

Public Schools
High School Issues



<p>1. What are the requirements for high school graduation?</p>	<p>To graduate, a student must complete credits for the required courses and earn the required grade point average (Refer to Question 2). In addition, to earn a standard high school diploma, the student must earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests.</p> <p>To use a concordant score in lieu of passing the FCAT, a student must take each subject area test of the grade 10 FCAT a total of three times without earning a passing score. A new student entering Florida in grade 12 may, however, use a concordant score to satisfy the graduation requirement without attempting to earn a passing score on the FCAT.</p> <p>A student is currently required to earn passing scores on FCAT Reading and FCAT Mathematics. The following table displays the FCAT passing scores and concordant scores on the SAT and ACT tests:</p> <table border="1" data-bbox="521 1083 1419 1285"> <thead> <tr> <th colspan="2">FCAT Passing and Concordant Scores</th> </tr> <tr> <th>Reading</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>FCAT Passing Scores – 1926 (developmental scale score) or 300 (scale score)</td> <td>FCAT Passing Scores – 1889 (developmental scale score) or 300 (scale score)</td> </tr> <tr> <td>SAT Concordant Score – 410</td> <td>SAT Concordant Score – 370</td> </tr> <tr> <td>ACT Concordant Score – 15</td> <td>ACT Concordant Score – 15</td> </tr> </tbody> </table> <p>A student who enters 9th grade in or after the 2006-2007 school year must also earn a passing score on the FCAT Writing+ examination. Beginning with the spring 2007 FCAT administration, the Department of Education reported the results for FCAT Writing+ by achievement levels based on scale scores. In addition, the department established the minimum passing score (scale score of 300) required for graduation. The passing score is required for eligible students beginning with the spring 2008 FCAT administration. Thus, students in the graduating class of 2010 are required to earn the passing score in order to receive a standard high school diploma. (Refer to Florida Comprehensive Assessment Test Fact Sheet.)</p>	FCAT Passing and Concordant Scores		Reading	Mathematics	FCAT Passing Scores – 1926 (developmental scale score) or 300 (scale score)	FCAT Passing Scores – 1889 (developmental scale score) or 300 (scale score)	SAT Concordant Score – 410	SAT Concordant Score – 370	ACT Concordant Score – 15	ACT Concordant Score – 15
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<p>2. Do students have options for satisfying the credit</p>	<p>Yes. There are three options that a student may select:</p> <ul style="list-style-type: none"> • Traditional 24-credit option that generally may be completed in 4 years (Refer to Traditional 24-Credit High School Graduation Option Fact Sheet). 										

requirements?

- Accelerated 18-credit college preparatory option that generally may be completed in 3 years (**Refer to Accelerated 18-Credit High School Graduation Options Fact Sheet**).
- Accelerated 18-credit career preparatory option that generally may be completed in 3 years (**Refer to Accelerated 18-Credit High School Graduation Options Fact Sheet**).

	Traditional 24-Credit Option*	College Preparatory Program (Accelerated 18-Credit Option)	Career Preparatory Program (Accelerated 18-Credit Option)
Required credits	24 credits	18 credits	18 credits
Required grade point average	2.0	<ul style="list-style-type: none"> • 3.5 for students entering 9th grade in or after the 2006-2007 school year; or • 3.0 for students entering 9th grade before the 2006-2007 school year 	3.0
English	4 credits (with major concentration in composition, reading for information, and literature)	4 credits (with major concentration in composition and literature)	4 credits (with major concentration in composition and literature)
Mathematics	4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)	3 credits (1 credit in Algebra I)
Science	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)
Social Studies / Social Sciences	3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)	3 credits in Social Sciences (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)	3 credits in Social Sciences (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)
Second Language	None	2 credits in the same second language (if student is native speaker of, or demonstrates competency in, a language other than English, the student may take 2 credits in other academic courses)	None
Fine or Performing Arts	1 credit in Fine or Performing Arts (may include speech and debate)	None	None

High School Graduation

			<p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit** (may duplicate credit for physical education); or • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for physical education) 		
		Vocational or Career Education	None	None	<p>3 credits (two options):</p> <ul style="list-style-type: none"> • 3 credits in career and technical certificate dual enrollment courses; or • 5 credits in vocational or career education courses
		Physical Education	<p>1 credit (including integration of health)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for fine or performing arts and does not satisfy personal fitness requirement); or • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit** (does not satisfy 	None	None

