacher's class without the teacher's consent unless it is determined either by the placement committee (established to determine placement of a student when a teacher withholds consent), or the superintendent (if the teacher appealed the placement committee's decision) that returning the student to the teacher's class is the best or only available alternative.</p> <p>Dropout prevention and academic intervention programs are for eligible students in grades 1 through 12. All dropout prevention and academic intervention programs include character development education.</p>
<p>9. How does the toll-free school safety hotline work?</p>	<p>School Safety Hotline The DOE may contract with the Florida Sheriffs Association to establish and operate a toll-free school safety hotline to allow students or staff to anonymously report any activity that would affect the well-being and safety of the school population. The toll-free school safety hotline is to be operated in a manner that ensures that a designated school official is notified of a complaint received through the hotline if the complaint concerns that school. A complaint that concerns an actionable offense must be reported to the designated official within a reasonable time after the complaint is made. An actionable offense is an incident that could directly affect the safety or well-being of a person or property within a school. The DOE funded the School Safety Hotline using state and federal funds and contracted with the Florida Sheriff's Association to operate the hotline from 1998-1999. The DOE used federal funds to operate the hotline from 1999-2003. Since 2003, DOE has discontinued this funding, citing the unavailability of Title V funds for this project. Many individual school districts have chosen to continue operating a school safety hotline using their own funds.</p>
<p>10. What are school safety officers and school resource officers?</p>	<p>School Safety Officers A school safety officer is a law enforcement officer who may be employed by the school board. A school district may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. A school safety officer has the power to arrest persons, whether on or off such property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests. A school safety officer has the authority to carry weapons when performing his or her official duties. The power and authority of a school safety officer are prescribed by s. 1006.12, F.S.</p> <p>School Resource Officers A school resource officer is a law enforcement officer who is</p>

	<p>employed by a law enforcement agency. School resource officers abide by district school board policies and consult with and coordinate activities through the school principal. They are responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a district school board and a law enforcement agency. Activities conducted by the school resource officer, which are part of the regular instructional program of the school, are under the principal's direction. The duties of a school resource officer are prescribed by s. 1006.12, F.S.</p>
<p>11. Do districts receive funding for school safety programs?</p>	<p>Safe Schools Appropriation In the 2005-2006 General Appropriations Act, School Safety was specifically funded at \$75.4 million (Specific Appropriation 73). Each district receives \$50,000 and the remaining funds are allocated by a formula based on the Florida Crime Index and based on each district's share of the state's total weighted student enrollment. Proviso language defines Safe Schools activities as:</p> <ul style="list-style-type: none"> • after school programs for middle school students • improvements to enhance the learning environment including implementation of conflict resolution strategies • alternative school programs for adjudicated youth • other programs to make the school a safe place to learn <p>Safe Schools money is distributed to the district, and is then distributed to each school based on need (as determined by the district). Districts have great flexibility in the use of Safe Schools dollars.</p>
<p>12. How does Florida keep track of the safety incidents that occur at schools?</p>	<p>The School Environmental Safety Incident Reporting System (SESIR) assists schools, districts, and staff of the DOE in assessing major needs and the extent and nature of problems in school safety. The SESIR system requires schools to report serious safety incidents of 21 types that occur on school grounds, on school transportation, or off-campus at school-sponsored events when a student is involved. Definitions of incident types are based on those used for the Florida Department of Law Enforcement Uniform Crime Reporting System. Incidents that occur any day of the year and any hour of the day or night must be reported, even if a student was not involved.</p>
<p>13. What are the applicable statutes and rules?</p>	<p>Section 790.115, F.S. -- Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions. Section 1001.42, F.S. -- Powers and duties of district school boards. Section 1001.43, F.S. -- Supplemental powers and duties of district school board. Section 1001.54, F.S. -- Duties of school principals. Section 1002.20, F.S. -- K-12 student and parent rights.</p>

	<p>Section 1003.01, F.S. -- Definitions. Section 1003.21, F.S. -- School Attendance. Section 1003.31, F.S. -- Students subject to control of school. Section 1003.32, F.S. -- Authority of teacher; responsibility for control of students; district school board and principal duties. Section 1006.07, F.S. -- District school board duties relating to student discipline and school safety. Section 1006.08, F.S. -- District school superintendent duties relating to student discipline and school safety. Section 1006.09, F.S. -- Duties of school principals relating to student discipline and school safety. Section 1006.10, F.S. -- Authority of school bus drivers and district school boards relating to student discipline and student safety on school buses. Section 1006.12, F.S. -- School resource officers and school safety officers. Section 1006.13, F.S. -- Policy of zero tolerance for crime and victimization. Section 1006.141, F.S. -- Statewide school safety hotline. Section 1006.22, F.S. -- Safety and health of student being transported. Section 1012.22, F.S. -- Public schools personnel; powers and duties of the district school boards. Section 1012.28, F.S. -- Public school personnel; duties of school principals. Section 1012.75, F.S. -- Liability of teacher or principal; excessive force. Section 1013.13, F.S. -- Coordination of school safety.</p> <p>Rule 6A-1.0404, F.A.C. -- Zero Tolerance for School Related Violent Crime</p>
<p>14. Where can I get additional information?</p>	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0416</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Truancy

Fact Sheet

January 2006

<p>1. Who is responsible for school attendance and truancy prevention?</p>	<p>Parents -- Each parent of a minor student is responsible for ensuring the student's school attendance. However, a parent of a student is not responsible for the student's nonattendance at school under any of the following circumstances: with permission from the head of the school; without the parent's knowledge; due to the parent's financial inability; due to the student's sickness, injury, or other insurmountable condition. A parent who fails to compel school attendance as required by law is guilty of a second-degree misdemeanor.</p> <p>Teachers -- The student's teacher is responsible for reporting to the school principal that the student is exhibiting a pattern of nonattendance as evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period,</p> <p>Principals -- The school principal is responsible for contacting the parents each time the student has an unexcused absence, or absence for which the reason is unknown. If the reason for the absence is determined to fall within the district's policy for excused absences, the school must provide the student with opportunities to make up missed work. The student may not be penalized unless such work is not made up within a reasonable time. A principal may not suspend a student for truancy.</p> <p>Superintendents --Superintendents are responsible for enforcing attendance. This responsibility includes recommending policies to the district school board in order to ensure that schools respond in a timely manner to every unexcused absence, or absence for which the reason is unknown, of students enrolled in the schools. District school board policies must require that absences have parental justification, and provide for timely tracking of absences and contacting homes. Superintendents may file truancy petitions in circuit court for habitually truant students.</p>
<p>2. What are the major aspects of truancy prevention?</p>	<p>The major aspects of truancy prevention include:</p> <ul style="list-style-type: none"> • A child of compulsory school attendance age must regularly attend school. • A child who attains age 16 and intends to drop out of school must file a written declaration of intent to terminate school enrollment with the school district.

	<p>The declaration must also be signed by the parent.</p> <ul style="list-style-type: none"> • A teacher must refer any student who demonstrates a pattern of nonattendance to the principal. The principal may refer the student to the child study team for review and appropriate intervention. • If the pattern of nonattendance continues due to the student’s failure to comply with the recommendations of the child study team, a petition may be filed to have the court take jurisdiction over the student as a “habitual truant.” If the pattern of nonattendance continues due to the failure of the parent to compel the child to attend school, criminal prosecution of the parent may result.
<p>3. What is the difference between “truancy” and “habitual truancy”?</p>	<p>“Truancy” is the behavior associated with a student’s unexcused absence from school, or absence for which the reason is unknown, when the student is subject to compulsory school attendance. This behavior may lead to a “pattern of nonattendance,” which is evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period. Truant behavior triggers the “contact, refer, and enforce” policy.</p> <p>“Habitual truancy” is a legal status determined by the court upon the filing of a petition by the school superintendent. In order for the court to declare a student habitually truant, the court must find that the student is subject to compulsory school attendance; that the student has had 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent; and that activities to determine the cause, and to attempt the remediation, of the student’s truant behavior have been completed.</p>
<p>4. What is the “contact, refer, enforce” policy?</p>	<p>The steps that each public school must implement to enforce regular school attendance are: contact, refer, and enforce.</p> <p>Contact—Principals contact the home each time the student has an unexcused absence, or absence for which the reason is unknown, to determine the reason for an absence. If the absence is excused, the school must allow make-up work.</p> <p>Refer—If the student has 5 unexcused absences or absences for which the reason is unknown in a calendar month, or 10 such absences in 90 calendar days, the teacher <i>must</i> report a pattern of nonattendance to the principal for referral to the school’s child study team. If the team determines that early patterns of truancy are developing, a meeting with the parents is required. If the initial parent meeting does not resolve the problem, the</p>

	<p>team implements remedial strategies.</p> <p>Enforce—Parents who refuse to participate in the remedial strategies may appeal to the school board. If the board determines the strategies are appropriate and the parent still refuses to participate, the superintendent may seek criminal prosecution of the parent for failing to compel school attendance.</p>
<p>5. Are habitual truants subject to loss of driving privileges?</p>	<p>Yes. Driving privileges of a habitual truant may be withheld or revoked. Section 1003.27(2)(b), F.S., requires the superintendent of a public school district to provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of minors who accumulate 15 unexcused absences in a period of 90 calendar days. Section 322.910, F.S., provides that minors failing to satisfy attendance requirements are not eligible for driving privileges.</p>
<p>6. What procedures are in place for a student identified as exhibiting a pattern of nonattendance who subsequently enrolls in a home education program?</p>	<p>When a student has been identified as exhibiting a pattern of nonattendance, the principal must notify both the superintendent of schools and the school district contact for home education programs. If the parent subsequently enrolls the student in a home education program, the superintendent of schools must refer the parent to a home education review committee.</p> <p>The home education review committee must review the portfolio of the student every 30 days during the district's regular school terms until the committee is satisfied that the program is in compliance with s. 1002.41, F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program.</p> <p>If the parent fails to provide a portfolio to the committee, the committee must notify the superintendent. The superintendent must terminate the home education program and require the parent to enroll the student in another attendance option such as a public or private school or a private tutoring program within three days. Upon termination of a home education program, the parent may not reenroll the student in a home education program for 180 calendar days.</p> <p>Failure of a parent to enroll the student in an attendance option after termination of the home education program constitutes noncompliance with compulsory attendance requirements and may result in criminal prosecution under s. 1003.27(2), F.S.</p>
<p>7. Who serves on home education review committees?</p>	<p>A home education review committee is composed of the district contact for home education programs and at least two home educators selected by the parent from a list of all home educators who have conducted a home education</p>

	<p>program for at least three years and have indicated a willingness to serve on the committee.</p>
<p>8. How is school attendance tied to the Learnfare Program?</p>	<p>The Learnfare Program requires that all school-age children of temporary assistance for needy families (TANF) recipients or eligible teen-age TANF recipients attend school on a regular basis. The TANF recipient with a school-age child is required to have a school conference during each semester. Failure to comply with those requirements may result in the Department of Children and Family Services (DCF) reducing the temporary assistance for the eligible participant.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 322.091, F.S. -- Driver's license privileges. Section 414.1251, F.S. -- Learnfare Program. Section 984.12, F.S. -- Services and treatment to a family in need of services. Section 984.151, F.S. -- Truancy petition. Section 1001.53, F.S. -- District school superintendent responsible for enforcement of attendance. Section 1001.54 -- Duties of school principals. Section 1003.21, F.S. -- School attendance; exemptions. Section 1003.24, F.S. -- Parents responsible for attendance of children; attendance policy. Section 1003.26, F.S. -- Enforcement of school attendance; contact, refer, and enforce policy. Section 1003.27, F.S. -- Court procedures and penalties; habitual truancy. Section 1003.28, F.S. -- Truancy remedial activities. Section 1003.53, F.S. -- Dropout prevention and academic intervention.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Learnfare Program

Fact Sheet

January 2006

<p>1. What is the Learnfare Program?</p>	<p>The Learnfare Program (Learnfare) was established in 1993 as part of the Welfare Reform Act and requires the Department of Children and Families (DCF) to reduce the temporary cash assistance (TCA) for recipients who fail to comply with the program's requirements.</p>
<p>2. What are the program's two requirements?</p>	<p>The program requires:</p> <ul style="list-style-type: none"> • that each recipient with a school-aged child attend a conference with a school official once each semester. • that a recipient's school-aged child, or a teenage recipient, remain in school and not become a "habitual truant" or dropout.
<p>3. What is the sanction for noncompliance with these two requirements?</p>	<p>The Learnfare Program requires a reduction in the TCA if a recipient fails to comply with the program's requirements. The reduced portion is that amount allotted to the truant or dropout student, or the amount allotted to the parent if he or she is not participating in the required conferences.</p>
<p>4. When is the temporary cash assistance reinstated?</p>	<ul style="list-style-type: none"> • For a student who has been identified as a habitual truant, the TCA must be reinstated after a subsequent grading period in which the student's attendance has substantially improved. • For a student who has been identified as a dropout, the TCA must be reinstated after the student enrolls in a public school, receives a high school diploma or its equivalency, enrolls in preparation for the General Educational Development Tests, or enrolls in other educational activities approved by the district school board. • For a parent or guardian who has failed to attend a conference, the TCA is reinstated after the participant attends the conference with the appropriate school official and that conference is documented by the school and reported to DCF.
<p>5. What is a habitual truant?</p>	<p>A habitual truant is defined by statute as a student who has accumulated 15 unexcused absences within 90 calendar days.</p>
<p>6. What if a parent disagrees with the sanction?</p>	<p>The Learnfare Program provides that the parent or teenage participant can file an appeal within 10 days of being notified of the sanction, and no sanction will be imposed until that appeal is resolved.</p>
<p>7. With whom can the parent have the required conference?</p>	<p>Since the purpose of the conference is to discuss the student's academic and attendance progress, it should be someone who has that information, such as a teacher, guidance counselor, or principal. DOE rules require each school board to adopt a policy, which addresses the criteria</p>

Learnfare Program

	for determining who is an “appropriate school official.”
8. What is considered a school conference?	The conference can be either face-to-face or a telephonic conversation.
9. How are the conferences set up and verified?	The TCA recipient is responsible for setting up the conference. After the conference, the recipient is responsible for filling out the School Conference Verification Form provided by DCF and returning it to the public assistance specialist.
10. Who needs to participate in these conferences?	Because the purpose of the conference is to enhance parental involvement, every TCA recipient with a school-aged child, not just those whose child has been identified as a habitual truant or dropout, must participate in the conferences.
11. How does the school know that it has Learnfare participants?	<p>In 2001, the Legislature required DCF to develop an electronic data transfer system to streamline the flow of information between the school districts and DCF. The electronic data transfer system must include at least the following information: the number of students and families reported by school districts as out of compliance, the number of students and families sanctioned as a result, and the number of students and families reinstated after becoming compliant. The information compiled must be submitted in the form of an annual report to the presiding officers of the Legislature by March 1 of each year.</p> <p>In 2005, the total number of students and families reported by school districts as out of compliance was 4,993.</p> <p>As a result, the 1,482 students and families were sanctioned and of those, 364 students and families were reinstated after becoming compliant.</p>
12. What are the applicable statutes?	<p>Section 414.1251, F.S. -- Learnfare Program.</p> <p>Section 1003.01(8), F.S. -- Definition of habitual truant.</p> <p>Section 1003.01(9), F.S. -- Definition of dropout.</p>
13. Where can I get additional information?	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475; www.fldoe.org</p> <p>Florida Department of Children & Families Office of Economic Self-Sufficiency (850) 488-3271</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Dropout Prevention/Academic Intervention

Fact Sheet

January 2006

<p>1. What are dropout prevention and academic intervention programs?</p>	<p>Dropout prevention and academic intervention programs are designed for students who do not perform well in traditional educational programs. The programs must use alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures, and must also provide character and legal education, along with curricula and related services. The 1999 Legislature expanded these programs to include eligible students in grades 1 through 12.</p>
<p>2. What are parental rights prior to placement of a student into a program?</p>	<p>The school principal must provide written notice by certified mail, return receipt requested, to the student’s parent prior to a student’s placement in a dropout prevention and academic intervention program. The parent must sign an acknowledgment of the notice of placement and return it to the principal within three days after receipt of the notice. The parent is entitled to an administrative review of any action by school personnel relating to such placement.</p>
<p>3. What is “disruptive behavior”?</p>	<p>“Disruptive behavior” is behavior that interferes with the student’s own learning or the educational process of others; behavior that requires attention and assistance beyond that which the traditional program can provide or that results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or behavior that severely threatens the general welfare of students or others with whom the student comes into contact.</p>
<p>4. How is eligibility determined for dropout prevention and academic intervention?</p>	<p>The student must be identified as meeting one of the following criteria:</p> <ul style="list-style-type: none"> • Academically unsuccessful as evidenced by low test scores; retention; failing grades; low grade point average; falling behind in earning credits; or not meeting the state or district proficiency levels in reading, mathematics, or writing. • Pattern of excessive absenteeism or habitually truant (Refer to the Truancy Fact Sheet.) • History of disruptive behavior in school or committing an offense that warrants out-of-school suspension or expulsion. <p>Student participation in the program is generally voluntary; however, districts may assign students to a program for disruptive students.</p>
<p>5. What are “second chance schools”?</p>	<p>“Second chance schools” are district programs provided through cooperative agreements between the school districts and the Department of Juvenile Justice (DJJ),</p>

Dropout Prevention/Academic Intervention

	private providers, state or local law enforcement agencies, or other agencies for students who are disruptive, violent, or have committed serious offenses.
<p>6. What is required before schools refer students to a second chance school?</p>	<p>To be eligible for a second chance school, a student must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Be in grades 6 to 10, be a habitual truant whose excessive absences are linked to lack of motivation that has affected academic progress, and be at risk of dropping out of school. • Be a habitual truant whose case staffing committee determines that it would be beneficial to the student. • Exhibit disruptive behavior in violation of the school board’s code of student conduct. • Interfere with his or her own learning or that of others and require more assistance than the regular program can provide. • Commit a serious offense warranting suspension or expulsion. A “serious offense” is behavior which threatens the welfare of others, including violence, possession of weapons or drugs, or harassment or verbal abuse of others. <p>Schools are encouraged to use alternative programs, such as in-school suspensions, before assigning students to second chance schools. The school’s local child study team must evaluate the student before placement in a second chance school. Students are not eligible for second chance schools if they are eligible for placement in a program for emotionally disturbed children.</p>
<p>7. How do students reenter a traditional school after being in a second chance school?</p>	<p>Students seeking to reenter traditional schools must complete a character development and legal education program and demonstrate preparedness to reenter the regular school.</p>
<p>8. Are there funds available for starting second chance schools?</p>	<p>At this time there are no special funds set aside for starting second chance schools. However, districts can use funds they receive through the Florida Education Finance Program (FEFP) or the Supplemental Academic Instruction (SAI) Categorical Fund to start a program. In the 2005-2006 General Appropriations Act (GAA), the Legislature appropriated \$6 million for alternative schools/public-private partnerships.</p>
<p>9. How are dropout prevention and academic intervention programs funded?</p>	<p>Districts can receive funding through the FEFP or the SAI Categorical Fund. The Legislature appropriated \$670.3 million for the SAI Categorical Fund in the 2005-2006 GAA. (Refer to the Florida Education Finance Program & the Supplemental Academic Instruction Fact Sheets.)</p>

Dropout Prevention/Academic Intervention

10. What are the applicable statutes and rules?	<p>Section 1001.42(16)(c), F.S. -- Supplemental academic instruction.</p> <p>Section 1003.51, F.S. -- Other public educational services.</p> <p>Section 1003.52, F.S. -- Educational services in DJJ programs.</p> <p>Section 1003.53, F.S. -- Dropout Prevention and Academic Intervention Act.</p> <p>Section 1003.53(1), F.S. -- Second chance schools.</p> <p>Section 1003.54, F.S. -- Teenage Parent Programs.</p> <p>Section 1011.62, F.S. -- Funds for operation of schools.</p> <p>Rule 6A-6.0523 through 6A-6.0528, F.A.C. -- Types of Programs and Dropout Prevention Plans</p> <p>Rule 6A-6.05292, F.A.C. -- Common Objective Criteria and Evaluation of Dropout Prevention</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 73 and Specific Appropriation 87</p>
11. Where can I get additional information?	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0415</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Character Education

Fact Sheet

January 2006

<p>1. Is character education required in Florida public schools?</p>	<p>Yes. A character-development program similar to Character First or Character Counts must be taught in all public schools. The character-development program must be secular in nature and must stress such character qualities as attentiveness, patience and initiative. Beginning in the 2004-2005 school year, the character development program is required for all public school students in grades kindergarten through 12, and it must stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation.</p>
<p>2. How are character education curricula adopted?</p>	<p>Each district school board must develop or adopt a curriculum for the character-development program and then submit its curriculum to the Department of Education for approval.</p>
<p>3. Are there any other public school programs related to character education?</p>	<p>Yes. Every district school board must provide and every public school teacher must teach all courses required for high school graduation. Required instruction in public schools related to character education includes the following:</p> <ul style="list-style-type: none"> • The content of the Declaration of Independence; • The arguments in support of adopting our republican form of government; • The essentials of the United States Constitution; • Flag education, including proper flag display and flag statute; • The elements of civil government; • The history of the Holocaust (1933-1945); • The history of African Americans; • The elementary principles of agriculture; • The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind; • Kindness to animals; • The history of the state; • The conversation of natural resources; • Comprehensive health education; • The study of Hispanic contributions to the United States; and • The study of women’s contributions to the United States. <p>The 2002 Legislature designated the last week of</p>

Character Education

	<p>September as “Celebrate Freedom Week” in Florida’s public schools. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, which must include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. During that week, students are also required to recite a portion of the Declaration of Independence in order to reaffirm the American ideals of individual liberty.</p>
4. What are the applicable statutes?	<p>Section 1003.42(2)(q), F.S. -- Required character education Section 1003.421, F.S. -- Recitation of the Declaration of Independence</p>
5. Where can I get additional information?	<p>Department of Education Bureau of School Improvement (850) 245-0422</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Public Schools
School Personnel Issues