			personal fitness requirement).	
		(Refer to Physical Education Fact Sheet)		
	Electives	8 credits in Majors, Minors, or Electives: <ul style="list-style-type: none"> • 4 credits in the student's Major Area of Interest; and • 4 credits in Elective Courses (second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses) 	3 credits	2 credits (if student earns 5 credits in vocational or career education courses, electives are not required)
	Anticipated time to completion	4 years	3 years	3 years
<p>* Reflects the revised graduation requirements for students entering 9th grade in or after the 2007-2008 school year (Refer to Traditional 24-Credit Graduation Option Fact Sheet).</p> <p>** Completing 2 years in a Reserve Officer Training Corps (ROTC) class simultaneously satisfies 1 credit in fine or performing arts and 1 credit in physical education electives (total of 2 credits).</p>				
3. Can a district school board increase graduation requirements?	<p>District school boards are generally authorized to adopt policies and procedures governing graduation requirements. School boards must adopt rules for admitting, classifying, promoting, and graduating students. School boards are also authorized, in accordance with guiding principles for secondary school redesign as set forth in current law, to address additional course requirements for promotion and graduation in the district's student progression plan.</p> <p>District school boards are expressly prohibited from establishing graduation requirements in excess of the statutory requirements for the accelerated 18-credit graduation options.</p> <p>For a student who entered 9th grade before the 2007-2008 school year, state law authorizes and encourages the district school board to establish graduation requirements in excess of the minimum requirements for the traditional 24-credit graduation option, with two limitations:</p> <ul style="list-style-type: none"> • An increase in academic credit or minimum grade point average requirements does not apply to a student who enrolled in grades 9 through 12 at the time the district school board increases the requirements; and • An increase in academic credit or minimum grade point average 			

	<p>requirements does not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.</p> <p>For a student who enters 9th grade in or after the 2007-2008 school year, state law does not specifically authorize the district school board to establish graduation requirements in excess of the minimum requirements for the traditional 24-credit graduation option. However, the general statutory authority for school districts to adopt graduation requirements remains in current law.</p> <p>In addition, legislation implementing the constitutional class-size reduction requirements specifies that districts must consider adopting policies that allow a student to graduate from high school as soon as he or she passes the grade 10 FCAT and completes the courses required for graduation.</p>
<p>4. How and when do students decide on a graduation option?</p>	<p>A district school board must provide students in grades 6 through 9 and their parents with information concerning the traditional 24-credit graduation option and both accelerated 18-credit graduation options. This information must include an explanation of the curriculum requirements, timeframes for achieving each graduation option, and the advantages and disadvantages of each option.</p> <p>Selection of one of the graduation options must be made before the end of 9th grade. The selection is exclusively the decision of the student and his or her parent and requires the written consent of the parent. If a student and parent fail to make a selection by the end of 9th grade, the student is considered to have selected the traditional 24-credit graduation option.</p> <p>A district school board may extend the deadline for selecting a graduation option through the end of first semester in 10th grade for a student who transfers from a private or out-of-state school or who was prevented from choosing a graduation option due to illness during 9th grade.</p> <p>A student who selects an accelerated 18-credit graduation option has the right to change to the traditional 24-credit graduation option at any time. In addition, a student who selects an accelerated 18-credit graduation option is automatically moved to the traditional 24-credit graduation option if the student:</p> <ul style="list-style-type: none"> • Fails to earn 5 credits by the end of 9th grade; • Fails to earn 11 credits by the end of 10th grade; • Does not earn a score of 3 or higher on the grade 10 FCAT Writing+ assessment; or • Does not complete the required credits and have the required grade point average by the end of 11th grade.

<p>5. What are the applicable statutes and rules?</p>	<p>Section 1001.43(8), F.S. – Supplemental Powers and Duties of District School Board (Student Assessment and Affairs). Section 1003.02(1)(a), F.S. – District School Board Operation and Control of Public K-12 Education within the School District. Section 1003.03(3)(c)2., F.S. – Maximum Class Size. Section 1003.413(3)(k), F.S. – Florida Secondary School Redesign Act. Section 1003.4156(1)(a), F.S. – General Requirements for Middle Grades Promotion (Electronic Personal Education Plan). Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1003.429, F.S. – Accelerated High School Graduation Options. Section 1003.43, F.S. – General Requirements for High School Graduation. Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores). Section 1008.25, F.S. – Public School Student Progression; Remedial Instruction; Reporting Requirements.</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