Education Council Teacher Recruitment & Retention

Fact Sheet

January 2006

<p>1. What is the projected need for teachers in Florida?</p>	<p>The Florida Legislature's Office of Economic and Demographic Research (OEDR), projected in 2000 that between 2000-2001 and 2009-2010, Florida will need 162,000 teachers to replace those teachers who retire or otherwise terminate their employment in Florida's public schools. That works out to a need for approximately 16,000 teachers per year over this period. However, with the passage of the class size amendment to the State Constitution (Amendment 9) in 2002, the newest projections from Department of Education Office of Evaluation and Reporting indicate that Florida will need to fill 31,761 classroom teacher vacancies in the 2006-07 school year, 11,821 of which result from the next phase of class size implementation moving to the school level calculation.</p> <p>Not counting the additional teachers needed to implement the class size amendment, over 4,200 of the vacancies to be filled in 2006-07 stem from enrollment growth, while another 15,700 result from teacher "terminations" – resignations, retirements, and terminations for other reasons.</p>
<p>2. Is the need for teachers in all teaching areas or is it centered in specific areas?</p>	<p>In 2005-06, the critical shortage areas designated by the Department of Education (DOE) include Exceptional Student Education (ESE), middle and high school level math and science, foreign languages, reading, English for Speakers of Other Languages (ESOL), technology education, industrial arts and school psychology. In addition, more than one out of every five ESE teachers hired were not certified in the appropriate field.</p> <p>The State Board of Education (SBE) approves new teacher shortage areas at each November meeting.</p>
<p>3. How does Florida enhance teacher recruitment and retention?</p>	<p>There are many programs offered in Florida to enhance teacher recruitment and retention.</p> <p><u>Teacher Recruitment</u></p> <p>TeachinFlorida, Florida's On-line Recruitment System</p> <ul style="list-style-type: none">• Accessible at www.teachinflorida.com• Provides information for teaching applicants and those considering a career in education, with links and updated information for Educator Preparation Institutes and Colleges of Education.• Is an interactive program that permits school districts to

Teacher Recruitment & Retention

	<p>post teaching vacancies online and candidates to post resumes and search for current vacant positions.</p> <ul style="list-style-type: none">• Since January 2005, over 27 million hits have been received on the site.• Currently, there are 14,000 active resumes and 416 active vacancies. Historically, over 48,000 resumes and 28,000 vacancies have been posted online.• The site is currently supported primarily through federal funds. <p>The Great Florida Teach-In</p> <ul style="list-style-type: none">• Florida's annual teacher job fair, providing a cost-effective way for teacher applicants to interview with Florida school district personnel.• The 2005 Teach-In had 3,070 candidates attend (up 64% from last year), and 58 districts, schools, and colleges of education represented. <p>Florida Future Educators of America (FFEA) Program</p> <ul style="list-style-type: none">• Encourages pre-college students to consider career opportunities in education.• DOE provides assistance to school districts in establishing local chapters for elementary, middle, and high school level students.• There are 878 FFEA chapters in the state.• Each year the DOE hosts the FFEA State Conference for high school and college students and chapter advisors. <p>Florida Fund for Minority Teachers, Inc.</p> <ul style="list-style-type: none">• This non-profit corporation manages the Minority Teacher Scholar Program, which provides scholarships to college juniors. <p>Exceptional Student Education Teachers</p> <ul style="list-style-type: none">• Through this program, DOE works with 9 state universities to recruit, prepare and retain ESE teachers, especially minority ESE teachers.• Florida is participating in a five year, \$1.5 million grant awarded by the U.S. DOE.• An additional \$2.3 million of federal Individuals with Disabilities Education Act (IDEA) Part B funds are funneled into the partnerships through the Comprehensive System of Personal Development Program. <p>Certificate Reciprocity and Subject Area Testing</p> <ul style="list-style-type: none">• A teacher with a standard out-of-state certificate or National Board of Professional Teaching Standards certificate has full reciprocity in Florida. A Passport Certificate issued by the American Board for
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Certification of Teacher Excellence (ABCTE) qualifies a teacher for an initial Florida Temporary Certificate.

- The 2002 Florida Legislature has provided that individuals with an accredited bachelor's degree may demonstrate subject knowledge to be issued an initial Temporary Certificate by earning a passing score on Florida's subject area examination. This allows individuals who can demonstrate competency in the subject matter but may have earned a degree in another area to earn certification and begin teaching. **(See the Teacher Certification Fact Sheet.)**

Additional Routes to Certification: District Programs and Educator Preparation Institutes.

- Used to recruit professionals with subject area knowledge.
- Each school district administers a competency-based, on-the-job professional preparation program for satisfying the mastery of professional preparation and education competence requirements to receive a professional certificate. Programs provide online training and classroom mentoring. Over 2,600 applicants were enrolled in the 2004-2005 school year, and over 1,700 have completed the program since the program became statewide in 2002. **(See the Alternative Certification Fact Sheet).**
- The 2004 Legislature provided authority for accredited post-secondary institutions to provide alternative certification training to bachelor's degree holders through Educator Preparation Institutes. At present, over 600 candidates are enrolled at 16 Florida community colleges and senior institutions.

Other Teacher Recruitment Programs

- The DOE and Florida Education Foundation have partnered with Cooper DDB to launch a national multi-media recruitment campaign to attract teachers; this includes regional and national print ads and radio and television public service ads.
- The Transition to Teaching Program supports high needs districts in attracting second careerists and Arts and Sciences graduates to teaching through state and local grants totaling \$10 million over five years.

Teacher Retention

TeachinFlorida.com

Tele-mentoring for new and early career teachers through a cadre of distinguished "e-mentors" (inaugurated August 2003).

- Provides a Teacher Toolkit and Teachers' Lounge (inaugurated March 2002).
- Provides lesson planning tools, bank of current research and best practices in reading, resource builder capacity, chat room for discussions, and access to online reading courses.
- Includes the new Start with Success online resource for new teachers and substitute teachers. Phase II, released this year, will include video clips of best teaching practices to support the text resources and links.
- Supported primarily with federal funds.

Tap: Teacher Advancement Program

- Implements the Milken model of career ladder advancement and professional development.
- Several individual schools throughout the state have received state support and are now implementing the model independently. New schools in Lake and Gadsden counties began in 2005-06.
- Staff is supported by the Milken Family Foundation and schools are supported through federal funds.

Dale Hickam Excellent Teaching Program

- Provides financial incentives for teachers in the process of becoming certified by the National Board for Professional Teaching Standards.
- Provides incentives for Board Certified Teachers to mentor other teachers. Teachers are eligible for bonuses up to \$7,800 for 10 years.
- Over 4,800 Florida teachers have achieved National Board Certification through this program. **(See the Dale Hickam Excellent Teaching Program Fact Sheet.)**

Rewarding High-Performing Teachers

- In 2000, the Legislature began providing bonuses of up to \$2,000 per year for teachers whose students succeed in Advanced Placement or International Baccalaureate classes.
- School boards must adopt a performance pay policy for outstanding instructional personnel equal to 5% of their pay.
- School recognition awards provide bonuses of up to \$100 per student to all schools with improved student performance. These awards are frequently used by the school advisory councils to provide bonuses to teachers. **(See the Teacher Compensation Fact Sheet.)**

Teacher Recognition Programs

- Florida Teacher of the Year
- Milken National Educator Award
- Florida League of Teachers
- Dale Hickam Excellent Teaching Program

Targeted Funding for Teachers

- Florida leads the nation in providing liability insurance coverage for all full-time teachers and education professionals (guidance counselors, librarians, media specialist and school social workers).
- Florida Teachers Lead Program – Provides every classroom teacher approximately \$100 to purchase classroom supplies.
- "Four-PD" – online professional development to train new and current teachers in the latest scientifically-based reading instructional methods.

Critical Teacher Shortage Student Loan Forgiveness

- Reimbursement of tuition for college courses taken by current teachers toward certification in areas of critical teacher shortage.
- Reimburses up to 9 semester hours per year at up to \$78 per credit hour.
- Teachers must earn a grade point average of 3.0 to receive reimbursement.
- The program also provides tuition reimbursement programs for teachers earning certification in critical shortage areas.

Residential Subsidies

- Equity Residential Properties Trust, in partnership with the DOE, created a program to reduce teachers' rent by 10%, take \$100 off move-in fees, and provide a \$500 credit toward home purchase.

Home Loan Programs

- The U.S. Department of Housing and Urban Development (HUD) sponsors one program, the Teacher Next Door, which offers a 50% discount to teachers for HUD-owned single family homes.
- Teacher Zero Down, sponsored by Bank of America, assists with home loan down payments.
- Teacher Flex, also sponsored by Bank of America, assists with down payment and closing costs.

Treatment of Years of Experience for Pay Purposes

- A school district must treat years of teaching experience outside the district the same as years of teaching experience within the district, for purposes of

Teacher Recruitment & Retention

<p>4. Are there federal programs that support teacher recruitment in Florida?</p>	<p style="text-align: center;">pay. (See the Teacher Compensation Fact Sheet.)</p> <p>Yes. Troops to Teachers: The Troops to Teachers Program is a federally supported program that provides counseling and placement assistance services to military personnel seeking a second career in teaching. There are 27 Troops to Teachers state offices. The program provides funding to Eckerd College and FSU to develop alternate certification programs in collaboration with school districts desiring such programs. 4,970 Troops to Teachers have been hired nationally, with 387 Troops to Teachers hired in Florida.</p> <p>Transition to Teaching Program: In 2002, Florida was awarded a grant of \$10.7 million over a 5-year period from the U.S. Department of Education to recruit high-quality teachers. The grant program will recruit non-teachers and provide support for their transition to the classroom. The program targets paraprofessionals seeking to advance their career in the classroom, graduates with arts and sciences degrees who want to become teachers and career changers seeking a new career in education.</p>
<p>5. Which statutes are applicable?</p>	<p>Section 1009.59, F.S. -- Critical Teacher Shortage Student Loan Forgiveness Program. Section 1009.605, F.S. -- Florida Fund for Minority Teachers, Inc. Section 1012.05, F.S. -- Teacher Recruitment and Retention. (including provisions authorizing the Great Florida Teach-In) Section 1012.22(1)(c), F.S. -- Compensation and Salary Schedules. Section 1012.33(3)(g), F.S. -- Treatment of Years of Experience for Pay Purposes. Section 1012.56, F.S. -- Educator Certification Requirements. Section 1012.58, F.S. -- Transition to Teaching Program. Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program. Section 1012.74, F.S. -- Florida Educators Professional Liability Insurance Protection. Section 1012.77, F.S. -- Christa McAuliffe Ambassador for Education (Teacher of the Year). Section 1012.98, F.S. -- School Community Professional Development Act.</p>
<p>6. Where can I get additional information?</p>	<p>Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435 www.firn.edu/doe/profdev/ www.teachinflorida.com</p>

Teacher Recruitment & Retention

	Florida House of Representatives Education Council (850) 488-7451
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Education Council Teacher Certification

Fact Sheet

January 2006

<p>1. Which school-based personnel require certification?</p>	<p>Section 1012.55, F.S., requires individuals who hold positions as school supervisors, principals, teachers, library media specialists, school counselors, athletic coaches, or who otherwise provide instruction to possess a certificate as required by law and the rules of the State Board of Education (SBE). However, athletic coaches who voluntarily render service and are not employed by the school district are not required to hold certificates.</p> <p>The law also requires that rules be adopted to allow school boards to employ non-certificated personnel in certain circumstances.</p>
<p>2. How many types of teacher certificates are available?</p>	<p>Pursuant to s. 1012.56(6), F.S., the Bureau of Educator Certification issues two types of certificates to full-time teachers:</p> <ol style="list-style-type: none">1) A professional certificate. This certificate is valid for five school years and renewable with six semester hours of college credit in the subject area(s), 120 in-service points, or a combination of college credit and in-service points (See Questions 3 and 4).2) A temporary certificate. This certificate is valid for three school years and is nonrenewable except as provided in statute (See Questions 3 and 5). <p>Additionally, the Florida Department of Education (DOE) also issues a certificate to cover “athletic coaching.” This certificate is issued to individuals employed on either a part-time or full-time basis as a coach.</p> <p>Finally, an “adjunct” teaching certificate may also be issued by a school district, allowing individuals who do not hold state-issued teacher certification to teach if certain requirements are met. (Refer to the Adjunct Educator Certification Fact Sheet.)</p>
<p>3. What are the basic eligibility requirements to obtain a teaching certificate in Florida?</p>	<p>To be eligible to seek certification, a person must:</p> <ul style="list-style-type: none">• Be at least 18 years of age.• File a written statement, under oath, to subscribe to and uphold the principles incorporated in the Constitution of the United States and the Constitution of the State of Florida.• Document receipt of a bachelor’s or higher degree from an accredited institution of higher learning or from a

Teacher Certification

	<p>non-accredited institution of higher learning identified by the Department of Education (DOE) as having a quality program (See Question 10).</p> <ul style="list-style-type: none"> • Obtain fingerprint clearance from the Department of Law Enforcement and Federal Bureau of Investigation. • Be of good moral character. • Be competent in performing the duties, functions, and responsibilities of a teacher.
<p>4. In addition to the basic eligibility requirements, what requirements are needed to obtain a Florida Professional Educator certificate?</p>	<p>In addition to the basic eligibility requirements, applicants seeking a professional certificate must also:</p> <ul style="list-style-type: none"> • Demonstrate mastery of general knowledge (See Question 6). • Demonstrate mastery of subject area knowledge (See Question 7). <p>Demonstrate mastery of professional preparation and education competence (See Question 8).</p>
<p>5. In addition to the basic eligibility requirements, what requirements are needed to obtain a temporary teaching certificate?</p>	<p>In addition to the basic eligibility requirements, applicants seeking a temporary certificate must also:</p> <ul style="list-style-type: none"> • possess a bachelor's degree with a major in a certification subject area; • obtain college credit in the subject as specified in SBE rule; or • achieve a passing score on the Subject Area Examination for a bachelor's level subject area. <p>The applicant must also demonstrate mastery of general knowledge (See Question 6) within one calendar year of the date of employment under the temporary certificate.</p>
<p>6. How does an applicant demonstrate mastery of general knowledge?</p>	<p>Acceptable means of demonstrating mastery of general knowledge are:</p> <ul style="list-style-type: none"> • Achieving a passing score on the Florida General Knowledge Examination required by SBE rule; • Achieving a passing score on the College Level Academic Skills Test (CLAST) <i>prior to July 1, 2002</i>; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the National Board of Professional Teaching Standards (NBPTS) or a national educational credentialing board approved by SBE; or <p>Documenting at least two semesters of successful teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the DOE as having a quality program (See Question 10).</p>
<p>7. How does an applicant demonstrate mastery of subject area knowledge?</p>	<p>Acceptable means of demonstrating mastery of subject area knowledge are:</p> <ul style="list-style-type: none"> • Achieving passing scores on the subject area exams

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	<p>required by SBE rule;</p> <ul style="list-style-type: none"> • Completing the subject area specializations specified in State Board rule and verification of subject area competence by the superintendent or chief executive officer of a state supported or private school for a subject area for which there is no subject area examination; • Completing the graduate level subject area specialization requirements for a subject coverage requiring a master's or higher degree and achievement of a passing score on the corresponding subject area examination; • Holding a valid standard teaching certificate issued by another state; or <p>Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE.</p>
<p>8. How does an applicant demonstrate mastery of professional preparation and education competence?</p>	<p>Acceptable means of demonstrating mastery of professional preparation and education competence are:</p> <ul style="list-style-type: none"> • Completing an approved teacher preparation program at a postsecondary institution <i>in Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Completing a teacher preparation program at a postsecondary institution <i>outside of Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE; • Documenting two semesters of successful teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the Department of Education as having a quality program (See Question 10); • Completing a professional education competence demonstration program, completing twenty semester hours in professional preparation pursuant to SBE rule, and achieving a passing score on the professional education examination required by SBE rule; or <p>Completing the Florida alternative certification program or a DOE-approved alternative certification program developed by a Florida school district. (Refer to the Alternative Certification Fact Sheet.)</p>

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<p>9. May teachers add areas of certification to their certificate?</p>	<p>Yes. Teachers may add subject areas requiring a bachelor's degree by attaining a passing score on a subject area examination. Teachers may add subject areas requiring a master's or higher level degree by attaining a passing score on a subject area examination and completing the subject content course or degree requirements.</p>
<p>10. What requirements does the DOE use to determine a "non-accredited institution of higher education with a quality program?"</p>	<p>According to the Florida DOE, a non-accredited institution of higher learning will be considered to have a quality bachelor's or higher degree program, if it meets any one of the following criteria:</p> <ul style="list-style-type: none"> • The institution is listed in the U.S. Department of Education's Directory of Postsecondary Institutions – Volume 1. The volume lists institutions that are accredited by at least one accreditation agency; • The institution's degrees are accepted for certification by their own state's Department of Education; or <p>The institution operates pursuant to Section 1005.06(1)(e), F.S., which exempts certain institutions from the jurisdiction of the Commission for Independent Education.</p>
<p>11. What is the policy behind Florida's certification requirements?</p>	<p>As a result of two significant legislative initiatives -- the 1999 A+ Education Plan and EDUCATE 2000 -- Florida's educator certification laws were reformed in order to streamline the process, eliminate barriers to entering the teaching profession, and provide incentives for the recruitment and retention of outstanding teachers.</p>
<p>12. What are the applicable statutes and rules?</p>	<p>Section 1005.06(1)(e), F.S. -- Institutions exempt from licensure in 2001. Section 1012.54, F.S. -- Purpose of instructional personnel certification. Section 1012.55, F.S. -- Positions for which certificates are required. Section 1012.56, F.S. -- Educator certification requirements. Section 1012.565, F.S. -- Educator certification for blind and visually impaired students. Section 1012.57, F.S. -- Certification of adjunct educators. Section 1012.575, F.S. -- Alternative preparation programs for certified teachers to add additional coverage Section 1012.58, F.S. -- Transition to Teaching Program.</p> <p>Rule 6A-1.0502, F.A.C. -- Non-certificated Instructional Personnel</p>
<p>13. Where can I get additional information?</p>	<p>Florida Department of Education Educator Certification In State: (850) 245-0431 Out of State (800) 445-6739 Internet Home Page: www.fldoe.org/edcert E-mail: edcert@mail.doe.state.fl.us</p>

Teacher Certification

	<p>On-Line Employment Opportunities: www.TeachinFlorida.com</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council
Alternative Certification

Fact Sheet

January 2006

<p>1. What is an alternative certification program?</p>	<p>An alternative certification program provides a way for individuals who already possess a bachelor's degree to obtain the professional education preparation and experience required for a professional teaching certificate in Florida.</p>
<p>2. Who may participate in an alternative certification program?</p>	<p>Participants in all alternative certification programs must hold a bachelor's degree; the degree does not have to be in "education" or a traditional teacher preparation program.</p>
<p>3. Where are alternative certification programs available?</p>	<p>All Florida school districts are required to provide an on-the-job training alternative certification program for newly hired instructional staff who need to satisfy the professional preparation and education competence requirements. Participants in the district programs must be employed by the district and hold a temporary educator certificate issued by the Florida Department of Education (FDOE).</p> <p>To obtain training <i>before</i> being hired by a school district or <i>before</i> obtaining a temporary certificate, an individual may enroll in an alternative certification program at an <i>educator preparation institute</i>.</p>
<p>4. What is an educator preparation institute?</p>	<p>Postsecondary educator preparation institutes were authorized by the 2004 Legislature. The institutes are created by postsecondary institutions and must be approved by the FDOE. The alternative certification program offered by the institute must also be approved by FDOE.</p>
<p>5. What does the alternative certification program offered by educator preparation institutes include?</p>	<p>An alternative certification program offered by an approved educator preparation institute must provide:</p> <ul style="list-style-type: none"> • Instruction in professional knowledge and subject matter content that includes educator-accomplished practices and competencies and meets subject matter content requirements, professional competency testing requirements, and competencies associated with teaching scientifically based reading instruction and strategies; • field experience with supervision from qualified educators; and • a certification ombudsman to assist participants in the process and procedures in obtaining certification. <p>In order to achieve professional educator certification, those who successfully complete the program must also pass the professional education competency test.</p>
<p>6. What does the alternative certification program offered by school districts include?</p>	<p>The district may provide either the FDOE developed competency-based, on-line program or an alternative certification program developed by the district and approved by FDOE. Both programs must include the following components:</p>

Alternative Certification

	<ul style="list-style-type: none"> • Survival training to ensure an initial period of preparation before the teacher assumes responsibility for the classroom. • Professional Preparation Learning Activities and Training to provide in-depth acquisition of the Florida Educator Accomplished Practices. • Summative assessment to ensure a standards-based method of determining mastery of the professional education competencies. • Support team consisting of peer mentors and building level administrators to coordinate and support the professional development of the teacher. • Individual Action Plan to outline the structured learning experience for each teacher. • Professional Education Test to demonstrate knowledge of education pedagogy.
<p>7. What are the applicable statutes?</p>	<p>Section 1004.85, F.S. -- Postsecondary educator preparation institutes. Section 1008.22, F.S. -- Student assessment program for public schools. Section 1012.56(5)(h), F.S. -- Test requirement for alternative certification program offered by educator preparation institute. Section 1012.56(7), F.S. -- Professional preparation alternative certification and education competency program. Section 1012.56(16), F.S. -- Comparison of routes to a professional certificate.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Educator Certification In State: (850) 245-5049 Out of State: (800) 445-6739 Internet Home Page: http://www.fldoe.org/edcert E-mail: edcert@mail.doe.state.fl.us</p> <p>On-Line Employment Opportunities: www.TeachinFlorida.com</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Adjunct Educator Certification

Fact Sheet

January 2006

<p>1. What are adjunct educators?</p>	<p>In accordance with s. 1012.57, F.S., and district school board rule, adjunct educators are persons who are deemed qualified to teach by virtue of their educational experience, life experience, or years of work even though they do not necessarily possess the academic qualifications or meet other requirements of the normal educator certification process. Adjunct educators are used to supplement -- not replace -- state certified educators. For example, a district could choose to hire a retired engineer or astronaut to teach algebra for one class per day.</p>
<p>2. Who can become an adjunct educator?</p>	<p>At a minimum, to be an adjunct educator, an applicant must:</p> <ul style="list-style-type: none">• be at least 18 years old;• file a written statement, under oath, to uphold the principles in the Constitution of the United States and the Constitution of the State of Florida;• hold at least a bachelor's degree with a 2.5 GPA,• submit to a fingerprint check;• be of good moral character; and• be competent and capable of performing the duties, functions, and responsibilities of a teacher. <p>Additionally, in accordance with district school board rule, the applicant must demonstrate "expertise" in the subject area in which he or she will be teaching (See Question 4).</p>
<p>3. What is the purpose of allowing districts to certify "adjunct" teachers?</p>	<p>The purpose of allowing districts to certify adjunct educators is to supplement the instructional staff by allowing talented persons to teach part-time in their fields of expertise without having to pass a state-required examination or take numerous hours of instruction at an education school.</p>
<p>4. How does a person demonstrate "expertise" in a subject area?</p>	<p>An adjunct educator applicant must demonstrate sufficient subject area mastery through passage of a subject area test.</p>

Adjunct Educator Certification

<p>5. How many districts have implemented an adjunct educator certification program?</p>	<p>During the 2003-2004 school year, six districts had adjunct education certification programs.</p> <table border="1" data-bbox="792 289 1507 873"> <thead> <tr> <th style="text-align: center;">Districts</th> <th style="text-align: center;"># of Adjunct Educators</th> <th style="text-align: center;">Type of Courses</th> </tr> </thead> <tbody> <tr> <td>Broward</td> <td style="text-align: center;">3</td> <td>Language Arts Read, Math, Science Social Studies</td> </tr> <tr> <td>Collier</td> <td style="text-align: center;">1</td> <td>ESE Academic Course</td> </tr> <tr> <td>Hernando</td> <td style="text-align: center;">2</td> <td>Unique Skills</td> </tr> <tr> <td>Hillsborough</td> <td style="text-align: center;">1</td> <td>French I</td> </tr> <tr> <td>St. John's</td> <td style="text-align: center;">5</td> <td>Second Grade</td> </tr> <tr> <td>St. Lucie</td> <td style="text-align: center;">7</td> <td>Personal, Career & School Development, Language Arts World Cultural Geography</td> </tr> <tr> <td>Total Statewide</td> <td style="text-align: center;">19</td> <td></td> </tr> </tbody> </table>	Districts	# of Adjunct Educators	Type of Courses	Broward	3	Language Arts Read, Math, Science Social Studies	Collier	1	ESE Academic Course	Hernando	2	Unique Skills	Hillsborough	1	French I	St. John's	5	Second Grade	St. Lucie	7	Personal, Career & School Development, Language Arts World Cultural Geography	Total Statewide	19	
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<p>6. How does the district assist adjunct educators in their first year of teaching?</p>	<p>The district must assign a "peer mentor" to assist these adjunct educators in their first year of teaching, and must also provide an orientation in classroom management, prior to assignment. An adjunct educator certificate holder may participate in a district's new teacher training program.</p>																								
<p>7. When can an adjunct certificate be renewed?</p>	<p>The adjunct educator certificate is good for five years, and may be renewed if the applicant has a satisfactory evaluation during each year of teaching as an adjunct educator.</p>																								
<p>8. What are the applicable statutes?</p>	<p>Section 1012.57, F.S. -- Certification of adjunct educators.</p>																								
<p>9. Where can I get additional information?</p>	<p>Local District School Boards</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>																								



Education Council
Teacher Compensation

Fact Sheet

January 2006

<p>1. Who controls how teachers are compensated?</p>	<p>The Legislature establishes state funding for public education in the annual General Appropriations Act (GAA). However, the Legislature does not establish teacher salaries or benefits.</p> <p>Teacher compensation (salaries and benefits) is bargained locally between teachers and the individual school district. Article I, Section 6 of the Florida Constitution provides that in Florida, "the right to bargain collectively shall not be denied or abridged."</p>
<p>2. How much funding was provided by the Legislature in the 2005-2006 budget for programs to support teachers?</p>	<p>In the 2005-2006 GAA, the following programs provide funding for teachers.</p> <ul style="list-style-type: none"> • Florida Education Finance Program (FEFP) funding formula increase provided \$1.3 billion <i>new</i> dollars for school operations. Some of these <i>new</i> dollars are reserved for teachers and some <i>may</i> be used for teacher salary increases, for other compensation such as health insurance, or for the hiring of new teachers. • School Recognition Program (included in the FEFP formula funds) provided \$134.1 million, which may be used by the schools/school advisory councils to provide nonrecurring bonuses for teachers. (Refer to the School Recognition Program Fact Sheet.) • Teachers Lead Program (included in FEFP formula funds) provided \$17.9 million for direct payments of \$100 to each classroom teacher for the purchase of classroom supplies. • Teacher Training funding (included in FEFP formula funds) is provided for teacher professional development in the amount of \$18 million. • Dale Hickam Excellent Teaching Program funding, which allows teachers to get assistance and bonuses of up to \$7,000 for pursuing and achieving national certification, was funded at \$83.6 million. (Refer to the Dale Hickam Excellent Teaching Program Fact Sheet.) • Teacher and School District Administrator Death Benefits provides for the families of teachers who are killed through some unlawful act in the performance of their professional duties (s. 112.1915, F.S.). • Educator Professional Liability Insurance provides teachers with professional liability insurance coverage for monetary damages and the cost of defense for claims made against them in the performance of their professional duties. (Refer to the Teacher Liability Insurance Fact Sheet.) • International Baccalaureate (IB) Bonus provides IB teachers a \$50 bonus for each student that receives a score of 4 or higher on the IB examination. Each IB teacher in a school designated "D" or "F" teaching at least one student who

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	<p>receives a score of 4 or higher on the IB examination is awarded an additional \$500 bonus.</p> <ul style="list-style-type: none"> • Advanced International Certificate of Education (AICE) Bonus provides AICE teachers teaching students in full-credit AICE courses a \$50 bonus for each student that receives a score of 2 or higher on the AICE examination. AICE teachers teaching half-credit AICE courses are awarded a \$25 bonus for each student who receives a score of 1 or higher on the AICE examination. In addition, each AICE teacher in a school designated “D” or “F” who has at least one student that receives a score of 2 or higher on a full-credit AICE examination is awarded an additional \$500 bonus. Additional bonuses of \$250 each are awarded to teachers of half-credit AICE classes in a school designated “D” or “F” that have at least one student scoring 1 or higher on the half-credit AICE examination in that class. • Advanced Placement (AP) Bonus provides AP teachers a \$50 bonus for each student that receives a score of 3 or higher on the College Board Advanced Placement examination. In addition, each AP teacher in a school designated “D” or “F” who has at least one student that receives a score of 3 or higher on the College Board Advanced Placement examination is awarded an additional \$500 bonus.
<p>3. How does the district distribute the money appropriated by the Legislature?</p>	<p>Each public school district, after collective bargaining activities, adopts a salary schedule for instructional personnel in that district. Chapter 447, F.S., governs collective bargaining in Florida, including school district employee collective bargaining.</p>
<p>4. In setting the salary schedule and teacher salaries, what does the Legislature require districts to consider?</p>	<p>As a basis for paying all school employees, district school boards are required to adopt a salary schedule or salary schedules that are designed to furnish incentives for improvement in training and for continued efficient service (s. 1012.22 (1)(c)1. F.S.).</p> <p>In determining the salary schedule for school employees, a district school board must:</p> <ul style="list-style-type: none"> • Base a portion of each employee’s compensation on performance demonstrated under assessment procedures set out in s.1012.34, F.S. (See Question 5), • Consider the prior teaching experience of a person who has been designated state teacher of the year by any state in the United States, and • Consider prior professional experience in the field of education gained in positions in addition to district level instructional and administrative positions (s. 1012.22(1)(c)2.,F.S.). <p>In developing the salary schedule, the district school board must seek input from parents, teachers, and representatives of the business community (s. 1012.22(1)(c)3., F.S.).</p>

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	<p>Current law also requires that the adopted salary schedule allow for those school employees who demonstrate outstanding performance, as measured under s. 1012.34, F.S. (See Question 5), to earn a 5% supplement in addition to their negotiated salary (s.1012.22(1)(c)4., F.S.).</p> <p>A district school board must also recognize and accept each year a full-time public school teaching service earned in the State of Florida or outside the state and for which the employee received a satisfactory performance evaluation (s.1012.33(3)(g), F.S.).</p>
<p>5. What are the assessment procedures used to determine a teacher's compensation based on performance?</p>	<p>Each superintendent must establish procedures for assessing the performance of duties and responsibilities of all teachers, administrators, and supervisory personnel. The Department of Education (DOE) must approve each district's instructional personnel assessment system (s. 1012.34(1), F.S.).</p> <p>The assessment procedure for classroom teachers and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. An assessment must be conducted for each employee at least once a year. In addition, the assessment must be based upon sound educational principles and contemporary research in effective educational practices.</p> <p>The assessment must primarily use data and indicators of improvement in student performance assessed annually by the Florida Comprehensive Assessment Test (FCAT) and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by the FCAT and by local assessments for those subjects and grade levels not measured by the FCAT. (Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p> <p>The assessment criteria for classroom teachers and school administrators must include, but are not limited to, indicators that relate to the following:</p> <ul style="list-style-type: none"> • Performance of students. • Ability to maintain appropriate discipline. • Knowledge of subject matter. • Ability to plan and deliver instruction. • Ability to evaluate instructional needs. • Ability to establish and maintain a positive collaborative relationship with students' families in order to increase student achievement. • Other professional competencies, responsibilities, and requirements as established by the State Board of Education and the local school board (s. 1012.34(3), F.S.).

<p>6. On average, what are teachers paid in Florida?</p>	<p>According to the DOE, the average salary paid to a Florida public school teacher in the school year 2004-05 was \$41,578. This represents an increase of \$980 (2.41%) over the average salary of \$40,598 for the 2003-04 school year.</p> <p style="text-align: center;">Statewide Average Salary, 2002-2003 to 2004-2005</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Level</th> <th>2002-2003</th> <th>2003-2004</th> <th>2004-2005</th> </tr> </thead> <tbody> <tr> <td>Bachelor's</td> <td>37,335</td> <td>37,637</td> <td>38,516</td> </tr> <tr> <td>Master's</td> <td>44,070</td> <td>44,536</td> <td>45,678</td> </tr> <tr> <td>Specialist's</td> <td>51,296</td> <td>52,258</td> <td>53,695</td> </tr> <tr> <td>Doctorate</td> <td>50,397</td> <td>50,847</td> <td>52,047</td> </tr> <tr> <td>All Degrees</td> <td>40,275</td> <td>40,598</td> <td>41,578</td> </tr> </tbody> </table> <p>The following table sets forth the districts that provided the highest average teacher salary and the lowest average teacher salary in Florida in 2004-05, according to the education level of the teacher.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">Lowest and Highest District Average Teacher Salary by Degree, 2004-2005</th> </tr> <tr> <th rowspan="2">Degree Level</th> <th colspan="2">Lowest</th> <th colspan="2">Highest</th> <th colspan="2">Difference</th> </tr> <tr> <th>Salary</th> <th>District</th> <th>Salary</th> <th>District</th> <th>Dollars</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Bachelor's</td> <td>30,672</td> <td>Union</td> <td>44,476</td> <td>Monroe</td> <td>13,804</td> <td>45.01</td> </tr> <tr> <td>Master's</td> <td>34,882</td> <td>Gadsden</td> <td>51,513</td> <td>Collier</td> <td>16,631</td> <td>47.68</td> </tr> <tr> <td>Specialist</td> <td>33,819</td> <td>Union</td> <td>59,413</td> <td>Sarasota</td> <td>25,594</td> <td>75.68</td> </tr> <tr> <td>Doctorate</td> <td>29,848</td> <td>Gadsden</td> <td>60,190</td> <td>Dade</td> <td>30,342</td> <td>101.66</td> </tr> <tr> <td>All Degrees</td> <td>32,451</td> <td>Union</td> <td>47,300</td> <td>Dade</td> <td>14,849</td> <td>45.76</td> </tr> </tbody> </table>	Level	2002-2003	2003-2004	2004-2005	Bachelor's	37,335	37,637	38,516	Master's	44,070	44,536	45,678	Specialist's	51,296	52,258	53,695	Doctorate	50,397	50,847	52,047	All Degrees	40,275	40,598	41,578	Lowest and Highest District Average Teacher Salary by Degree, 2004-2005							Degree Level	Lowest		Highest		Difference		Salary	District	Salary	District	Dollars	Percent	Bachelor's	30,672	Union	44,476	Monroe	13,804	45.01	Master's	34,882	Gadsden	51,513	Collier	16,631	47.68	Specialist	33,819	Union	59,413	Sarasota	25,594	75.68	Doctorate	29,848	Gadsden	60,190	Dade	30,342	101.66	All Degrees	32,451	Union	47,300	Dade	14,849	45.76
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All Degrees	32,451	Union	47,300	Dade	14,849	45.76																																																																										
<p>7. What is the national average teacher salary?</p>	<p>Nationally, the average teacher pay in 2002-03 was \$45,822 (source: U.S. Dept. of Education, National Center for Education Statistics; <i>Digest of Education Statistics, 2003</i>).</p>																																																																															
<p>8. Does a direct comparison of teacher salaries between various states produce a true picture of all factors that affect those averages?</p>	<p>No. Several factors make such a direct (unadjusted) comparison largely invalid.</p> <ul style="list-style-type: none"> • Cost-of-living must be taken into consideration. Most states with higher pay also have higher costs-of-living in goods, services, and housing. • Compensation in the form of other (non-salary) benefits is not reflected in salary. • It should be noted that Florida does not assess sales tax on groceries or medicines, nor does it assess a state income tax, as many other states do. • Florida is a high growth state and hires a much greater percentage of first time teachers than most states. Since beginning teachers make a lower wage, this fact brings down the state average teacher salary for Florida and other high growth states. <p>Other factors affect the average teacher salary in different states or even in different districts within Florida and should also be taken into</p>																																																																															

Teacher Compensation

	<p>consideration when comparing average salaries. These factors include:</p> <ul style="list-style-type: none"> • The number of instructional personnel in the district. • The type of degree of the individual. • The number of years of experience. • Whether the teacher is paid from an in-field or out-of-field contract. • Whether the teacher is paid on an annual or continuing (tenure) contract status.
<p>9. What other benefits do Florida teachers receive in addition to salary?</p>	<p>Benefits: Employers pay Social Security, retirement, and medical plan benefits.</p> <p>Scholarships & Loan Forgiveness: A variety of scholarships and loan forgiveness programs are available for teachers or prospective teachers.</p> <p>Advanced Placement (AP) Bonus: (See Question 2)</p> <p>Advanced International Certificate of Education (AICE) Bonus: (See Question 2)</p> <p>International Baccalaureate (IB) Bonus: (See Question 2)</p>
<p>10. What are the applicable statutes?</p>	<p>Ch. 447, F.S. -- Labor Organizations (Collective Bargaining provisions).</p> <p>Section 1011.62, F.S. -- Funds for Operation of Schools (Bonuses for teachers).</p> <p>Section 1012.22(1)(c), F.S. -- Compensation and Salary Schedules.</p> <p>Section 1012.33(3)(g), F.S. -- Contracts with Instructional Staff, Supervisors and School Principals.</p> <p>2005-06 General Appropriations Act, Specific Appropriations 6, 73, 78, 79, 81, 94, and 95.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education www.fldoe.org (Teacher Salaries, Experience, and Degree Level)</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Dale Hickam Excellent Teaching Program

Fact Sheet

January 2006

<p>1. What is the Dale Hickam Excellent Teaching Program?</p>	<p>The Dale Hickam Excellent Teaching program provides incentives for classroom teachers to seek national certification through the National Board for Professional Teaching Standards (NBPTS). The Excellent Teaching Program provides a fee subsidy of 90% of the NBPTS fee, \$2,300 as of October 2005, for Florida teachers who seek NBPTS certification. A one-time portfolio preparation fee of \$150 is also paid. Florida teachers who receive NBPTS certification are eligible to receive an annual bonus of 10% of the prior fiscal year's statewide average salary for classroom teachers, approximately \$4,000 for every year of the life of the certification (10 years), provided that they remain classroom teachers. An additional 10% bonus can be earned for NBPTS certified teachers who provide the equivalent of 12 work days of mentoring and related services to Florida public school teachers who do not hold NBPTS certification.</p> <p>Total appropriations for this program are:</p> <table border="1" data-bbox="820 1045 1308 1396"> <thead> <tr> <th>School Year</th> <th>Appropriation</th> </tr> </thead> <tbody> <tr> <td>1998-1999</td> <td>\$12 million</td> </tr> <tr> <td>1999-2000</td> <td>\$14 million</td> </tr> <tr> <td>2000-2001</td> <td>\$19 million</td> </tr> <tr> <td>2001-2002</td> <td>\$31.4 million</td> </tr> <tr> <td>2002-2003</td> <td>\$48.7 million</td> </tr> <tr> <td>2003-2004</td> <td>\$69.5 million</td> </tr> <tr> <td>2004-2005</td> <td>\$67.7 million</td> </tr> <tr> <td>2005-2006</td> <td>\$83.6 million</td> </tr> </tbody> </table>	School Year	Appropriation	1998-1999	\$12 million	1999-2000	\$14 million	2000-2001	\$19 million	2001-2002	\$31.4 million	2002-2003	\$48.7 million	2003-2004	\$69.5 million	2004-2005	\$67.7 million	2005-2006	\$83.6 million
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<p>2. What is the teacher's responsibility in the program?</p>	<p>A teacher who receives a NBPTS certification fee subsidy under the Excellent Teaching Program must complete the program and teach in a public school in Florida for at least one year after completing the certification. Teachers who do not fulfill these requirements must repay the fee to the state. However, a teacher who completes the program, but fails to be awarded NBPTS certification does not have to repay the state.</p>																		
<p>3. What local incentives are offered to teachers who pursue and earn National Board Certification?</p>	<p>Currently, nineteen district school boards offer incentives for teachers to become National Board Certified. Some district school boards provide candidates for NBPTS certification with professional leave days for portfolio preparation, payment for the retake of one exercise, and access to laptop computers and video equipment. District school boards</p>																		

Dale Hickam Excellent Teaching Program

	<p>compensate NBPTS certified teachers with annual bonuses, stipends, and supplements. In addition, district school boards grant a range of 30 to 120 in-service points toward state recertification to NBPTS teachers.</p>																														
<p>4. What is the National Board for Professional Teaching Standards (NBPTS)?</p>	<p>The NBPTS was established in 1987 as a not-for-profit organization with the goals of setting high, rigorous, and detailed standards of what accomplished teachers should know. These standards represent 27 certification fields. Candidates must possess a baccalaureate degree, hold a valid state teaching license, and have accomplished three years of successful teaching.</p> <p>Candidates for National Board certification are subject to a portfolio review and a two-part assessment based on standards and teaching. NBPTS estimates that certification takes approximately one year to complete. The portfolio review includes students' work and videotapes of the classroom teacher providing classroom instruction. Candidates are measured by a peer group of classroom teachers.</p>																														
<p>5. How much interest have teachers shown in the Excellent Teaching Program?</p>	<p>Since 1999, the figures are as follows:</p> <table border="1" data-bbox="711 989 1442 1318"> <thead> <tr> <th></th> <th>1999-00</th> <th>2000-01</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> </tr> </thead> <tbody> <tr> <td># Applicants</td> <td>1455</td> <td>2421</td> <td>2619</td> <td>2405</td> <td>2766</td> </tr> <tr> <td># Withdrawals</td> <td>354</td> <td>486</td> <td>754</td> <td>730</td> <td>626</td> </tr> <tr> <td>Total Participants</td> <td>1101</td> <td>1935</td> <td>1865</td> <td>1675</td> <td>2140</td> </tr> <tr> <td># Earning NBPTS certification</td> <td>700</td> <td>992</td> <td>1243</td> <td>1448</td> <td>1473</td> </tr> </tbody> </table> <p>According to the NBPTS, the national certification process has an average pass rate of 50%. However, since that percentage was calculated, the NBPTS now allows teachers who do not pass a portion of the exam to retake just that portion; before, teachers had to re-enroll in the entire program if they did not pass any portion of the exam. This policy change will increase the number of teachers who pass the exam.</p>		1999-00	2000-01	2001-02	2002-03	2003-04	# Applicants	1455	2421	2619	2405	2766	# Withdrawals	354	486	754	730	626	Total Participants	1101	1935	1865	1675	2140	# Earning NBPTS certification	700	992	1243	1448	1473
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<p>6. How does NBPTS certification affect Florida's state certification process?</p>	<p>Teachers who are NBPTS-certified; hold a valid certification in another state; and meet Florida's eligibility, criteria background, and fingerprint check requirements, will qualify for a professional certificate in Florida. A certified NBPTS teacher is deemed to meet state renewal requirements for the life of the teacher's NBPTS certificate.</p>																														
<p>7. What teachers are eligible?</p>	<p>All public school teachers in Florida school districts are eligible, including teachers at the Florida School for the Deaf and the Blind.</p>																														

Dale Hickam Excellent Teaching Program

8. What are the applicable statutes?	Section 1010.72, F.S. -- Dale Hickam Excellent Teaching Program Trust Fund Section 1012.56, F.S. -- Florida educator certification requirements Section 1012.585, F.S. -- Process for renewal of professional certificate Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program
9. Where can I get additional information?	Florida Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435 www.firn.edu/doe/etp/ The National Board for Professional Teaching Standards 1525 Wilson Blvd., Suite 500 Arlington, VA 22209 1-800-22-TEACH or (703) 465-2700 www.nbpts.org Florida House of Representatives Education Council (850) 488-7451



Education Council **Teacher Liability Insurance**

Fact Sheet

January 2006

1. What does educator professional liability insurance cover?	Educator professional liability insurance protects an insured from having to pay monetary damages or the cost of defense of actions resulting from claims arising out of occurrences in the course of activities in his or her professional capacity.
2. Who is eligible to be covered by the educator professional liability insurance policies?	All full and part-time instructional personnel and all administrative personnel employed by district school boards or district school board sponsored charter schools, including student teachers and interns, are eligible to be covered by the educator professional liability insurance policies. "Instructional personnel" is defined in s. 1012.01(2), F.S., and includes classroom teachers, pupil personnel services, librarians/media specialists, instructional paraprofessionals, and other instructional staff. "Administrative personnel" is defined in s. 1012.01(3), F.S., and includes district-based instructional and noninstructional administrators and school administrators.
3. How much does the insurance cost?	The insurance is free to all full-time instructional personnel. Since the program's inception, the funds appropriated by the Legislature have been sufficient to provide free coverage to all full and part-time instructional personnel and all administrative personnel employed by district school boards or district school board sponsored charter schools, including student teachers and interns.
4. What are the liability limits in the policies?	The insurance covers money damages and the cost of defending any lawsuit made against the teacher resulting from their activities as a Florida educator. The insurance policy provides up to \$3,000,000, in the aggregate. For each teacher, the insurance provides: <ul style="list-style-type: none">• Up to \$2,000,000 per incident.• Up to \$2,000 for bail bond.• Up to \$500 per claim for assault related to personal property damage.
5. When did the coverage start?	The coverage became available at the beginning of the 2001-2002 school year. The Department of Education and the Department of Management Services administer the program and ensure that the company providing the insurance is selected by a competitive process.
6. How many teachers are covered?	In 2005-2006, <u>all</u> instructional personnel will be covered.
7. How does this insurance coverage affect teachers who already have liability insurance through their	The liability insurance coverage is separate and apart from any other liability coverage carried by the district or other organization. Since some of the dues paid to teacher organizations are used to pay for duplicative liability coverage, it may be possible for a teacher to reduce the

Teacher Liability Insurance

teacher's union?	amount of dues paid by opting out of the liability coverage offered by the organization. If a district has paid for the coverage in the past, the district funds for that premium can now be used for other priorities.
8. What are the applicable statutes?	Section 1012.01(2), F.S. -- Definition of instructional personnel. Section 1012.01(3), F.S. -- Definition of administrative personnel. Section 1012.74, F.S. -- Florida educators professional liability insurance protection.
9. Where can I get additional information?	Florida Department of Education Deputy Commissioner for Finance and Operations (850) 245-0406 www.firn.edu/doc/cefo/insurance.htm Department of Management Services Division of State Purchasing (850) 488-7516 Florida House of Representatives Education Council (850) 488-7451



Education Council
Barry Grunow Act

Fact Sheet

January 2006

<p>1. What is the Barry Grunow Act?</p>	<p>The Barry Grunow Act (Act), named for a Lake Worth, Florida Middle School teacher who was shot and killed by a student just outside his classroom, provides designated benefits for any Florida teacher or school-based administrator who is killed while engaged in the performance of teaching or school administrator duties. The Act provides four benefits:</p> <ol style="list-style-type: none">(1) \$75,000 to the beneficiary or heirs of a decedent teacher or administrator;(2) \$1,000 to be paid toward the funeral and burial expenses of such teacher or administrator;(3) Payment of health insurance premiums for the spouse and dependent children of the decedent teacher or administrator; and(4) Waiver of any state matriculation and tuition fees for the teacher's or administrator's dependent children admitted to a publicly funded vocational-technical school, community college, or university.
<p>2. Who is eligible for these benefits?</p>	<p>Any individual in a position defined as instructional personnel under s. 1012.01, F.S., is eligible. Instructional personnel include classroom teachers, guidance counselors, school psychologists, librarians, or teacher aides. In addition, school-based administrators are eligible.</p>
<p>3. Under what circumstances are benefits triggered?</p>	<p>Benefits are triggered when a teacher or school-based administrator is killed as a result of an unlawful and intentional act. The act of violence must be inflicted by another person and occur while the teacher or administrator is engaged in his or her teaching or school administrative duties, or because he or she is a teacher or school administrator.</p>
<p>4. Prior to the Barry Grunow Act, what special death benefits were available for the spouse of a teacher killed in the line of duty?</p>	<p>The spouse of <i>any</i> member of the Florida Retirement System killed in the line of duty is paid one-half the salary of the deceased, or the member's current retirement benefit for life, whichever he or she chooses.</p> <p>The special death benefits provided in the Barry Grunow Act are in addition to these Florida Retirement System benefits.</p>
<p>5. How much funding has been provided?</p>	<p>\$165,000 is provided in the 2005-06 General Appropriations Act.</p> <p>In the 2004-05, 2003-04, and 2002-03 General Appropriations Acts, \$165,000 was also provided.</p>

Barry Grunow Act

6. What are the applicable statutes?	Section 112.1915, F.S. -- Teacher and school administrators death benefits. 2005-2006 General Appropriations Act, Specific Appropriation 95
7. Where can I get additional information?	Florida House of Representatives Education Council (850) 488-7451

Public Schools
High School Issues



Education Council
High School Graduation
Requirements

Fact
Sheet

January 2006

<p>1. What are the current high school graduation requirements?</p>	<p>In order to receive a standard high school diploma, a student must earn a passing score on the reading, writing, and mathematics components of the grade 10 Florida Comprehensive Assessment Test (FCAT) or scores on a standardized test that are concordant with passing scores on the FACT, earn the requisite cumulative grade point average (GPA) in courses required for graduation, and successfully complete academic credits that meet certain curricular requirements. The options for completing the academic credits are:</p> <ul style="list-style-type: none"> • the traditional 4-year, 24 credit graduation option • a 3-year, 18 credit college preparatory program, or • a 3-year, 18 credit career preparatory program. 																										
<p>2. What are the academic credit requirements for each high school graduation option?</p>	<p>The statutory requirements for each option are as follows:</p> <table border="1" data-bbox="563 814 1464 1810"> <thead> <tr> <th></th> <th>4-Year High School Graduation Option</th> <th>3-Year College Preparatory Option</th> <th>3-Year Career Preparatory Option</th> </tr> </thead> <tbody> <tr> <td>Required credits</td> <td>24</td> <td>18</td> <td>18</td> </tr> <tr> <td>District authority to require additional credits</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>Required GPA</td> <td>2.0</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Minimum grade in each course to receive credit toward graduation</td> <td>"D"</td> <td>"B", weighted or unweighted</td> <td>"C", weighted or unweighted</td> </tr> <tr> <td>Credits required in advanced courses like honors, dual enrollment, AP, etc.</td> <td>0</td> <td>6</td> <td>0</td> </tr> </tbody> </table>				4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option	Required credits	24	18	18	District authority to require additional credits	Yes	No	No	Required GPA	2.0	3.0	3.0	Minimum grade in each course to receive credit toward graduation	"D"	"B", weighted or unweighted	"C", weighted or unweighted	Credits required in advanced courses like honors, dual enrollment, AP, etc.	0	6	0
	4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option																								
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High School Graduation Requirements

		4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
	Math credits	3; 1 must be at Algebra I or higher level, or be a series of courses equivalent to Algebra I	3 at Algebra I or higher level and be from a course list that qualifies for state university admission	3; 1 must be at Algebra I level
	English credits	4, with major concentration in literature & composition	4, with major concentration in literature & composition	4, with major concentration in literature & composition
	Natural science credits	3; 2 must have laboratory component, but SBE may waive this requirement	3; 2 must have a laboratory component	3; 2 must have a laboratory component
	Social Science credits	3; 1 in American history, 1 in world history, ½ in economics, and ½ in American government	3; 1 in American history, 1 in world history, ½ in economics, and ½ in American government	3; 1 in American history, 1 in world history, ½ in economics, and ½ in American government
	Foreign language credits	None required; can be pursued as an elective	2 in same foreign language	None required, can be pursued as an elective
	Practical Arts/ Career Education/ Performing Fine Arts credits	1	None required; can be pursued as an elective	3 in a single vocational/career education program; 3 in career/technical dual enrollment courses; or 5 credits in vocational/career education courses

High School Graduation Requirements

		4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
	Life Management Skills credits	One-half	None required; can be pursued as an elective	None required; can be pursued as an elective
	Physical Education **	1	None required; can be pursued as an elective	None required; can be pursued as an elective
	Electives	8 ½	3	2 credits unless 5 credits in vocational/career education process
	Anticipated time to completion	4 years	3 years	3 years
	<p>The requirements in the chart are for the 2005-2006 school year. Any student enrolling in an accelerated graduation option before July 1, 2004, may continue under the provisions in place when the student chose the accelerated graduation option set forth in s. 1003.429, F.S. (2003).</p>			
<p>3. Can a district school board choose to increase graduation requirements?</p>	<p>With regard to the traditional 4-year, 24-credit graduation option pursuant to s. 1003.43, F.S., the district school boards are authorized to establish GPA or academic credit requirements for graduation in excess of the minimum requirements set forth in statute. However, the class-size implementing legislation in s.1003.03, F.S., requires districts to consider adopting policies to allow students to graduate as soon they have passed the FCAT and received the 24 credits required for graduation (See CSR Implementation Statute).</p> <p>With regard to the accelerated 3-year, 18 credit school graduation options pursuant to s. 1003.429, F.S., the district school boards are expressly prohibited from imposing requirements in addition to those set forth in statute.</p>			
<p>4. How do the credit requirements for each graduation option compare?</p>	<p>Although the 18-credit standard college preparatory and career preparatory options require fewer total credits for completion, these options are actually more academically rigorous than the traditional 24-credit option. For example, the new college preparatory option requires completion of two years in the same foreign language. The traditional 24-credit option does not contain a foreign language requirement, even though almost every university in the country requires it as a condition for admission. The mathematics and science requirements are also less rigorous under the traditional 24-</p>			

High School Graduation Requirements

	<p>credit option.</p> <p>The number of credits within the college preparatory program aligns with the minimum standards for admission to a state university, while the career preparatory requirements are aimed toward entrance into a technical center or community college for career preparation.</p>
<p>5. Who is eligible to enroll in an accelerated graduation option?</p>	<p>To be eligible to choose an accelerated graduation option a student shall:</p> <ul style="list-style-type: none"> • Attain an FCAT reading, math, and writing score of 3 or more on the most recent assessments taken; and • Submit a signed parental consent to enroll in the accelerated graduation option to the principal and guidance counselor.
<p>6. Who determines which high school graduation option the student will pursue?</p>	<p>Each year, district school boards must provide students in grades 6-9 and their parents with information concerning each of the three high school graduation options, including curricula and timeframes for completion. It is then the prerogative of the student and parent to determine which option for high school graduation best prepares the student for his or her postsecondary education or career plan. However, school personnel are required to meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.</p> <p>Students and parents should make an initial selection during the student's eighth grade year. If the student and parent fail to make a selection by the end of grade 9, then the default selection is for the traditional 4-year graduation option. The deadline is extended to the end of the student's first semester of grade 10 for a student transferring from a private or out-of-state school or who was prevented from choosing a graduation option due to illness during grade 9.</p> <p>If the student selects a 3-year graduation option, he or she may change to the 4-year graduation option at any time.</p>
<p>7. Are students who pursue a 3-year high school graduation option eligible to earn a Bright Futures Scholarship?</p>	<p>Yes. The new acceleration options for graduation align with the appropriate course requirements for earning a Florida Bright Futures Scholarship. A student's choice of high school graduation options should not affect the student's ability to earn a Bright Futures Scholarship.</p>
<p>8. What is the difference between accelerated high school graduation and acceleration mechanisms?</p>	<p>Although the accelerated graduation options provide an additional way for students to shorten the time necessary to complete the requirements of a high school diploma, the options differ from the articulated acceleration mechanisms in s. 1007.27, F.S., in that the accelerated high school graduation options do not necessarily encompass a postsecondary component. Nonetheless, students choosing to pursue an accelerated high school graduation option may simultaneously pursue acceleration mechanisms.</p>

High School Graduation Requirements

9. What are the applicable statutes?	Section 1003.429, F.S. -- Accelerated graduation options. Section 1003.43, F.S. -- General requirements for high school graduation. Section 1007.27, F.S. -- Articulated acceleration mechanisms. Section 1008.22, F.S. -- FCAT Graduation Requirements. Section 1008.31.F.S. -- FCAT Equivalency; Concordance Study.
10. Where can I get additional information?	Florida Department of Education Bureau of School Improvement (850)245-0423 Department of Education's technical assistance materials: www.firn.edu/doe/commhome/sig/ta-studprogplans.htm Florida Department of Education's "Counseling for Future Education" Handbook www.facts.org Office of Student Financial Assistance www.FloridaStudentFinancial.org/osfahomepg.htm Florida House of Representatives Education Council (850) 488-7451



Education Council Physical Education Requirements

Fact Sheet

January 2006

<p>1. What responsibilities do district school boards have related to physical education?</p>	<p>In 2004 the Legislature required districts to develop a physical education program stressing physical fitness and encouraging healthy, active lifestyles. Physical education is to consist of physical activities that are sufficient to provide a significant health benefit to students. Each district had until December 1, 2004, to adopt a written physical education policy that detailed the district's physical education program and expected program outcomes.</p> <p>By requiring a physical education policy the Legislature did not mandate a specific amount of physical education; however, a district that failed to adopt a physical education policy by December 1, 2004 was required to implement a mandatory physical education program for kindergarten through grade 5 that provides students with 30 minutes of physical education per day, 3 days per week.</p>
<p>2. What are the physical education requirements for high school graduation and how may the requirements be met?</p>	<p>Section 1003.43(1)(j), F.S., requires that one of the 24 required credits for high school graduation be in physical education to include assessment, improvement, and maintenance of personal fitness. Students enrolled in one of the accelerated graduation options pursuant to s. 1003.429, F.S., are not required to earn a credit in physical education (Refer to the High School Graduation Requirements Fact Sheet).</p> <p>The one credit physical education requirement may be satisfied by:</p> <ul style="list-style-type: none">• Taking the personal fitness course and any other one-half credit physical education course.• Taking one credit in an adaptive physical education course pursuant to an IEP or 504 plan for any student unable to be assigned to a personal fitness course pursuant to physical education guidelines in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.• Participating in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of "C" or better on a personal fitness competency test developed by the Department of Education (DOE).• Completing one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity and taking the one-half credit personal fitness course or, if appropriate, an adaptive

Physical Education Requirements

	<p>physical education course.</p> <ul style="list-style-type: none"> • Completing one semester with a grade of “C” or better in a Reserve Officer Training Corps (R.O.T.C.) class with a significant component in drill and taking the one-half credit personal fitness course or, if appropriate, an adaptive physical education course. <p>A school board may not require that the one credit in physical education be taken during the 9th grade year.</p>
<p>3. Which sports satisfy the one credit physical education requirement?</p>	<p>According to the Department of Education (DOE), the interscholastic sports that meet this option are generally in those categories approved by the Florida High School Athletic Association (FHSAA). According to FHSAA, interscholastic sports include: baseball, basketball, football, soccer, swimming and diving, track and field, weight lifting, cross country, golf, softball, tennis, volleyball, and wrestling. The sport must be offered by the high school, not by a civic or community organization; for example, Little League baseball or a local community swim team could not be used to satisfy the physical education credit requirement.</p> <p>In cases where school districts provide organized interscholastic competition in sports other than those governed by the FHSAA, the school board may designate these sports as meeting the requirement if the sport:</p> <ul style="list-style-type: none"> • involves physical exercise and has a set form and body of rules (a game). • includes competition between or among schools. • is conducted at the junior varsity or varsity levels. • is conducted for a full season. • is under the supervision of a head coach who is a certified teacher and employed by the local school board. <p>A student may participate in more than one sport to meet the requirement. For example, a student who participates in football in the fall and baseball in the spring meets the two full seasons of participation requirement.</p> <p>Students electing to satisfy their physical education requirements by playing an interscholastic sport do not earn a credit toward graduation for participation and must complete an additional credit in an elective course to meet the 24 credits required by the state for graduation.</p> <p>Each school district must determine if a student has met the interscholastic requirement and must document the eligibility of each student to take the personal fitness competency test.</p>
<p>4. Who prepares the Competency Test on</p>	<p>Current law, s. 1003.43(1)(j), F.S., requires the DOE to develop the competency test on physical fitness. In April 2000, the DOE completed and distributed the competency</p>

Physical Education Requirements

<p>Personal Fitness?</p>	<p>test on physical fitness to the school districts.</p>
<p>5. What is the competency test and what is it designed to do?</p>	<p>The competency test developed by the DOE consists of 87 items (75 multiple-choice items, and 12 short-answer items). The competency test is designed to assess student mastery of the content of a physical education course. The test is organized around 12 skills that cover 17 benchmarks in three of the Sunshine State Standards for physical education. The 12 required skills are:</p> <ul style="list-style-type: none"> • apply knowledge of safety practices to participation in activities that promote physical fitness. • demonstrate understanding of the components of physical fitness. • apply knowledge of technology to facilitate personal fitness • demonstrate understanding of health problems associated with inadequate fitness levels. • evaluate and select physical activities according to fitness values. • design and implement a fitness program that meets individual needs and interests. • demonstrate understanding of correct biomedical and physiological principles related to exercise and training. • exhibit an improved level of health-related fitness. • describe the relationship of individual lifestyle to personal fitness and wellness. • demonstrate understanding of sound nutritional practices related to physical fitness. • demonstrate understanding of consumer issues related to physical fitness. • demonstrate understanding of the benefits derived from participation in physical fitness activities .
<p>6. What requirements must be met by students who choose the marching band option?</p>	<p>Students electing to fulfill the physical education requirement through the marching band option must be enrolled in:</p> <ul style="list-style-type: none"> • An official band course and regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity; or • A physical activity class that addresses such activities as eurythmics, flag corps, dance corps and regular practice and performance in marching band activities as an extracurricular activity for a full marching band season. <p>Marching band students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The marching band option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>

Physical Education Requirements

<p>7. What requirements must be met by students who choose the R.O.T.C. option?</p>	<p>Students electing to fulfill the physical education requirement through the R.O.T.C. option must be enrolled in an R.O.T.C. class with a significant component in drills.</p> <p>R.O.T.C. students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The R.O.T.C. option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>
<p>8. What is the history of physical education requirements in Florida public high schools?</p>	<p>Before 1997, the physical education graduation requirement was "one-half credit of physical education to include assessment, improvement, and maintenance of personal fitness." At that time, the physical education requirement could only be satisfied by taking a physical education course.</p> <p>In 1997, the Legislature passed legislation (Ch. 97-2, L.O.F.) to allow students to take a physical education course or participate in an interscholastic sport at the freshman, junior-varsity, or varsity level, for a full season, to satisfy the one-half credit physical education requirement for graduation. This legislation originated from the idea that students who participate in interscholastic sports work as hard as students who take a physical education course; therefore, they should receive P.E. credit for participation in interscholastic sports. The 1998 Legislature increased the physical education requirement for graduation from one-half to one full credit. Since the graduation requirement increased, the sports participation requirement also increased.</p> <p>Legislation passed by the 2002 Legislature, in Ch. 2002-387, L.O.F., provides that completion, with a grade of "C" or better, of one semester in a marching band class or in a physical activity class may satisfy one-half of the one-credit graduation requirement in physical education.</p> <p>In 2003, the Legislature provided that one-half of the physical education graduation requirement may be met by participation in an R.O.T.C. class with a significant component of drill if a grade of C or better is earned.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1003.43(1)(j), F.S. -- General requirements for high school graduation.</p> <p>Section 1003.455, F.S. -- Physical education; assessment.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Coordinated School Health Program Office (850) 245-0480 www.fldoe.org (Graduation Requirements)</p>

Physical Education Requirements

	Florida House of Representatives Education Council (850) 488-7451
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Education Council High School Grading Scale

Fact Sheet

January 2006

<p>1. Does Florida have a statewide grading scale for all public high schools?</p>	<p>Yes. The Legislature first instituted a statewide grading scale for all public high schools in 1987, and made modifications in 1997 and 2001. The current high school grading scale is as follows:</p> <ul style="list-style-type: none">• Grade “A” equals 90% through 100%, has a grade point average value of 4, and is defined as “outstanding progress.”• Grade “B” equals 80% through 89%, has a grade point average value of 3, and is defined as “above average progress.”• Grade “C” equals 70% through 79%, has a grade point average value of 2, and is defined as “average progress.”• Grade “D” equals 60% through 69%, has a grade point average value of 1, and is defined as “lowest acceptable progress.”• Grade “F” equals 0% through 59%, has a grade point average value of zero, and is defined as “failure.”• Grade “I” equals 0%, has a grade point average value of zero, and is defined as “incomplete.”
<p>2. Why did the Legislature establish a statewide grading scale?</p>	<p>Prior to the creation of the statewide scale, school district “X” could set the grade of “A” as equivalent to 90% to 100%, while school district “Y” might set it as equivalent to 94% to 100%. This created a perception that students in school district “X” had an unfair advantage over students in school district “Y” in seeking scholarships, gaining college admission, and participating in sports. The legislation was intended to remedy a perception of unfairness.</p>
<p>3. What is the basis for the current high school grading scale?</p>	<p>The 2001 Legislature established the current grading scale that provides a spread of 10 percentage points for each letter grade (Ch. 2001-237 L.O.F.), in order to bring the public high school grading scale in line with the grading scale used by most universities and colleges in Florida and in other states so that Florida students have equitable opportunities to compete for admission to out-of-state programs and for scholarships.</p>
<p>4. Can different weights be assigned to grades?</p>	<p>Yes, under certain circumstances. In 1995, the Legislature amended the grading system to allow school districts to exercise a weighted grading system for the purpose of class ranking.</p> <p>The 1998 Legislature required school districts to assign the same weights to grades in academic dual enrollment courses as honors and Advanced Placement (AP) courses.</p>

High School Grading Scale

	<p>The 1998 Legislature authorized the Department of Education to assign weights to certain courses when evaluating high school transcripts for Bright Futures Scholarship eligibility to remove student motivation to take “easy” courses to earn the grades required for a scholarship, rather than challenging courses that would better prepare them for college.</p>
5. What are the applicable statutes and rules?	<p>Section 1001.43(8), F.S. -- School board powers and duties regarding student assessment and affairs Section 1003.33, F.S. -- Report cards; end-of-the-year. Section 1003.437, F.S. -- High school grading system. Section 1007.271, F.S. -- Dual enrollment programs. Section 1009.531, F.S. -- Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.</p>
6. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0423 http://www.bsi.fsu.edu</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Articulated Acceleration
Mechanisms

Fact
Sheet

January 2006

1. What are articulated acceleration mechanisms?	Articulated acceleration mechanisms serve to shorten the time necessary for students to complete the requirements for a high school diploma or postsecondary degree, broaden the scope of courses available to students, or increase the depth of study available for a particular subject. Participation in articulated acceleration programs allows students to save time and money by earning academic credit that may apply toward postsecondary degree/certificate requirements. A variety of articulated acceleration mechanisms are available in Florida: dual enrollment, advanced placement, early admission, credit by examination, the International Baccalaureate Program (IB) and the Advanced International Certificate of Education Program (AICE).
2. Who can participate?	Public and private school students are eligible to participate in all articulated acceleration mechanism programs. Home education students may also participate in dual enrollment, early admission, and credit by examination. Postsecondary students may participate in the credit by examination program.
3. What is early admission?	<p>Early admission is a form of dual enrollment where a student who is working towards a high school diploma enrolls full-time in a postsecondary institution in courses that are creditable towards both the high school diploma and the postsecondary degree.</p> <p>Career early admission is a form of dual enrollment where a student working towards a high school diploma enrolls full-time in a career center or community college in courses that are creditable toward a high school diploma and a certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time high school enrollment.</p>
4. What is the Advanced Placement Program?	The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses and exams ranging from art to statistics which provides secondary students the opportunity to complete college-level studies during high school. To receive college credit for the course at a public postsecondary institution, students must score a minimum of three, on a five-point scale, on the corresponding Advanced Placement Examination. The Department of Education determines the specific courses for which students receive credit.

Articulated Acceleration Mechanisms

<p>5. What is credit by examination?</p>	<p>Credit by examination is a mechanism through which secondary and postsecondary students generate postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. The examinations and scores required for awarding postsecondary credit are defined by the State Board of Education in the statewide articulation agreement. Community colleges and state universities may also award such credit based on student performance on examinations developed within and recognized by individual colleges and universities.</p>
<p>6. What is the International Baccalaureate Program?</p>	<p>The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. The IB Program is offered through the International Baccalaureate Office (IBO), a nonprofit educational foundation based in Switzerland. The State Board of Education must specify the cutoff scores and the International Baccalaureate examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The specific courses for which students receive credit is determined by the Department of Education.</p>
<p>7. What is the Advanced International Certificate of Education Program?</p>	<p>The Advanced International Certificate of Education (AICE) program and the International General Certificate of Secondary Education (pre-AICE) program are international curricula and examination programs modeled on the British pre-college curriculum and "A-level" exams. The programs are administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education must specify the cutoff scores and Advanced International Certificate of Education examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The community college or university that accepts the student for admission into the program must determine the specific course for which a student receives credit.</p>
<p>8. What are the advantages for students who participate in certain articulated acceleration programs?</p>	<p>High school students enrolled in dual enrollment courses or participating in early admission programs are not required to pay registration, tuition or lab fees. In addition, instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from public high schools free of charge. A community college may provide instructional materials at no cost to home education students or students from</p>

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	<p>private schools participating in dual enrollment courses.</p> <p>Public school students are also exempt from the payment of any fees for the administration of an Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), the International General Certificate of Secondary Education (pre-AICE) program or International Baccalaureate (IB) examination whether or not the student achieves a passing score on the examination.</p> <p>Any student who earns nine or more credits from one or more acceleration mechanisms is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.</p> <p>Participation in postsecondary acceleration mechanisms can represent a considerable cost savings to the student and family.</p>
<p>9. Are financial incentives provided to school districts and teachers for offering acceleration mechanisms?</p>	<p>School districts that offer AP, IB, and AICE programs as well as the teachers that provide the instruction in these programs may be eligible for financial bonuses.</p> <p>AP district bonus: A district receives a value of .24 FTE for each student in each advanced placement course who receives a score of 3 or higher on the AP examination, At least 80% of these additional funds must go to the high school offering the AP courses.</p> <p>AP teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the AP instruction for each student who scores 3 or higher on the AP exam. An additional \$500 bonus is paid to each teacher who teaches an AP course at a “D” or “F” school and who has at least one student who achieves a score of 3 or higher on the AP exam regardless of the number of classes taught or the number of students scoring a 3 or higher on the AP examination.</p> <p>IB district bonus: A district receives a value of .24 FTE for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination, In addition, the district receives a value of 0.3 FTE for each student who receives an IB diploma.</p> <p>IB teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the IB instruction for each student who scores 4 or higher on the IB exam. An additional \$500 bonus is paid to each IB teacher at a “D” or “F” school who has at least one student who achieves a score of 4 or higher on an IB exam, regardless of the number of classes</p>

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	<p>taught or of the number of students scoring a 4 or higher on the IB examination.</p> <p>AICE district bonus: A district receives a value of .24 FTE for each student enrolled in a full-credit AICE courses who receives a score of E or higher on a subject examination, A district receives a value of .12 FTE for each student enrolled in a half-credit AICE course who receives a score of E or higher on a subject examination. In addition, the district receives a value of 0.3 FTE for each student who receives an AICE diploma.</p> <p>AICE teacher bonus: Each classroom teacher who provides the AICE instruction is paid a \$50 bonus for each student who scores E or higher on the AICE exam in a full-credit AICE course. Each classroom teacher who provides the AICE instruction is paid a \$25 bonus for each student who scores E or higher on the AICE exam in a half-credit AICE course. An additional \$500 bonus is paid to each AICE teacher at a “D” or “F” school who has at least one student who achieves a score of E or higher on the full-credit AICE exam or a score of E or higher on the half-credit AICE exam regardless of the number of classes taught or of the number of students achieving bonus-qualifying scores on the exams. An additional \$250 bonus is paid to each AICE teacher teaching half-credit AICE classes at a “D” or “F” school who has at least one student scoring an E or higher on the half-credit AICE exam. However, the maximum additional bonus for teachers of half-credit AICE classes is limited to \$500 in any given school year. Teachers receiving a bonus associated with instruction in full-credit AICE classes are not eligible for the half-credit bonus.</p> <p>Teacher bonuses associated with AP, IB, or AICE classes are capped at \$2,000 in any given school year and are in addition to any regular wage or bonus the teacher received or is scheduled to receive.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1003.429, F.S. -- Accelerated high school graduation options. Section 1003.43, F.S. -- General requirements for high school graduation. Section 1007.235, F.S. -- District interinstitutional articulation agreements. Section 1007.27, F.S. -- Articulated acceleration mechanisms. Section 1007.271, F.S. -- Dual Enrollment Programs. Section 1007.272, F.S. -- Joint dual enrollment and advanced placement instruction. Section 1011.62(1)(l)(m) and (n), F.S. -- IB, AICE, and AP</p>

Articulated Acceleration Mechanisms

	<p>bonuses.</p> <p>Rule 6A-10.024(8), F.A.C. -- Articulation between universities, community colleges, and school districts</p> <p>Rule 6A-10.0315, F.A.C. -- College preparatory testing, placement, and instruction</p>
11. Where can I get additional information?	<p>Florida Department of Education publications:</p> <ul style="list-style-type: none">• Course Code Directory• "Information on Advanced Placement Programs"• Florida Counseling for Future Education Handbook• ACC Credit-By-Exam Guidelines and Required Course Equivalencies• Dual Enrollment Equivalency List <p>Documents may be found on FACTS.org under the Advising Manuals tab.</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council **Dual Enrollment**

Fact Sheet

January 2006

<p>1. What is the dual enrollment program?</p>	<p>The dual enrollment program is a type of acceleration mechanism that allows an eligible high school or home education student to enroll in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. Upon completion of a dual enrollment course, the student simultaneously receives high school and college credit. (Refer to the Articulated Acceleration Mechanisms Fact Sheet.) Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements necessary for a secondary or postsecondary degree. The courses may be conducted during school hours, after school hours, and during the summer term.</p>
<p>2. Who is eligible to enroll as a dual enrollment student in a postsecondary course?</p>	<p>An eligible secondary student is one who is enrolled in a Florida public secondary school or a Florida private secondary school that completes the annual private school survey, including fingerprinting requirements, and conducts a secondary curriculum that meets the statutory high school graduation requirements. Home education students who provide proof of enrollment in a home education program are also eligible to participate in dual enrollment.</p> <p>Students must demonstrate readiness for the coursework. The student must have a 3.0 GPA for college-level courses and a 2.0 GPA for career certificate courses. If enrolling in a college credit math or English course, students must demonstrate adequate pre-collegiate preparation on basic computation and communication skills assessment through the common placement examination. Exceptions to the required grade point averages may be granted if the educational entities agree. Although community colleges may establish additional admissions criteria, the additional requirements must not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating.</p>
<p>3. How is the dual enrollment program coordinated between the secondary and postsecondary educational institutions?</p>	<p>Community colleges and school districts are required, and state universities are encouraged, to jointly develop and implement an articulated acceleration program and agreement. All community colleges and several state universities have these agreements. Additionally, an independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Commission of the Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program. The articulated acceleration</p>

	<p>agreement must be completed before registration for the fall term and must include:</p> <ul style="list-style-type: none"> • Available dual enrollment courses and programs. • High school credits earned for completion of dual enrollment courses. • Student eligibility criteria. • Responsibilities regarding student screening, monitoring, cost criteria, and provision of student transportation. • Process for converting college credit hours to high school credits.
<p>4. What level of credit is awarded for dual enrollment?</p>	<p>The State Board of Education approves the list of dual enrollment courses that meet high school graduation requirements and the level of credit that must be awarded once the course has successfully been completed. Currently, dual enrollment four-credit (one semester) foreign language courses, as well as specific semester courses in the subject areas of mathematics and science, receive one full high school credit. For all other dual enrollment courses, six postsecondary semester credit hours equal one high school credit.</p> <p>School districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. For purposes of calculating the grade point average for a Florida Bright Futures scholarship, additional weights are added for dual enrollment courses.</p>
<p>5. What are the provisions for career and technical dual enrollments?</p>	<p>Secondary students may use career dual enrollment as a curricular option to earn elective credits toward the high school diploma, while seeking a degree or certificate from a job-preparatory program. Although a career center or community college may provide a comprehensive academic and career dual enrollment program, it is not required to do so.</p>
<p>6. How does a secondary student find out about dual enrollment?</p>	<p>Each district school board must inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students must be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation.</p> <p>A DOE developed statement must be included to inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program.</p>
<p>7. What is early admission?</p>	<p>Early admission is a form of dual enrollment for college-level or career coursework. Eligible secondary students enroll on a full-time basis in a postsecondary institution or a career</p>

Dual Enrollment

	center in courses that are creditable toward the high school diploma and the associate or baccalaureate degree or certificate. To participate, students must have completed 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
8. What are the provisions for joint dual enrollment and advanced placement instruction?	Advanced placement instruction may be conducted within dual enrollment courses. Such courses must be provided for in the interinstitutional articulation agreement and must integrate the course structure recommended by the College Board and the structure that corresponds to the common course number. The student may choose to receive postsecondary credit for dual enrollment <i>or</i> advanced placement, but not both.
9. What is the cost to the student?	Students are not required to pay registration, tuition, or lab fees for dual enrollment courses taken at a public university or community college. Instructional materials are available to dual enrollment students from Florida public high schools free of charge. Private school and home education students must be responsible for their instructional materials and transportation. A community college is not prohibited from providing instructional materials at no cost to a home education student or student from a private school. The exemption from payment of fees does not apply to students dually enrolled in an eligible independent postsecondary institution.
10. How is dual enrollment funded?	A dually enrolled student may be included in calculation of a full-time equivalent student membership for basic programs for grades 9 through 12 by a district school board. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Such a student may also be calculated as the proportional share of full-time equivalent enrollment he or she generates for the community college or university conducting the dual enrollment instruction. Each student enrolled in a joint dual enrollment and advanced placement course may be funded through the dual enrollment <i>or</i> advanced placement formula, but not both.
11. What are the applicable statutes?	<p>Section 1003.43(1), F.S. -- Dual enrollment credits, high school for high school graduation.</p> <p>Section 1003.436(1)(a), F.S. -- Dual enrollment credit, postsecondary and high school.</p> <p>Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration.</p> <p>Section 1007.235, F.S. -- District interinstitutional articulation agreements.</p> <p>Sections 1007.24, F.S. -- Statewide course numbering system.</p> <p>Section 1007.25, F.S. -- General education courses, common prerequisites; and other degree requirements.</p>

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	<p>Section 1007.27, F.S. -- Articulated acceleration mechanisms.</p> <p>Section 1007.271, F.S. -- Dual enrollment programs.</p> <p>Section 1007.272, F.S. -- Joint dual enrollment and advanced placement instruction.</p> <p>Section 1008.30, F.S. -- Common placement testing for public postsecondary education.</p> <p>Section 1008.345, F.S. -- Implementation of state system of school improvement and education accountability.</p> <p>Section 1009.22, F.S. -- Workforce education postsecondary student fees.</p> <p>Section 1009.25(2)(a), F.S. -- Fee exemptions.</p> <p>Section 1009.531(3)(b), F.S. -- Florida Bright Futures Scholarship eligibility determination.</p> <p>Section 1011.62(1)(i), F.S. -- Funds for dual enrollment.</p> <p>Section 1011.68(1)(d), F.S. -- Transportation funds for dual enrollment students.</p> <p>Section 1011.80(9), F.S. -- Funding for dually enrolled students in workforce development.</p>
12. Where can I get additional information?	<p>Florida Department of Education Division of Community College (850) 245-0407</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Interscholastic Extracurricular
Activities

Fact
Sheet

January 2006

<p>1. What requirements must a student meet to be eligible to participate in interscholastic extracurricular student activities?</p>	<p>A student is eligible to participate in interscholastic extra-curricular activities in the school in which he or she first enrolls each school year, or is a candidate for an athletic team by engaging in a practice prior to enrolling in the school. The student is eligible in that school as long as he or she remains enrolled in that school.</p> <p>To become eligible a student must maintain:</p> <ul style="list-style-type: none">• a 2.0 grade point average (GPA) or above on a 4.0 scale in the semester preceding participation; OR• a <i>cumulative</i> 2.0 GPA. <p>However, a student is not required to maintain a <i>cumulative</i> 2.0 GPA until his or her junior and senior year.</p> <p>Prior to a student's junior year, if his or her GPA falls below the minimum <i>cumulative</i> 2.0 required for graduation, the student must enter into a contract with the school district, the appropriate governing association, and the student's parents or guardian. The contract must require the student to attend summer school or its graded equivalent.</p> <p>If a student is convicted of a felony or commits a delinquent act that would have been a felony if committed by an adult, the student's eligibility for participation in interscholastic extracurricular activities will be determined by the established and published policy of the school board, regardless of whether adjudication is withheld.</p> <p>A school district may set additional eligibility requirements, but the requirements must not make participation less accessible to home education students than to other students.</p>
<p>2. Can a home education student participate in interscholastic extracurricular activities?</p>	<p>Yes. A home education student is allowed to participate in interscholastic extracurricular activities at the public school to which the student would be assigned, the public school which the student could choose to attend pursuant to open enrollment provisions, or the private school which the student could choose to attend pursuant to an agreement.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida home education student must:</p> <ul style="list-style-type: none">• demonstrate educational progress by an agreed upon method of evaluation;

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	<ul style="list-style-type: none"> • meet the same residency requirements as other students in the school at which he or she participates; • meet the same standards of acceptance, behavior, and performance as required of other participating students; and • register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a home education student until the student successfully demonstrates educational progress in a home education program for one grading period.</p>
<p>3. May a charter school student participate in interscholastic extracurricular activities?</p>	<p>Yes. A charter school student is eligible to participate in interscholastic extracurricular activities at the public school to which the student would be assigned or the public school which the student could choose to attend pursuant to open enrollment provisions unless such activities are offered by the student's charter school.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida charter school student must:</p> <ul style="list-style-type: none"> • meet all of the requirements established by the charter school governing board. • demonstrate educational progress by maintaining certain grade point average requirements. • meet the same residency requirements as other students in the school at which he or she participates. • meet the same standards of acceptance, behavior, and performance as required of other participating students. • register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a charter school student until the student successfully demonstrates educational progress in a charter school for one grading period.</p>
<p>4. Who sets and oversees eligibility requirements for athletic programs in public schools?</p>	<p>In 1997, the Legislature statutorily designated the Florida High School Activities Association (FHSAA) as the organization to operate, govern, regulate, and oversee athletic programs, including eligibility requirements, for Florida's public schools. In 2003, based upon the recommendation of the FHSAA board of directors, the Legislature changed the name of the association to the Florida High School Athletic Association. The FHSAA is not a state agency, but has a quasi-governmental function.</p>

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<p>5. Can private schools participate in the FHSAA and compete against public schools?</p>	<p>Yes. Private schools that wish to compete against public schools in athletic events may become members of the FHSAA.</p>
<p>6. Do students who wish to participate in interscholastic athletic activities have to pass a medical evaluation prior to participation?</p>	<p>Generally a student wishing to participate in interscholastic athletic activities must satisfactorily complete a medical evaluation by a licensed practitioner. If the practitioner finds any abnormalities in the cardiovascular system, the student may not participate until further cardiovascular assessment, which may include an EKG, is performed. The cardiovascular assessment must indicate that the student is physically capable of participating in interscholastic athletic competition.</p> <p>The exception is that a student may participate in interscholastic athletic activities without undergoing a medical evaluation if his or her parent objects in writing to the evaluation because the evaluation is contrary to his or her religious tenets or practices. However, no liability shall exist when a student who does not undergo a medical evaluation is injured or dies during his or her participation in an interscholastic athletic activity as a result of a medical condition that would have been detected during a medical evaluation.</p>
<p>7. How is the FHSAA governed and structured?</p>	<p>The FHSAA includes a 15-member board of directors, a representative assembly, a public advisory committee, and a committee on appeals. Each member school appoints an official representative who must be the principal, an assistant principal, or an in-house athletic director. The organization's membership is divided along existing county lines into four contiguous and compact administrative regions, each containing approximately the same number of member schools. The FHSAA was restructured to operate as a representative democracy in which the sovereign authority is within the member schools.</p> <p>The 2003 Legislature required that any entity that appoints a member to the board of directors must examine the ethnic and demographic composition of the board when selecting candidates for appointment and, to the greatest extent possible, make appointments that reflect state demographic and population trends. The Legislature also requires that one of the three representatives appointed by the Commissioner of Education must be appointed to balance the board for diversity or state population trends, or both.</p>
<p>8. What are the applicable statutes?</p>	<p>Section 1006.15, F.S. -- Student Standards. Section 1006.16, F.S. -- Insurance. Section 1006.17, F.S. -- Sponsorship of athletic activities; rulemaking.</p>

Interscholastic Extracurricular Activities

	<p>Section 1006.18, F.S. -- Cheerleaders safety standards. Section 1006.19, F.S. -- Audit of records of nonprofit organizations handling interscholastic activities. Section 1006.20, F.S. -- Athletics in public K-12 schools.</p>
9. Where can I get additional information?	<p>Florida High School Athletic Association (352) 372-9551 www.fhsaa.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Postsecondary Education

**Postsecondary
Education
General**



Education Council
College Reach-Out Program
(CROP)

Fact Sheet

January 2006

<p>1. What is the College Reach-Out Program?</p>	<p>The College Reach-Out Program (CROP) is a statewide competitive grant program that was established to increase the number of low-income, educationally disadvantaged students who complete postsecondary education. CROP provides educational support and encouragement to disadvantaged students in grades 6 through 12.</p>
<p>2. Who is eligible to participate in the program?</p>	<p>Students who are in grades 6 through 12 who meet certain economic and academic criteria are eligible to participate. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.</p>
<p>3. What types of services are provided to the participant?</p>	<p>CROP provides a student with academic enrichment activities from the time the student enters the program until he or she has completed high school and is enrolled in a postsecondary institution. Activities may include: career and personal counseling, tutoring, homework assistance, summer activities, and community involvement through partnerships with colleges, universities, and community agencies.</p>
<p>4. How is CROP funded?</p>	<p>Funding for CROP is provided in the General Appropriations Act. Funding for CROP in 2005-2006 is \$3,199,990.</p> <p>Postsecondary institutions and consortia submit proposals for CROP projects to an advisory council that is appointed by the Commissioner of Education. The advisory council uses statutory guidelines to evaluate the proposals and recommend to the State Board of Education an order of priority for funding the proposals.</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1007.34, F.S. -- College Reach-Out Program</p> <p>2005-06 General Appropriations Act, Specific Appropriation 89</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Office of Equity & Access (850) 245-0511 www.firn.edu/doe/eeop/eahome.htm</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Commission for Independent Education

Fact Sheet

January 2006

<p>1. What is the Commission for Independent Education?</p>	<p>The Commission for Independent Education (Commission) was created by the 2001 Legislature as a result of combining and transferring to a single board the powers and duties of the former State Board of Independent Colleges and Universities and State Board of Nonpublic Career Education. The Commission is responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges or universities eligible to participate in the Florida Resident Access Grant (FRAG) program. (Refer to the Florida Resident Access Grant Fact Sheet.)</p>
<p>2. Who are members of the Commission?</p>	<p>The Commission is comprised of seven members who are Florida residents:</p> <ul style="list-style-type: none"> • Two representatives of independent colleges or universities licensed by the commission. • Two representatives of independent, nondegree-granting schools licensed by the commission. • One member from a public school district or community college who is an administrator of career education. • One representative of a religious college that meets the criteria of s. 1005.06(1)(f), F.S., and thus can operate without governmental oversight. • One lay member who is not affiliated with an independent postsecondary educational institution. <p>The members are appointed by the Governor and subject to confirmation by the Senate.</p>
<p>3. What are the general responsibilities of the Commission?</p>	<p>For the independent postsecondary institutions under its jurisdiction, the Commission:</p> <ul style="list-style-type: none"> • sets licensure standards, • reviews applications for and issues licenses, • monitors the consumer practices of these institutions, and • serves as a central agency for collecting and distributing information regarding these institutions. <p>The Commission is authorized to appoint ad hoc committees as necessary to assist it in the performance of its duties.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Chapter 1005, F.S. -- Nonpublic Postsecondary Education Rule 6E-1.0032, F.A.C. -- Fair Consumer Practices</p>

Commission for Independent Education

5. Where can I get additional information?

Florida Department of Education
Commission for Independent Education
(850) 245-3200
(888) 224-6684 [toll free]
www.firn.edu/doe/cie/

Florida House of Representatives
Education Council
(850) 488-7451



Education Council
Joint-use Facilities

Fact Sheet

January 2006

<p>1. What is a joint-use facility?</p>	<p>A “joint-use facility” is an educational facility that is cooperatively developed and used by two or more educational entities. Most often, joint-use facilities are shared between a university and a community college or a school district and a community college.</p>																					
<p>2. Why are joint-use facilities useful?</p>	<p>Joint-use facilities enable the offering of cooperative educational programs at a single shared educational facility, thereby increasing access to such programs for students, using existing educational infrastructure to expand access.</p>																					
<p>3. How are joint-use facilities requested?</p>	<p>Joint-use facilities must be jointly requested by two or more boards, including district school boards, community college boards of trustees, the Board of Trustees for the Florida School for the Deaf and the Blind, and university boards of trustees.</p>																					
<p>4. How are joint-use facilities funded?</p>	<p>Joint-use facilities are funded by the Legislature in the General Appropriations Act. The state has funded 49 projects totaling \$142.2 million since 1977. No district school board, community college, or state university may receive funding for more than one approved joint-use facility per campus in any three-year period.</p>																					
<p>5. What are the currently funded joint-use facilities?</p>	<p>The currently funded joint-use facilities are:</p> <table border="1" data-bbox="678 1142 1461 2030"> <thead> <tr> <th data-bbox="678 1142 1105 1188">Joint Use Facility Location</th> <th data-bbox="1110 1142 1461 1188">Partnership</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1194 1105 1262">Brevard Community College (Cocoa Campus)</td> <td data-bbox="1110 1194 1461 1262">University of Central Florida</td> </tr> <tr> <td data-bbox="678 1268 1105 1335">Brevard Community College (Palm Bay Campus)</td> <td data-bbox="1110 1268 1461 1335">University of Central Florida</td> </tr> <tr> <td data-bbox="678 1341 1105 1461">Broward Community College (Davie Campus)</td> <td data-bbox="1110 1341 1461 1461">Florida Atlantic University Florida International University</td> </tr> <tr> <td data-bbox="678 1467 1105 1598">Broward Community College (Tower)</td> <td data-bbox="1110 1467 1461 1598">Florida Atlantic University Florida International University</td> </tr> <tr> <td data-bbox="678 1604 1105 1698">Central Florida Community College (Ocala Campus)</td> <td data-bbox="1110 1604 1461 1698">University Center</td> </tr> <tr> <td data-bbox="678 1705 1105 1772">Daytona Beach Community College</td> <td data-bbox="1110 1705 1461 1772">University of Central Florida</td> </tr> <tr> <td data-bbox="678 1778 1105 1845">Daytona Beach Community College</td> <td data-bbox="1110 1778 1461 1845">Charter Technical School</td> </tr> <tr> <td data-bbox="678 1852 1105 1908">Florida Keys Community College (Marathon)</td> <td data-bbox="1110 1852 1461 1908">Middle Keys</td> </tr> <tr> <td data-bbox="678 1915 1105 2030">Florida Keys Community College (Coral Shores)</td> <td data-bbox="1110 1915 1461 2030">Upper Keys</td> </tr> </tbody> </table>		Joint Use Facility Location	Partnership	Brevard Community College (Cocoa Campus)	University of Central Florida	Brevard Community College (Palm Bay Campus)	University of Central Florida	Broward Community College (Davie Campus)	Florida Atlantic University Florida International University	Broward Community College (Tower)	Florida Atlantic University Florida International University	Central Florida Community College (Ocala Campus)	University Center	Daytona Beach Community College	University of Central Florida	Daytona Beach Community College	Charter Technical School	Florida Keys Community College (Marathon)	Middle Keys	Florida Keys Community College (Coral Shores)	Upper Keys
Joint Use Facility Location	Partnership																					
Brevard Community College (Cocoa Campus)	University of Central Florida																					
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Joint-use Facilities

	Joint Use Facility Location	Partnership
	Indian River Community College (St. Lucie West Campus)	Florida Atlantic University
	Lake-Sumter Community College	University of Central Florida
	Miami Dade Community College (Wolfson Campus)	New World School Art
	Okaloosa-Walton Community College (Ft. Walton Beach Campus)	University of West Florida
	Polk Community College (Lakeland Campus)	University of South Florida
	St. Johns River Community College (Orange Park Campus)	Clay County
6. What are the applicable statutes?	Section 1013.52, F.S. -- Cooperative development and use of facilities by two or more boards. Section 1013.75, F.S. -- Cooperative funding of career center facilities.	
7. Where can I get additional information?	Florida House of Representatives Education Council (850) 488-7451	



Education Council Postsecondary Remediation

Fact Sheet

January 2006

1. What is postsecondary “remedial” education?	Within Florida's postsecondary educational system, "remedial education" is synonymous with "college-preparatory" instruction. "College-preparatory instruction" means "courses through which a high school graduate who applies for a college credit program may attain the communication and computation skills necessary to enroll in college credit instruction."
2. Who takes college-prep courses?	In 2003-2004, high school graduates enrolling within three years of high school graduation accounted for 38.8% of the FTE produced in college prep courses offered by community colleges. Other students enrolling in college-prep courses include returning adults in need of refresher courses prior to enrolling in college credit courses.
3. How is student readiness tested?	Performance in reading, writing/language, or mathematics for each student is gauged by scores on the Florida College Placement Test (CPT), the SAT, or the ACT. Students are considered “ready” for college in each of the three areas if scores on one of those three exams meet the required score of competency for each given area. For example, if a student receives a verbal score of 450 and a math score of 400 on the SAT, the student would be considered “ready” for college in reading and writing/language but in need of remediation in math (threshold for each is 440).
4. Who offers postsecondary remedial education?	Florida community college or state university students who score below standardized passing scores on the Common Placement Test (or other comparable exam) must enroll in college-preparatory or other adult education courses to develop needed college-entry skills. Community colleges must advise students of alternative methods of meeting remedial education needs, such as using instruction from private providers. Community colleges may provide the remedial instruction on state university campuses. (Florida statute allowed any state university offering college-preparatory instruction prior to January 1, 1996 to continue to offer remedial education. At that time, FAMU was the only institution in the SUS that was offering college-preparatory instruction).
5. What is the cost of remediation to the student?	The first two times a student enrolls in a remedial course, he or she pays the normal fee. If the course is taken a third time, the student must pay 100% of the cost of instruction. This policy is consistent with the policy for students enrolled in college credit courses.

Postsecondary Remediation

<p>6. What information is available regarding the preparedness of Florida's public high school graduates?</p>	<p>The Commissioner of Education is required to report annually on the performance of public high school students who enroll in public postsecondary institutions. The report includes data for all students who graduate with a standard diploma from a Florida public high school and who enter a public postsecondary institution as a degree-seeking student. The report does <i>not</i> include graduates who do not go to college; graduates who attend private or out-of-state colleges; transfer students; casual or non-degree-seeking students; students who take time off between high school and college; GED or non-standard diploma recipients; or private high school graduates. The report is based on data provided by the state universities, public community colleges, and state supported postsecondary vocational-technical centers.</p> <p>Summary annual feedback reports are prepared for each school district and public high school. These reports must indicate the number of prior year graduates who enrolled in state-supported vocational-technical centers, community colleges, and state universities in Florida during the previous summer, fall, and spring terms and the number of those students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation. Each school district and high school must use the annual feedback report for developing school improvement plan strategies aimed at improving student readiness for postsecondary education.</p>
<p>7. How many students need postsecondary remedial education?</p>	<p>Of the 2002-2003 high school graduates tested in all three areas, only 34,569 or 58.1% were considered "ready" in all three subject areas.</p>
<p>8. What is the cost to the state to provide remedial instruction?</p>	<p>According to the Department of Education, the direct cost to the state for college-prep instruction at public community colleges was \$43.8 million in 2003-2004.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1004.02(11), F.S. -- Definition of "college-preparatory instruction." Section 1004.93, F.S. -- Adult general education. Section 1008.30, F.S. -- Common placement testing for public postsecondary education. Section 1008.37, F.S. -- Postsecondary feedback of information to high schools. Section 1009.28, F.S. -- Fees for repeated enrollment in college-preparatory classes.</p> <p>Rule 6A-10.0315 -- College Preparatory Testing Placement and Instruction. Rule 6A-10.038 -- Postsecondary Feedback of Student Information to High Schools.</p>

Postsecondary Remediation

10. Where can I get additional information?	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida Department of Education K-16 Articulation (850) 245-0427 www.firn.edu/doe/postsecondary/college.htm</p> <p>Florida House of Representatives Community Colleges & Workforce Committee (850) 922-9463</p>
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Education Council
Site-Determined Baccalaureate Degree Access Program

Fact Sheet

January 2006

<p>1. What is the Site-Determined Baccalaureate Degree Access Program?</p>	<p>The Site-Determined Baccalaureate Degree Access (SDBA) Program is designed to increase access to baccalaureate degree programs through the use of community colleges.</p>
<p>2. How can a community college participate in the program?</p>	<p>A community college may expand access to baccalaureate degrees in one of two ways:</p> <ol style="list-style-type: none"> 1) The community college may enter into a formal agreement with another postsecondary institution within its service area to provide baccalaureate degree programs. 2) The community college may submit a proposal to the State Board of Education to deliver specified baccalaureate degree programs within its service area to meet local workforce need. The proposal must show a demand for the program, that there is an unmet need for graduates of the program and that the community college has the facilities and academic resources to deliver the program. Upon approval by the State Board of Education, the college must seek the proper accreditation for the program.
<p>3. Who provides final approval for such agreements and proposals?</p>	<p>The State Board of Education must provide final approval.</p>
<p>4. Are there additional accreditation requirements when offering specified baccalaureate degree programs?</p>	<p>Yes. Upon approval of the community college's proposal by the State Board of Education, the community college must pursue regional accreditation by the Commission of Colleges of the Southern Association of Colleges and Schools.</p>
<p>5. May a community college that receives State Board approval to offer baccalaureate degrees offer <i>any</i> baccalaureate degree programs?</p>	<p>No. Only baccalaureate degree programs specifically detailed in the approved proposal may be offered by the community college.</p>
<p>6. Does the primary mission of a community college participating in the SDBA program change?</p>	<p>No. The primary mission of the community college, including community colleges that offer baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university. A community college may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer selected baccalaureate programs.</p>

Site-Determined Baccalaureate Degree Access Program

7. What are the applicable statutes?	Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration. Section 1007.33, F.S. -- Site-determined baccalaureate degree access.
8. Where can I get additional information?	Florida Department of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc/ Florida House of Representatives Education Council (850) 488-7451



Education Council
Workforce Education

Fact Sheet

January 2006

<p>1. What is workforce education?</p>	<p>“Workforce education” means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.</p>
<p>2. What is adult general education?</p>	<p>“Adult general education” means comprehensive instructional programs designed to improve the employability of the state’s workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), vocational-preparatory instruction, or instruction for adults with disabilities.</p>
<p>3. What is adult basic education?</p>	<p>“Adult basic education” means courses of instruction designed to improve the employability of the state’s workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0 – 8.9.</p>
<p>4. What is adult secondary education?</p>	<p>“Adult secondary education” means courses through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the General Educational Development test.</p>
<p>5. What is vocational-preparatory education?</p>	<p>“Vocational-preparatory instruction” means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0 – 8.9) or higher so that they may pursue technical certificate education or higher-level technical education.</p>
<p>6. What is a career program?</p>	<p>A “career program” is a group of identified competencies leading to occupations identified by a Classification of Instructional Programs number.</p>
<p>7. What is continuing workforce education?</p>	<p>“Continuing workforce education” means instruction that does not result in a technical certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for:</p> <ul style="list-style-type: none"> • Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body; • New or expanding businesses as described in Ch. 288, F.S.; • Business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or

Workforce Education

	<ul style="list-style-type: none"> Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.
8. What is a career certificate program?	A “career certificate program” is a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or career degree education program if authorized by rules of the State Board of Education.
9. What is an occupational completion point?	“Occupational completion point” means one of the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program.
10. What is an applied technology diploma program?	An “applied technology diploma program” is a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.
11. What is a technical degree program?	A “technical degree education program” is a course of study that leads to an associate in applied science degree or an associate in science degree. A technical degree program may contain within it one or more program progression points and may lead to certificates or diplomas within the course of study. For licensure purposes, the term “associate in science degree” is interchangeable with “associate in applied science degree”.
12. Why is workforce education important?	Multiple economic development surveys have consistently cited workforce education as one of the top three factors in attracting new business and retaining or expanding existing business.
13. Who can offer workforce education?	Both school district technical centers and community colleges can offer workforce education; however, only community colleges can offer college-credit programs.
14. What are the applicable statutes?	<p>Section 1004.02, F.S. -- Definitions.</p> <p>Section 1004.91, F.S. -- Career-preparatory instruction.</p> <p>Section 1004.92, F.S. -- Purpose and responsibilities for career education.</p> <p>Section 1004.93, F.S. -- Adult General Education.</p> <p>Section 1009.22, F.S. -- Workforce education postsecondary student fees.</p> <p>Section 1011.80, F.S. -- Funds for operation of workforce education programs.</p>

15. Where can I get additional information?	Florida Department of Education Division of Community Colleges (850) 245-0446 Florida House of Representatives Education Council (850) 488-7451
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Postsecondary Education
Tuition/Financial Assistance



Education Council

Postsecondary Tuition & Fee Policy -- Public Community Colleges

Fact Sheet

January 2006

<p>1. What is tuition?</p>	<p>“Tuition” means the basic amount charged to a student for instruction provided by a Florida public postsecondary educational institution.</p> <p>Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a college-prep or college-credit course at a public community college must pay the tuition assessed by the institution. (See Question 11 for a discussion of the fee exemption.)</p>
<p>2. What are the tuition and fees a student must pay to enroll in a college credit course at a public community college?</p>	<p>A student who enrolls in a college credit course or non-college credit college preparatory course at a public community college must pay tuition and if the student is classified as a non-resident, an out-of-state fee is required.</p> <p>Community college boards of trustees are authorized by statute to establish other fees which include, but are not limited to, an activity and service fee, financial aid fee, capital improvement fee, and technology fee. If a community college charges these fees, the student must pay these fees as well.</p>
<p>3. Who establishes the tuition and fees?</p>	<p>The State Board of Education must adopt a resident fee (tuition) schedule by December 31 of each year for the following fall for advanced and professional, associate in science degree, and college preparatory programs that produce revenues in the amount of 25% of the full prior year’s cost of these programs.</p> <p>Fees for courses in college-preparatory programs and associate in arts (AA) and associate in science (AS) degree programs may be established at the same level. Unless the Legislature provides for an alternative fee schedule in the appropriations act, the fee schedule takes effect the subsequent fall semester.</p> <p>Each community college board of trustees must establish tuition and out-of-state fees which vary no more than 10% below and 15% above the combined total of the fee schedule adopted by the State Board of Education and the technology fee adopted by the board of trustees. (See Question 10 for a discussion of the technology fee.)</p> <p>Any amount 10-15% above the State Board fee schedule must be used only to support safety and security purposes. In order to assess an additional amount for safety and security purposes, the community college board must</p>

Postsecondary Tuition & Fee Policy – Public Community Colleges

	<p>provide written justification to the State Board of Education.</p> <p>A community college board of trustees that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>Community college boards of trustees are authorized by statute to establish an activity & service fee, financial aid fee, capital improvement fee, and technology fee. (See Questions 7, 8, 9 & 10 for a discussion of these types of fees.)</p>
<p>4. What is the out-of-state fee?</p>	<p>The “out-of-state fee” is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a non-resident who enrolls in a college-prep or college-credit course at a public community college must pay the out-of-state fee assessed by the institution.</p> <p>Except as otherwise provided in law, the sum of nonresident student tuition and out-of-state fees must be sufficient to defray the full cost of each program.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student’s parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student’s dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard’s tuition assistance program. • Active duty members of the Armed Services, their spouses, and dependents who attend a public community college or state university within 50 miles of

Postsecondary Tuition & Fee Policy – Public Community Colleges

	<p>the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida.</p> <ul style="list-style-type: none"> • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and dependent children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School or in an American International school and enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses and dependent children. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Active duty members of a foreign nation’s military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children who attend a public community college or state university within 50 miles of the military establishment where they are stationed. • Southern Regional Education Board’s Academic Common Market graduate students attending Florida’s state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens.
<p>7. What is the activity and service fee?</p>	<p>Each community college board of trustees may establish an activity and service fee not to exceed 10% of tuition to provide student services and programs.</p>
<p>8. What is the financial aid fee?</p>	<p>Each community college board of trustees may establish a financial aid fee of up to 5% of the total tuition or out-of-state fees collected. Colleges may collect an additional 2% if the total revenue generated by the financial aid fee is less than \$250,000.</p>

Postsecondary Tuition & Fee Policy – Public Community Colleges

	<p>Up to 25% of the financial aid fee revenues or \$300,000, whichever is greater, may be used to support students who demonstrate academic merit or participate in athletics, public service, cultural arts, or other extracurricular programs. A minimum of 75% of the remaining financial aid fee revenues for new awards must be awarded based on absolute need and the remainder may be used for merit and other purposes approved by the district board of trustees. Financial aid fee revenues may not be used for direct or indirect administrative purposes or salaries.</p>
9. What is the capital improvement fee?	<p>Each community college board of trustees may establish a separate fee for capital improvements which may not exceed 10 percent of tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year. The fee may be used to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.</p>
10. What is the technology fee?	<p>Each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. This fee may apply to both college-credit and college-preparatory instruction. Half of the fee revenues may be pledged as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.</p>
11. Who is exempt from paying fees?	<p>Certain students are provided fee exemptions pursuant to statute including students who are dually enrolled and WAGES clients.</p>
12. Are community colleges authorized to assess any fees in addition to those required to enroll in a course?	<p>Yes. Community college boards of trustees are authorized to establish a number of user fees and fines. These include, but are not limited to, application fees, parking fees, and lab fees. The user fees and fines are not to exceed the cost of the services provided and are only to be charged to persons receiving the service.</p>
13. What are the applicable statutes?	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.23, F.S. -- Community college student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p>
14. Where can I get additional information?	<p>Florida Department of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc Florida House of Representatives Community Colleges & Workforce Committee</p>

Postsecondary Tuition & Fee Policy – Public Community Colleges

(850) 922-9463



Education Council

**Postsecondary Tuition & Fee Policy
-- State Universities**

Fact Sheet

January 2006

<p>1. What is tuition?</p>	<p>“Tuition” means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution. Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a course at a state university must pay the tuition assessed by the institution.</p>
<p>2. What are the fees a student must pay to enroll in a course at a public university?</p>	<p>A student who enrolls in a course at a public university must pay the following fees: tuition, an out-of-state fee if the student is classified as a non-resident; a building fee; a Capital Improvement Trust Fund fee; a financial aid fee; an activity & service fee; an athletic fee; and a health fee. Fees are typically assessed on a per credit hour basis. All students are to be charged fees except students who are exempt from fees or students whose fees are waived.</p>
<p>3. Who establishes tuition and fees?</p>	<p>Each university board of trustees sets university tuition and fees within law and proviso in the General Appropriations Act.</p> <p>A university that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>The building fee is established in statute at \$2.32 per student credit hour. The Capital Improvement Trust Fund fee is established in statute at \$2.44 per student credit hour.</p> <p>University boards of trustees are authorized to collect a financial aid fee that is capped at 5% of the tuition and out-of-state fee.</p> <p>University boards of trustees are authorized to establish separate activity and service, health, and athletic fees. The sum of the activity and service fee, health fee, and athletic fee is capped at 40% of the tuition established in law or in the General Appropriations Act. Within the 40% cap, universities may not increase the aggregate sum of these three fees more than 5% per year unless specifically authorized in law or in the General Appropriations Act. A university may exceed both of these caps if the university is increasing its athletic fee to defray costs associated with changing NCAA divisions. Such an increase cannot exceed \$2 per credit hour.</p>
<p>4. What is the out-of-state fee?</p>	<p>The “out-of-state fee” is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a</p>

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	<p>student who is classified as a non-resident who enrolls in a course at a state university must pay the out-of-state fee assessed by the institution.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student’s parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student’s dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard’s tuition assistance program. • Active duty members of the Armed Services and their spouses who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their

Postsecondary Tuition and Fee Policy – State Universities

	<p>spouses.</p> <ul style="list-style-type: none"> • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities • McKnight Doctoral Fellows and Finalists who are U.S. citizens • Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, as well as their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed.
<p>7. What is the financial aid fee?</p>	<p>Universities are authorized to charge a financial aid fee to provide funds for financial aid awards. A minimum of 75% of funds from the financial aid fee for new awards must be used to provide aid based on absolute need. Universities are permitted to use funds from the financial aid fee for administrative purposes.</p>
<p>8. What is the activity & service fee?</p>	<p>The activity & service fee is a local fee charged by the university to provide student services and programs that benefit the student body in general. This includes, but is not limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university. The student government association determines the allocation and expenditure of revenues from the activity and service fee, although the university president has line item veto authority.</p>
<p>9. What is the athletic fee?</p>	<p>The athletic fee is a local fee charged by the university to provide funding for intercollegiate athletic programs.</p>
<p>10. What is the health fee?</p>	<p>The health fee is a local fee charged by the university to provide basic health care services to students.</p>
<p>11. What other fees are authorized in statute?</p>	<p>Each university board of trustees is also authorized by statute to establish any of the following fees that are often described as "user fees": a nonrefundable application fee; an orientation fee; a fee for security, access, or identification cards; registration fees for audit and zero-hours registration; a service charge for the payment of tuition in installments; a late-registration fee; a late-payment fee; a fee for miscellaneous health-related charges for services provided at cost by the university health center which are not covered by the health fee; materials and supplies fees; housing rental</p>

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	<p>rates and miscellaneous housing charges; a charge representing the reasonable cost of efforts to collect payment of overdue accounts; a service charge on university loans in lieu of interest and administrative handling charges; a fee for off-campus course offerings; library fees and fines; fees relating to duplicating, photocopying, binding, and microfilming; copyright services; standardized testing; fees and fines relating to the use, late return, and loss and damage of facilities and equipment; a returned-check fee; traffic and parking fines, charges for parking decals, and transportation access fees; fee for child care; and fees for transcripts and diploma replacement.</p> <p>Each university board of trustees is authorized to establish a nonrefundable admissions deposit not to exceed \$200.</p>
<p>12. What are the applicable statutes and rules?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.24, F.S. -- State university student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p> <p>Rules 6C-7.001 – 6C-7.006, F.A.C. – Tuition and Fees.</p>
<p>13. Where can I get additional information?</p>	<p>Florida Department of Education Board of Governors (850) 245-0466 www.fldcu.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Postsecondary Tuition & Fee
Policy -- Workforce Education

Fact
Sheet

January 2006

<p>1. What is tuition?</p>	<p>“Tuition” means the basic amount charged to a student for instruction provided by a Florida public postsecondary educational institution.</p> <p>Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a workforce education course offered by a public community college or by a school district must pay the tuition assessed by that entity.</p>
<p>2. What is the tuition and fees a student must pay to enroll in a workforce education course?</p>	<p>A student who enrolls in a workforce education program must pay tuition. If the student is classified as a non-Florida resident an additional out-of-state fee is required. (See Question 4 for a discussion of the out-of-state fee)</p> <p>School boards and community college boards of trustees are specifically authorized by statute to establish other fees which include, but are not limited to, a financial aid fee, a capital improvement fee, and a technology fee. If a school district or community college charges these fees, the student must pay these fees as well. (See Questions 7, 8 & 9 for a discussion of these types of fees.)</p>
<p>3. Who establishes the tuition and fees?</p>	<p>The Commissioner of Education must provided to the State Board of Education no later than December 31 of each year a schedule of fees for workforce education, excluding continuing workforce education, for school districts and community colleges. Fees for continuing workforce education are locally determined by the district school board or community college board.</p> <p>The fee schedule submitted must be based on the amount of student fees necessary to produce 25% of the prior year’s average cost of a course of study leading to a certificate or a diploma. Except as provided by law, fees for students who are not residents for tuition purposes must offset the full cost of instruction.</p> <p>The State Board of Education must adopt by rule the definitions and procedures that school districts are required to use in the calculation of cost borne by students, and must adopt a fee schedule for workforce education for school districts and community colleges that produces the required fee revenue. This fee schedule</p>

Postsecondary Tuition & Fees—Workforce Education

	<p>takes effect unless otherwise specified in the General Appropriations Act (GAA).</p> <p>A district school board or community college board that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p>
<p>4. What is the out-of-state fee?</p>	<p>The “out-of-state fee” is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a nonresident who enrolls in a workforce education course offered by a public community college or by a school district must pay the out-of-state fee assessed by that entity.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities. There is no specific statutory reference to school districts that offer postsecondary instruction.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student’s parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student’s dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard’s tuition assistance program. • Active duty members of the Armed Services and their spouses who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment

Postsecondary Tuition & Fees—Workforce Education

	<p>where they are stationed.</p> <ul style="list-style-type: none"> • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School and enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens
<p>7. What is the financial aid fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a financial aid fee of up to 10% of the student fees collected for workforce education programs. Fee revenues must be used to support students enrolled in workforce education. Awards must be based on student need.</p>
<p>8. What is the capital improvement fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a capital improvement fee of up to 5% of tuition for resident students and 5% of tuition and out-of-state fees for nonresidents to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.</p>
<p>9. What is the technology fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. This technology fee may apply only to associate degree programs and courses. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. Half of the fee revenues may be pledged by a community college board of trustees as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.</p>

Postsecondary Tuition & Fees—Workforce Education

<p>10. Who is exempt from paying fees?</p>	<p>Certain students are provided fee exemptions in statute. Students who do not have a high school diploma and students who have a high school diploma but who have academic skills below the eighth grade level are exempt from any requirement for the payment of tuition and fees, including lab fees, for adult basic, adult secondary or vocational preparatory instruction.</p> <p>Students who are dually enrolled, students who are in approved apprenticeship programs, and welfare transition clients are also provided fee exemptions.</p>
<p>11. How are fees for continuing workforce education determined?</p>	<p>Fees for continuing workforce education (CWE) are determined locally by the district school board or the community college board. At least 50% of the expenditures for CWE courses provided by the community college or school district must be derived from fees.</p>
<p>12. What are the applicable statutes?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.22, F.S. -- Workforce education postsecondary student fees Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p>
<p>13. Where can I get additional information?</p>	<p>Department of Education Division of Community Colleges (850) 245-0446 www.firn.edu/doe/workforce</p> <p>Florida House of Representatives Community Colleges & Workforce Committee (850) 922-9463</p>



Education Council
Bright Futures Scholarship Program

Fact Sheet

January 2006

<p>1. What is Florida’s Bright Futures Scholarship Program?</p>	<p>The Bright Futures Scholarship Program is a lottery-funded scholarship program created by the 1997 Legislature to reward Florida high school graduates who merit recognition of high academic achievement and enroll in a degree program, certificate program, or applied technology program at an eligible Florida postsecondary institution.</p>
<p>2. What are the components of the Bright Futures Scholarship Program?</p>	<p>The Bright Futures Scholarship Program is an “umbrella” program providing three awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. (Refer to individual fact sheets for a detailed description of each award.)</p>
<p>3. Who is eligible to receive a Bright Futures award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge <p>commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).</p>
<p>4. How does a student apply for a Bright Futures award?</p>	<p>To be considered for a Bright Futures award, a student must complete a <i>Florida Financial Aid Application</i> by spring graduation. The same application form is used regardless of which award the student is seeking. The form may be completed on-line at www.FloridaStudentFinancialAid.org or by submitting a hardcopy application to the Florida Department of Education, Office of Student Financial Assistance, at the address contained in the application. A hard copy application may be printed from the Florida Student Financial Aid website or obtained from a high school guidance counselor.</p>
<p>5. How much funding has been provided?</p>	<p>\$311,772,580 was provided in FY 2005-06 for an estimated 140,000 awards.</p>
<p>6. Where can a student use a Bright Futures award?</p>	<p>A student who receives a Bright Futures award may enroll in any of the following postsecondary education institutions:</p> <ul style="list-style-type: none"> • A Florida public university, community college, or career

Bright Futures Scholarship Program

	<p>center.</p> <ul style="list-style-type: none"> • An independent Florida college or university that is accredited by an accrediting association whose standards are comparable to the minimum standards required to operate an institution at that level in Florida, and which has operated in the state for at least three years. • An independent Florida postsecondary education institution that is licensed by the Commission for Independent Education (CIE) and that is authorized to grant degrees; is fiscally sound; and has operated in the state for at least three years without having its approval, accreditation, or license placed on probation. • A Florida independent postsecondary education institution that offers a nursing diploma approved by the Board of Nursing. • A Florida independent postsecondary education institution that is licensed by the CIE and which is authorized to award certificates, diplomas, or credentials other than degrees; has a program completion and placement rate of at least the rate required in statute, the Florida Administrative Code, or the Florida Department of Education (DOE) for an institution at its level; is fiscally sound, and is either: <ul style="list-style-type: none"> ○ Accredited at the institutional level by an accrediting agency recognized by the US DOE and has operated in the state for at least three years during which there has been no complaint for which probable cause has been found; or ○ Has operated in Florida for five years during which there has been no complaint for which probable cause has been found. <p>A list of eligible institutions is available at the Florida DOE website with a link to Bright Futures. (See Question 8)</p>
<p>7. What are the applicable statutes?</p>	<p>Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 3.</p>
<p>8. Where can I get additional information?</p>	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance 1-888-827-2004 (toll-free) (850) 410-5200</p>

Bright Futures Scholarship Program

www.fdoe.org

www.FloridaStudentFinancialAid.org

Florida House of Representatives
Education Council
(850) 488-7451



Education Council
Bright Futures Scholarship
Program -- Florida Academic
Scholars Award

Fact
Sheet

January 2006

<p>1. What is the Florida Academic Scholars Award?</p>	<p>The Florida Academic Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p>
<p>2. What is the award amount?</p>	<p>A student who attends a public institution is eligible for an award equal to the amount required to pay tuition, fees (including lab fees up to \$300 per semester), and \$600 for college-related expenses annually. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for the average tuition and fees of a public postsecondary education institution at the comparable level, plus the annual \$600 for college-related expenses. A student may also be eligible for an additional \$1,500 if he or she is rated as the school district's highest-ranking scholar.</p>
<p>3. What are the general eligibility criteria for a Bright Futures Award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
<p>4. What are the specific eligibility requirements for the Florida Academic Scholars Award?</p>	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for an Academic Scholars Award:</p> <ul style="list-style-type: none"> • achieve a 3.5 weighted GPA using the 15 core credits required for admission to a state university; • perform 75 hours of community service; and • score a minimum 1270 SAT or 28 ACT (best composite score).
<p>5. What are the 15 core credits on which the GPA calculation is based?</p>	<ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab requirements) • 3 Social Science (any) • 2 Foreign Language (in the same language)

BFSP -- Florida Academic Scholars Award

	<p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced Placement (AP) or International Baccalaureate (IB) fine arts courses to raise his or her GPA.</p>
<p>6. How are courses weighted for the GPA calculation?</p>	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight of no more than 0.5 points per course is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Department of Education as containing rigorous academic and performance standards. <p>For example, if a student earns an “A” in a regular course, 4.0 quality points are awarded. If the ‘A” is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</p>
<p>7. Are there other ways to qualify for an Academic Scholars Award?</p>	<p>Yes. A student who performs 75 hours of community service and falls into one of the following categories may qualify for an Academic Scholars Award:</p> <ul style="list-style-type: none"> • National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar; • International Baccalaureate Diploma recipient or Advanced International Certificate of Education (AICE) Diploma recipient; • student has completed the IB curriculum or AICE curriculum and scores a minimum 1270 SAT or 28 ACT; • student has received a GED with best composite score of a minimum 1270 SAT or 28 ACT and has a 3.5 weighted GPA in the 15 core credits; • student is enrolled full time in an Early Admissions Program with best composite score of a minimum 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed; • student has attended a home education program, registered with the district, during grades 11 and 12 and scores a minimum 1270 SAT or 28 ACT.
<p>8. What are the renewal criteria for an Academic Scholars Award?</p>	<p>To renew the Academic Scholars Award, a student must earn a 3.0 cumulative GPA and earn at least six credit hours per semester funded. An Academic Scholars Award recipient with a 2.75 - 2.99 cumulative college GPA and six credit hours per semester funded may renew as a Florida Medallion Scholar.</p>
<p>9. What are the applicable statutes?</p>	<p>Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.</p>

BFSP -- Florida Academic Scholars Award

10. Where can I get additional information?	A high school guidance counselor Florida Department of Education Office of Student Financial Assistance (850) 410-5200 Student Hotline: (888) 827-2004 (toll free) www.fldoe.org www.FloridaStudentFinancialAid.org Florida House of Representatives Education Council (850) 488-7451
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Education Council

Bright Futures Scholarship Program -- Florida Medallion Scholars Award

Fact Sheet

January 2006

<p>1. What is the Medallion Scholars Award?</p>	<p>The Florida Medallion Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p>
<p>2. What is the award amount?</p>	<p>A student who attends a public institution is eligible for an award equal to the amount required to pay 75% of tuition and fees (including lab fees up to \$300 per semester). A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for 75% of the average tuition and fees of a public postsecondary education institution at the comparable level.</p>
<p>3. What are the general eligibility criteria for a Bright Futures award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
<p>4. What are the specific eligibility requirements for the Florida Medallion Scholars Award?</p>	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for a Medallion Scholars Award:</p> <ul style="list-style-type: none"> • achieve a 3.0 weighted GPA using the 15 core credits required for admission to a state university, and score a minimum 970 SAT or 20 ACT (best composite score).
<p>5. What are the 15 core credits on which the GPA calculation is based?</p>	<ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science (any) • 2 Foreign Language (in the same language) <p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced</p>

BFSP -- Florida Medallion Scholars Award

	Placement (AP) or International Baccalaureate (IB) fine arts courses to raise his or her GPA.
6. How are courses weighted for the GPA calculation?	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight, of no more than 0.5 points per course, is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards. <p>For example, if a student earns an “A” in a regular course, 4.0 quality points are awarded. If the ‘A’ is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</p>
7. Are there other ways to qualify for a Medallion Scholars Award?	<p>Yes. A student who falls into one of the following categories may qualify for a Medallion Scholars Award:</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; • student has completed the IB curriculum or the Advanced International Certificate of Education (AICE) curriculum and scored a best composite of a minimum 970 SAT or 20 ACT; • student has attended a home education program, registered with the district during grades 11 and 12, and have scored a best composite of a minimum 1070 SAT or 23 ACT; • student has received a GED with a best composite score of a minimum 970 SAT or 20 ACT and a 3.0 weighted GPA in the 15 core credits; • student is enrolled in an Early Admissions Program with best composite score of a minimum 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed.
8. What are the renewal criteria for a Medallion Scholars Award?	To renew the Medallion Scholars Award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded.
9. What are the applicable statutes?	Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program
10. Where can I get additional information?	A high school guidance counselor

BFSP -- Florida Medallion Scholars Award

	<p>Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hot Line: (888) 827-2004 (toll-free) www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council

Bright Futures Scholarship Program -- Florida Gold Seal Vocational Scholars Award

Fact Sheet

January 2006

<p>1. What is the Gold Seal Vocational Scholars Award?</p>	<p>The Florida Gold Seal Vocational Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p>
<p>2. What is the award amount?</p>	<p>A student who enrolls in a public institution is eligible for an award equal to the amount required to pay 75% of tuition and fees (including lab fees up to \$300 per semester). A student who enrolls in a nonpublic institution is eligible for an award equal to the amount that would be required to pay 75% of the average tuition and fees of a public institution at the comparable level.</p>
<p>3. What are the general eligibility criteria for a Bright Futures Award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
<p>4. What are the specific eligibility requirements for the Florida Gold Seal Vocational Scholars Award?</p>	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for a Gold Seal Vocational Scholars Award:</p> <ul style="list-style-type: none"> • achieve a 3.0 weighted GPA using the core credits required for graduation; • achieve a 3.5 unweighted GPA in a minimum of three sequential secondary school career in one vocational program credits • earn the minimum score on each subsection of the CPT, SAT, or ACT. Subsections of the SAT, ACT, or CPT from different test dates may be combined to meet criteria. <ul style="list-style-type: none"> CPT: Reading 83; Sentence Skills 83; Algebra 72 or SAT: Verbal 440; Math 440 or ACT: English 17; Reading 18; Math 19

BFSP -- Florida Gold Seal Vocational Scholars Award

<p>5. What are the core credits on which the GPA calculation is based?</p>	<p>For students who pursue the traditional 4-year 24-credit high school graduation option:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics • 3 Natural Science • 3 Social Science • 1 Practical Arts; or 1 Performing Arts; or ½ credit in each • ½ Personal Fitness • ½ Physical Education • ½ Life Management Skills <p>For students who pursue the 3-year accelerated college preparatory high school graduation option or the 3-year accelerated career preparatory option:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics • 3 Natural Science • 3 Social Science • 2 Foreign Language <p>(Refer to the High School Graduation Requirements Fact Sheet for specific course requirements within each discipline.)</p>
<p>6. How are courses weighted for the GPA calculation?</p>	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight, of no more than 0.5 points per course, is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards. <p>For example, if a student earns an “A” in a regular course, 4.0 quality points are awarded. If the “A” is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</p>
<p>7. What are the renewal criteria for the Gold Seal Vocational Scholars Award?</p>	<p>To renew the Gold Seal Vocational Scholars Award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded. A Gold Seal Scholar may also renew as a Florida Medallion Scholar with a 2.75 cumulative college GPA and at least six credit hours per semester funded.</p>

BFSP -- Florida Gold Seal Vocational Scholars Award

8. What are the applicable statutes?	Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.
9. Where can I get additional information?	A high school guidance counselor Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.fldoe.org www.FloridaStudentFinancialAid.org Florida House of Representatives Education Council (850) 488-7451



Education Council
Florida Student Assistance
Grant Program (FSAG)

Fact Sheet

January 2006

<p>1. What is the Florida Student Assistance Grant Program?</p>	<p>The Florida Student Assistance Grant (FSAG) Program consists of three state-funded financial assistance programs that are available to undergraduate students who demonstrate financial need.</p>
<p>2. Who is eligible to receive a Florida Student Assistance Grant?</p>	<p>A student must meet the following general criteria to be considered for a Florida Student Assistance Grant:</p> <ul style="list-style-type: none"> • be a Florida resident. • apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid. • demonstrate a minimum financial need of \$200. • be a degree-seeking student. • enroll at an eligible Florida postsecondary education institution for a minimum of 12 credits per term (disabled students and students enrolled in public institutions may be eligible to enroll on a part-time basis). • maintain a 2.0 cumulative grade point average while enrolled at an eligible postsecondary education institution.
<p>3. What are the three financial assistance programs that comprise the FSAG Program?</p>	<p>The FSAG Program is comprised of the following three programs: the Florida Public Student Assistance Grant Program, the Florida Private Student Assistance Grant Program, and the Florida Postsecondary Student Assistance Grant Program. Each program is funded separately.</p>
<p>4. Where can a student use a Florida Student Assistance Grant?</p>	<p>Each of the three programs that make up the FSAG Program can only be used at certain postsecondary education institutions.</p> <ul style="list-style-type: none"> • Students who receive a Florida Public Student Assistance Grant must enroll at a Florida state university or community college. • Students who receive a Florida Private Student Assistance Grant must enroll at a SACS-accredited independent nonprofit college or university located in and chartered by Florida that offers baccalaureate degrees. <p>Students who receive a Florida Postsecondary Student Assistance Grant must enroll at a private nursing diploma school located in Florida or an independent college or university located in Florida that is licensed by the Commission on Independent Education and that does not qualify for the Florida Private Student Assistance Grant Program.</p>

Florida Student Assistance Grant Program

<p>5. What is the award amount for the FSAG?</p>	<p>Each award is based on a student's demonstrated unmet need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>The award amount for the Florida <i>Public</i> Student Assistance Grant ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities or is an amount specified in the General Appropriations Act. The award amount for the Florida <i>Private</i> Student Assistance Grant and the Florida <i>Postsecondary</i> Student Assistance Grant ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities plus \$1,000 or is an amount specified in the General Appropriations Act.</p> <p>The 2005-2006 General Appropriations Act provides \$98,857,982 for the FSAG program and specifies that the maximum award amount for any of the three programs is \$1,672.</p>
<p>6. Are part-time students eligible for the FSAG?</p>	<p>Yes. Legislation signed into law in 2002 allows students attending state universities and community colleges to be eligible for the Florida Public Student Assistance Grant if enrolled in a minimum of 6 semester credit hours. Students receiving the Private and Postsecondary student assistance grants must be enrolled full-time.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1009.50, F.S. -- Florida Public Student Assistance Grant. Section 1009.51, F.S. -- Florida Private Student Assistance Grant. Section 1009.52, F.S. -- Florida Postsecondary Student Assistance Grant.</p> <p>Rules 6A-20.031 – 6A-20.033, F.A.C. -- Florida Student Assistance Grant Program.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Florida Resident Access Grant
(FRAG)

Fact Sheet

January 2006

1. What is the Florida Resident Access Grant?	The William L. Boyd, IV, Florida Resident Access Grant (FRAG) is a tuition assistance program for students registered at eligible independent, nonprofit colleges or universities in Florida. The Office of Student Financial Assistance within the Department of Education (DOE) oversees the program.
2. Who is eligible to receive an award?	Florida residents who enroll full-time as degree-seeking undergraduates at selected independent colleges and universities in the state may be eligible to receive FRAG. Students enrolled in a theology or divinity program are <i>not</i> eligible to receive a grant. Eligible students must maintain a minimum GPA of 2.0 on a 4.0 scale. A student may receive the award for a maximum of nine semesters. The award is not need-based.
3. Where can a student use FRAG?	A student must attend an independent, nonprofit, 4-year SACS-accredited institution that is located in and chartered by the State of Florida and has a secular purpose.
4. How does a student apply for the FRAG?	A student applies for the FRAG at the institution the student plans to attend. The deadline for applying for the award is established by each participating institution.
5. What is the award amount?	The maximum amount that can be awarded is specified in the General Appropriations Act. The maximum award amount for 2005-2006 is capped at \$2,850. The actual award amount is based on the overall amount appropriated by the Legislature for the program and the total number of eligible students. A total of \$93,990,150 was appropriated for 2005-2006.
6. What are the applicable statutes and rules?	Section 1009.89, F.S. -- Florida Resident Access Grant. 2005-06 General Appropriations Act, Specific Appropriation 61. Rule 6A-20.007, F.A.C. -- Florida Resident Access Grants.
7. Where can I get additional information?	Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll free) www.FloridaStudentFinancialAid.org Florida House of Representatives Education Council (850) 488-7451



Education Council Florida Prepaid College Plan

Fact Sheet

January 2006

<p>1. What is the Florida Prepaid College Plan?</p>	<p>The State of Florida offers the Florida Prepaid College Plan (Prepaid Plan) to assist families in planning and saving for a college education. The Prepaid Plan is administered by the Florida Prepaid College Board.</p> <p>The Prepaid Plan allows anyone over the age of 18 to purchase prepayment contracts for postsecondary education that lock in many of the costs associated with postsecondary attendance at the time the contract is purchased. Such costs include certain qualified higher education expenses – registration fees, local fees, and dormitory expenses depending on which contracts are purchased.</p> <p>As of June 30, 2005, a total of 1,052,080 Prepaid Plans have been purchased statewide and enrollment is growing.</p>
<p>2. What options are available through the Prepaid Plan?</p>	<p>The Prepaid Plan offers tuition plans, local fee plans, and dormitory plans.</p> <p><u>There are three types of tuition plans:</u></p> <ul style="list-style-type: none">• The Four-Year University Tuition Plan covers the registration fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida.• The 2 + 2 Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college and 60 undergraduate semester credit hours of enrollment at a state university in Florida.• The Two-Year Community College Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college. <p>Registration fees are defined in law to include tuition, building, capital improvement, and student financial aid fees.</p> <p><u>There are also three types of local fee plans which may only be purchased in conjunction with the corresponding tuition plan:</u></p> <ul style="list-style-type: none">• The Four-Year University Local Fee Plan covers the local fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida. (The local fees covered by the plan include the student activity and service, athletic, and health fees.)• The 2 + 2 Local Fee Plan covers the local fees associated with 60 semester credit hours of enrollment in a community college (student activity and technology

Florida Prepaid College Plan

	<p>fees) and 60 undergraduate semester credit hours of enrollment at a state university in Florida (student activity and service, athletic, and health fees.)</p> <ul style="list-style-type: none"> • The Two-Year Community College Local Fee Plan covers the student activity and technology fees associated with 60 semester credit hours of enrollment in a community college. <p><u>Dormitory plans</u> cover the dormitory fees associated with residence in a standard, double-occupancy, air-conditioned room on a state university campus and may only be purchased in conjunction with a four-year state university or a 2 + 2 tuition plan. The universities determine which dorms are designated for Florida Prepaid students; not all dorms are offered. The dormitory plans are available in one-year (two semesters) increments for up to five years.</p>
<p>3. Who can purchase a Prepaid Plan?</p>	<p>Anyone over the age of 18 may purchase a contract — a parent, a grandparent, business, trust, church, or organization. When purchasing a contract the account owner must name a beneficiary (the student). The account owner does not have to live in Florida or be related to the beneficiary. However, the account owner and beneficiary must be U.S. citizens or resident aliens.</p> <p>In certain cases, a contract may be purchased without naming a beneficiary. See Question 5.</p>
<p>4. What are the restrictions governing the beneficiary of a Prepaid Plan?</p>	<p>A contract beneficiary (the student) must be:</p> <ul style="list-style-type: none"> • a Florida resident OR • a nonresident whose non-custodial parent is a Florida resident at the time of the contract purchase. <p>A beneficiary of a tuition contract must be in the eleventh grade or lower at the time of the contract purchase.</p> <p>The beneficiary of a local fee contract or a dormitory contract must be in the eighth grade or lower at the time the contract is purchased.</p>
<p>5. Can a Prepaid Plan be purchased without naming a beneficiary?</p>	<p>In most cases, no.</p> <p>A Prepaid Plan may be purchased without naming a beneficiary (the student) if purchased through the Florida Prepaid College Foundation, the 501(c)(3) direct support organization for the Florida Prepaid College Board. The Foundation provides a tax-deductible opportunity for businesses, community groups and individuals to purchase prepaid college scholarships for Florida children. The Foundation also administers Project STARS, a scholarship program for low-income, at-risk children, funded by private</p>

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	<p>donations and matching funds from the Florida Legislature. In order to be eligible to receive a Project STARS scholarship, a student must meet certain economic and academic requirements and must remain drug-free and crime-free.</p> <p>Certain organizations may also purchase Prepaid Plans directly during the enrollment period for scholarships without naming a beneficiary. Eligible organizations must be 501(c)(3) organizations and must operate a scholarship program that has been approved by the Prepaid Board. The purchasing organization chooses the beneficiary (the scholarship recipient).</p>
<p>6. How are Prepaid Plans purchased?</p>	<p>Families may sign up for the Prepaid Plan online at www.florida529plans.com. The Enrollment Kit and application can also be printed from the Board Web site (www.florida529plans.com) or requested by calling 1-800-552-GRAD. There is a required non-refundable \$50 application fee. A Prepaid Plan must be purchased during the enrollment period, usually October through January of each year.</p>
<p>7. What types of payment options are available?</p>	<p>There are three types of payment options: a single, lump-sum payment; a monthly payment plan providing for equal payments each month until October of the year the child enters college; or the five-year installment plan of 55 equal monthly payments. The five-year plan is only available for students who are in eighth grade or lower at the time of purchase. Payments can be made via automatic withdrawal from a checking or savings account or through payroll deduction, if offered by the employer. NOTE: The State of Florida offers payroll deduction for the Prepaid Plan.</p>
<p>8. How do the Prepaid Plan benefits work at a public institution in Florida?</p>	<p>The state locks in the basic cost of registration fees, local fees, and dormitory housing at the time of the purchase of the contract. When the beneficiary enrolls in a public postsecondary institution, the state pays for the fees covered in the contract, regardless of the actual cost of those fees at the time of attendance.</p>
<p>9. How do the Prepaid Plan benefits work at a private, in-state institution?</p>	<p>The Prepaid Plan allows the use of benefits at private colleges and universities in Florida that are not-for-profit, accredited by either the Southern Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Schools, and confer a degree. If a student decides to enroll in an eligible private institution, Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
<p>10. Can Prepaid Plan benefits be used at an out-of-state</p>	<p>Yes. A student may use prepaid benefits at an eligible out-of-state college or university. The out-of-state institution</p>

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<p>institution?</p>	<p>must be regionally accredited, not for profit, and confer degrees. Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
<p>11. Can Prepaid Plan benefits be used to obtain an applied technology diploma or a vocational certificate?</p>	<p>Yes. A student may use prepaid benefits to obtain an applied technology diploma or a vocational certificate at a vocational-technical center or community college in Florida. Florida Prepaid will transfer to the vocational-technical center or community college an amount that does not exceed the redemption value of the original contract at a state postsecondary institution. If the cost of the fees charged by the vocational - technical center or community college is less than the cost of the fees charged by a state postsecondary education institution, the amount transferred may not exceed the actual cost of the fees charged by the institution.</p>
<p>12. Are there any tax benefits associated with the Prepaid Plan?</p>	<p>Yes. Earnings generated from a contract purchased under the Prepaid Plan are exempt from federal income tax and from State of Florida taxes. This means that the beneficiary does not pay any taxes on disbursements from a prepaid contract.</p> <p>The law allowing federal tax-free qualified withdrawals is set to expire on December 31, 2010, and may or may not be extended. If the law is not extended, the earnings will be taxable to the beneficiary (student).</p>
<p>13. What happens if a beneficiary receives a scholarship such as Bright Futures?</p>	<p>If the beneficiary of a Prepaid Plan receives a scholarship, the contract benefits are provided for in the following manner:</p> <ul style="list-style-type: none"> • If the scholarship received does not require award moneys to be used for registration fees, then the contract benefits will be used for such purposes. The scholarship recipient may receive the proceeds from the scholarship to use for other educational expenses. This is the process used for a student who is the beneficiary of a Prepaid Plan and who also receives a Bright Futures scholarship. The Prepaid Plan pay the fees for which the contract was purchased, and the student still receives the full value of the Bright Futures award amount to pay for any remaining educational expenses, such as books or living expenses. • If the scholarship received must be used for payment of registration fees for which the Prepaid Plan is intended, the scholarship is used for such purposes. Moneys paid for the Prepaid Plan will be <i>refunded</i> to the account owner in semester installments, coinciding with semesters in which the beneficiary is enrolled in a postsecondary institution, in an amount not exceeding

Florida Prepaid College Plan

	<p>current rates at a state postsecondary institution.</p> <p>In either instance, the account owner also has the option to transfer the contract to a brother, sister or first cousin of the original beneficiary, or a grandchild of the account owner.</p>
<p>14. Are there any other conditions under which an account owner may receive a refund?</p>	<p>Yes. An account owner may cancel the Prepaid Plan and withdraw his or her money at any time for any reason or the Board may cancel the plan if the account owner fails to make the required payments. The account owner is refunded only the amount paid into the contract, without any interest earnings. The account owner is charged a \$50 cancellation fee, if the account has been open for less than two years.</p> <p>Conversion from one contract option within the Prepaid Plan to another: In the event a Prepaid Plan is converted to a plan of a lesser value, the account owner is entitled to a refund equal to the difference in what was paid for the original contract and what would have been paid had the lesser contract been purchased in the beginning. The beneficiary must notify the board prior to changing plans in order to be eligible for a refund.</p> <p>Death or Disability: In the event of a death or total disability of the beneficiary, the account owner will be refunded the redemption value of the contract at a state postsecondary institution at the time the plan is cancelled.</p>
<p>15. Is a Prepaid Plan financially guaranteed?</p>	<p>Yes, a Prepaid Plan is financially guaranteed by the State of Florida.</p> <p>If the state determines the Prepaid Program to be financially infeasible, the state may discontinue the Prepaid Program. Any beneficiary of a Prepaid Plan who has been accepted by and is enrolled in an eligible institution or is within 5 years of enrollment in an eligible institution will be entitled to exercise the complete benefits for which he or she has contracted. All other contract holders will receive a refund of the amount paid plus interest.</p>
<p>16. Does Florida offer families another way to save for college?</p>	<p>Yes. The Florida Prepaid College Board also offers a 529 college savings plan, the Florida College Investment Plan (Investment Plan), which gives families another way to save for college. Participation in one plan does not limit participation in the other. The Investment Plan complements the Prepaid Plan. Whereas the Prepaid Plan pays for certain qualified higher education expenses, the Investment Plan may be used for any qualified higher</p>

Florida Prepaid College Plan

	<p>education expense, including those not covered by the Prepaid Plan. See the Florida College Investment Plan Fact Sheet for information on this savings plan.</p> <p>As required by the 529 IRS laws, the Florida Prepaid College Board has established a maximum contribution amount of \$287,000 for participation in both plans.</p>
17. What are the applicable statutes and rules?	<p>Part IV, Ch. 1009, F.S. — Prepaid College Board Programs.</p> <p>Subtitle 19B, F.A.C. -- Florida Prepaid College Board.</p>
18. Where can I get additional information?	<p>Florida Prepaid College Board 1-800-552-GRAD (4723) www.florida529plans.com</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Florida College Investment Plan

Fact Sheet

January 2006

<p>1. What is the Florida College Investment Plan?</p>	<p>The State of Florida offers the Florida College Investment Plan (Investment Plan) as another method to assist families in planning and saving for a college education. The Investment Plan is administered by the Florida Prepaid College Board and provides an investment vehicle to be used to accumulate funds to pay for college expenses.</p> <p>The Investment Plan allows anyone over the age of 18 to open an investment account that will be used for any qualified education expense. The account owner saves at their own pace and controls the account, deciding how to invest their money from among the 5 investment options available under the Investment Plan, each option having different levels of risk. All five options have no commission or sales charges.</p> <p>As of June 30, 2005 a total of 18,941 Investment Plans have been purchased.</p>
<p>2. What investment options are available through the Investment Plan?</p>	<p>The investment options available to account owners in the Investment Plan are:</p> <ul style="list-style-type: none"> • Fixed Income Investment Option (Option 1): Allocates your contributions to the fixed income portfolio; • U.S. Equity Investment Option (Option 2): Allocates your contributions equally among three equity investment portfolios; • Balanced Investment Option (Option 3): Allocates your contributions equally between Option 1 and Option 2; • Age Based/Years to Enrollment Investment Option (Option 4): Allocates your contributions between Option 1 and Option 2, based on age of the beneficiary or the number of years until the anticipated enrollment of the beneficiary in an eligible educational institution; and • Money Market Investment Option (Option 5): Allocated your contributions to a money market fund.
<p>3. What Qualified Educational Expenses are covered under the Investment Plan?</p>	<p>Distributions from the Investment Plan may be used for any qualified higher education expenses: tuition, fees, room and board, books, supplies, equipment required for enrollment or attendance, and off-campus housing and food for students who are at least half-time. This plan can even be used for the qualified educational expenses of graduate school.</p>
<p>4. Who can purchase an Investment Plan?</p>	<p>Anyone over the age of 18 may open an investment account — a parent, a grandparent, business, trust, church, or organization. When opening an investment account, the account owner must name a beneficiary (the student). Neither the account owner nor the beneficiary have to be a</p>

Florida College Investment Plan

	<p>Florida resident. However, the account owner and beneficiary must be U.S. citizens or resident aliens.</p> <p>(Note: An Investment Plan may not be purchased without naming a beneficiary.)</p>
5. What are the age requirements governing the beneficiary of an Investment Plan?	There are no age requirements for the beneficiary; when the account is opened, a beneficiary of an investment plan account can be a child, an adult, or the account owner themselves.
6. How are Investment Plans purchased?	Families may sign up for the Investment Plan online at www.florida529plans.com . The Enrollment Kit and application can also be printed from the Board Web site (www.florida529plans.com) or requested by calling 1-800-552-GRAD. There is a required non-refundable \$50 application fee. An Investment Plan account may be opened at any time.
7. What types of payment options are available?	An account can be opened with a one-time contribution of \$250 or by starting a monthly automatic withdrawal from a checking/savings account with a minimum of \$25. Payments can be made via automatic withdrawal from a checking or savings account or through payroll deduction, if offered by the employer. NOTE: The State of Florida offers payroll deduction for the Investment Plan.
8. Where can Investment Plan beneficiaries use their benefits?	The Investment Plan can be used at any qualified postsecondary educational institution eligible to receive federal financial assistance.
9. Are there any tax benefits associated with the Investment Plan?	<p>Yes. The earnings on an investment account are deferred for federal income tax purposes until withdrawal. As long as withdrawals from an investment account are used for the beneficiary's qualified higher education expenses, the earnings portion of the withdrawals will not be subject to federal income taxation. Contributions to an investment account and earnings on that account are also exempt from State of Florida taxation.</p> <p>The law allowing federal tax-free qualified withdrawals is set to expire on December 31, 2010, and may or may not be extended. If the law is not extended, the earnings will be taxable to the beneficiary (student).</p>
10. Who can direct withdrawals from an Investment Plan?	Only the account owner may direct withdrawals from an account by submitting a written request to the Florida Prepaid College Board.
11. Are there any conditions under which an account owner may receive a refund?	No. An account owner of the Investment Plan may withdraw his or her money at any time for any reason, but certain tax consequences may apply. In some cases, a \$50 cancellation fee may also apply.
12. Are the Investment Plans financially guaranteed?	No. Investment returns will fluctuate and are not guaranteed.

Florida College Investment Plan

<p>13. Does Florida offer families another way to save for college?</p>	<p>Yes. The Florida Prepaid College Board also offers the Florida Prepaid College Plan (Prepaid Plan) to assist families in planning and saving for a college education. Whereas the Investment Plan may be used for any qualified higher education expense, the Prepaid Plan pays only for <u>certain</u> qualified higher education expenses. See the Florida Prepaid College Plan Fact Sheet for information on this savings plan.</p> <p>Participation in one of the plans does not limit participation in the other. The Investment Plan complements the Prepaid Plan, the first plan established by the Florida Prepaid College Board.</p> <p>As required by the 529 IRS laws, the Florida Prepaid College Board has established a maximum contribution amount of \$287,000 for participation in both plans.</p>
<p>14. What are the applicable statutes and rules?</p>	<p>Part IV, Ch. 1009, F.S. -- Prepaid College Board Programs.</p> <p>Subtitle 19B, F.A.C. -- Florida Prepaid College Board.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Prepaid College Board 1-800-552-GRAD (4723) www.florida529plans.com</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
State Employee Fee Waivers

Fact Sheet

January 2006

<p>1. What is the State Employee Fee Waiver Program?</p>	<p>The State Employee Fee Waiver Program allows state employees to receive tuition and fee waivers for up to 6 credit hours of courses per term, on a space-available basis, at any of Florida’s state universities or community colleges.</p>
<p>2. Who is eligible to participate in the fee waiver program?</p>	<p>All state employees, except for those employed by a state university, are eligible to participate in the tuition and fee waiver program. Approval by an employee’s agency head or equivalent is required. Employees of state universities were excluded from this program because these institutions already provide a similar tuition and fee waiver program for their employees.</p>
<p>3. What fees does the state employee fee waiver cover?</p>	<p>The fee waiver program covers all the costs associated with enrollment in a university or community college course. This includes tuition and all other fees required by law.</p> <p>Costs associated with textbooks or other class materials are the responsibility of the employee unless otherwise waived by the institution or paid for by the employee’s agency.</p>
<p>4. What are the requirements of employees wishing to participate in the program?</p>	<p>A state employee wishing to enroll in a course at a state university or community college must wait to register for the course until after the institution’s official “drop/add” period. Space availability is determined by the institution at that time.</p> <p>The employee must follow the established policies of the university or community college in registering for the course. The Comptroller, in cooperation with the community colleges and state universities, must identify and implement ways to ease the administrative burdens on the institutions, including easier access to verify state employment.</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1009.265, F.S. -- State employee fee waivers.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Management Services Division of Human Resource Management (850) 922-5449</p> <p>Agency Personnel Office of the state university or community college in which the student wishes to enroll.</p> <p>Florida House of Representatives Education Appropriations Committee (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Education Acronyms

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
A&P Employees	Administration and Professional Employees
A&S Fee	Activity and Service Fee
AA Degree	Associate in Arts Degree
AAS Degree	Associate in Applied Science Degree
ABET	Accreditation Board for Engineering and Technology
ABHES	Accrediting Bureau of Health Education Schools
ABLE	Access to Better Learning and Education Grant Program
ACCET	Accrediting Council for Continuing Education and Training
ACCSC	Accrediting Commission of Career Schools and Colleges of Technology
ACE	American Council on Education
ACE of Florida	Adult & Community Educators of Florida
ACEHSA	Accreditation Commission on Education for Health Services Administration
ACICS	Accrediting Council for Independent Colleges & Schools
ACT	American College Testing Program
ADA	Americans with Disabilities Act
AP	Advanced Placement Program
AICE	Advanced International Certificate of Education Program
AIP	Academic Improvement Plan
AS Degree	Associate in Science Degree
ASL	American Sign Language
AWI	Agency for Workforce Innovation
BEST	Better Educated Students and Teachers (Career ladder)
BEST	Business and Education in School Together

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
BOG	Board of Governors
BOR	Board of Regents (replaced by Board of Governors)
BSA	Base Student Allocation
CCPF	Community College Program Fund
CCS	Community College System
CDA	Child Development Associate
CEPRI	Council for Education Policy Research and Improvement Postsecondary Education Planning Commission) (replaced
CEU	Continuing Education Unit
C.F.R.	Code of Federal Regulations
CIE	Commission for Independent Education
CITF	Capital Improvement Trust Fund
CLAST	College Level Academic Skills Test
CLEP	College Level Examination Program
CM	Chancellor's Memorandum
CO&DS	Capital Outlay and Dept Service
COPS	Certificates of Participation
CPT	College Placement Test
CROP	College Reach-out Program
CWE	Continuing Workforce Education
DCA	Department of Community Affairs
DCD	District Cost Differential
DCF	Department of Children and Families
DJJ	Department of Juvenile Justice
DOE	Department of Education

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
DOR	Department of Revenue
DOT	Department of Transportation
DPS	Division of Public Schools
DRS	Developmental Research Schools
DSO	Direct Support Organization
ECS	Education Commission of the States
EDUCATE 2000	Educators Developing Unequaled Competence Act: Teaching Excellence 2000
EEO	Equal Employment Opportunity
E & G	Education and General Budget
EIG	Effort Index Grant Fund
EKG	Electrocardiogram
EP	Education Plan
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
F.S.	Florida Statutes
F.A.C.	Florida Administrative Code
FACC	Florida Association of Community Colleges
FACTS	Florida Academic Counseling & Tracking for Students
FADIMA	Florida Association of District Instructional Materials Administrators
FADSS	Florida Association of District School Superintendents
FAPE	Free Appropriate Public Education
FAPSC	Florida Association of Postsecondary Schools & Colleges
FASLTA	Florida American Sign Language Teacher's Association

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
FAW	Florida Administrative Weekly
FCAT	Florida Comprehensive Assessment Test
FCCS	Florida Community College System
FCO	Fixed Capital Outlay
FEC	Florida Education Center
FEFP	Florida Education Finance Program
FETPIP	Florida Education and Training Placement Information Program
FHSAA	Florida High School Athletic Association
FIRN	Florida Information Resource Network
FISH	Florida Inventory of School Houses
FLVS	Florida Virtual School
FRAG	Florida Resident Access Grant
FSA	Florida Student Association
FSAG	Florida Student Assistance Grant
FSBA	Florida School Board Association
FSP	Family Support Plan
FTE (faculty)	Full-Time Equivalent Faculty
FTE (enrollment)	Full-time equivalent enrollment
FTIC	First time in college
FY	Fiscal Year
GAA	General Appropriations Act
GED	General Education Development
GPA	Grade Point Average
IB	International Baccalaureate Program

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
IBO	International Baccalaureate Office (Switzerland)
ICUF	Independent Colleges & Universities of Florida
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IFAS	Institute of Food and Agricultural Sciences, a division of the University of Florida
IMC	Instructional Materials Committee
ITP	Interpreter Training Program
LEP	Limited English Proficiency
L.O.F.	Laws of Florida
LRE	Least Restrictive Environment
META	Multi-Cultural Education Training Advocacy, Inc
NAEP	National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCAA	National Collegiate Athletic Association
NCES	National Center for Education Statistics
NCLB	Federal No Child Left Behind Act
NORAD	North American Air Defense
OPPAGA	Office of Program Policy Analysis and Governmental Accountability
OPS	Other Personal Services
OSP	Opportunity Scholarship Program
P.E.	Physical Education
PECO	Public Education Capital Outlay
PEPC	Postsecondary Education Planning Commission (replaced by

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
	Counsel for Education Policy Research and Improvement)
PSAV	Postsecondary Adult Vocational
RLE	Required Local Effort
R.O.T.C.	Reserve Officer Training Corps
SAC	School Advisory Counsel
SACS	Southern Association of Colleges and Schools
SAI	Supplemental Academic Instruction
SAT	Scholastic Aptitude Test
SBCC	State Board of Community Colleges (replaced by State Board of Education)
SBE	State Board of Education.
SBICU	State Board of Independent Colleges & Universities (replaced by Commission for Independent Education)
SBNCE	State Board of Nonpublic Career Education (replaced by Commission for Independent Education)
SCH	Student Credit Hour
SDBA	Site-Determined Baccalaureate Degree Access
SESIR	School Environmental Safety Incident Reporting System
SFO	Scholarship Funding Organizations
SGA	Student Government Association
SIP	School Improvement Plan
SIT	School Infrastructure Thrift Program
SMART Schools	Soundly-Made, Accountable, Reasonable and Thrifty Schools
SREB	Southern Regional Education Board
SUS	State University System of Florida

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
TANF	Temporary Assistance for Needy Families
TCA	Temporary Cash Assistance
TIPS	Truancy Intervention Programs Sweeps
UPK	Universal Pre-Kindergarten
U.S.C.	United States Code
USDOE	United States Department of Education
VPK	Voluntary Prekindergarten Education Program
WDEF	Workforce Development Education Fund Darren

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