<p>1. What are the 18-credit graduation options?</p>	<p>A student who selects an accelerated 18-credit graduation option may choose either the college preparatory program or the career preparatory program. Both programs generally allow a student to graduate from high school in 3 years.</p> <p>To graduate, a student must also earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests (Refer to High School Graduation Fact Sheet and Florida Comprehensive Assessment Test Fact Sheet).</p> <p>For additional information on high school graduation requirements, see the High School Graduation Fact Sheet and the Traditional 24-Credit High School Graduation Option Fact Sheet.</p>																							
<p>2. Who is eligible to enroll in an 18-credit graduation option?</p>	<p>A student seeking a standard high school diploma may select an 18-credit graduation option with the written consent of his or her parent. Before the 2006-2007 school year, a student was not eligible for an 18-credit graduation option unless the student scored at or above achievement level 3 on the reading, mathematics, and writing portions of the most recent Florida Comprehensive Assessment Test (FCAT). In 2006, the Legislature removed the minimum FCAT scores as eligibility requirements for selecting an 18-credit graduation option.</p>																							
<p>3. What are the academic requirements for each 18 credit high school graduation option?</p>	<table border="1"> <thead> <tr> <th></th> <th>College Preparatory Program</th> <th>Career Preparatory Program</th> </tr> </thead> <tbody> <tr> <td>Required credits</td> <td>18 credits</td> <td>18 credits</td> </tr> <tr> <td>Required grade point average</td> <td> <ul style="list-style-type: none"> 3.5 for students entering 9th grade in or after the 2006-2007 school year; or 3.0 for students entering 9th grade before the 2006-2007 school year </td> <td>3.0</td> </tr> <tr> <td>English</td> <td>4 credits (with major concentration in composition and literature)</td> <td>Same</td> </tr> <tr> <td>Mathematics</td> <td>3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)</td> <td>3 credits (1 credit in Algebra I)</td> </tr> <tr> <td>Natural Science</td> <td>3 credits (2 credits must have a laboratory component)</td> <td>Same</td> </tr> <tr> <td>Social Sciences</td> <td>3 credits (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)</td> <td>Same</td> </tr> </tbody> </table>				College Preparatory Program	Career Preparatory Program	Required credits	18 credits	18 credits	Required grade point average	<ul style="list-style-type: none"> 3.5 for students entering 9th grade in or after the 2006-2007 school year; or 3.0 for students entering 9th grade before the 2006-2007 school year 	3.0	English	4 credits (with major concentration in composition and literature)	Same	Mathematics	3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)	3 credits (1 credit in Algebra I)	Natural Science	3 credits (2 credits must have a laboratory component)	Same	Social Sciences	3 credits (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)	Same
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Accelerated 18-Credit High School Graduation Options

	Second Language	2 credits in the same second language (if student is native speaker of, or demonstrates competency in, a language other than English, the student may take 2 credits in other academic courses)	None
	Vocational or Career Education	None	3 credits (two options): <ul style="list-style-type: none"> • 3 credits in career and technical certificate dual enrollment courses; or • 5 credits in vocational or career education courses
	Physical Education	None	None
	Electives	3 credits	2 credits (if student earns 5 credits in vocational or career education courses, electives are not required)
	Minimum grade in each course to earn credit toward graduation	Weighted or unweighted grade that earns at least 3.0 grade points (e.g., unweighted "B") (Refer to Student Grading Scale for Grades 6-12 Fact Sheet.)	Weighted or unweighted grade that earns at least 2.0 grade points (e.g., unweighted "C") (Refer to Student Grading Scale for Grades 6-12 Fact Sheet.)
4. Are students selecting an 18-credit graduation option required to take advanced courses?	<p>For students selecting the college preparatory program, at least 6 credits of the required 18 credits (Refer to Question 3) must be taken in International Baccalaureate (IB), Advanced Placement (AP), dual enrollment, or Advanced International Certificate of Education (AICE) courses or in other courses identified as rigorous by the Department of Education.</p> <p>A student selecting the career preparatory program is not required to take these advanced courses.</p>		
5. Are students who select an 18-credit high school graduation option eligible for a Bright Futures Scholarship?	<p>Yes. A student earning a standard high school diploma through either the accelerated 18-credit graduation options or the traditional 24-credit graduation option may qualify for a scholarship under the Florida Bright Futures Scholarship Program if the student meets the program's eligibility requirements. However, the eligibility requirements for a Bright Futures Scholarship do include specific credit and course-level requirements that may exceed the minimum requirements for high school graduation (Refer to Question 3). (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>		
6. What is the difference between the 18-credit high school graduation options and acceleration	<p>The accelerated 18-credit graduation options allow a student to earn a high school diploma in less time than the traditional 24-credit graduation option. Acceleration mechanisms allow a student to simultaneously earn high school and postsecondary credit. For example, dual enrollment, early admission, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and the College Level Examination Program (CLEP) are acceleration mechanisms that may allow a student to simultaneously earn high school and postsecondary credit</p>		

Accelerated 18-Credit High School Graduation Options

mechanisms?	for the same course. A student selecting an 18-credit graduation option may also participate in these acceleration mechanisms.
7. What are the applicable statutes?	<p>Section 1003.429, F.S. – Accelerated High School Graduation Options.</p> <p>Section 1007.27, F.S. – Articulated Acceleration Mechanisms.</p> <p>Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores).</p> <p>Section 1009.531, F.S. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Rewards.</p> <p>Section 1009.534(1)(a), F.S. – Florida Academic Scholars Award.</p> <p>Section 1009.535(1)(a), F.S. – Florida Medallion Scholars Award.</p> <p>Section 1009.536(1)(c), F.S. – Florida Gold Seal Vocational Scholars Awards.</p> <p>Section 24, chapter 2006-74, L.O.F. – Accelerated High School Graduation Options.</p>
8. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p> <p>Office of Student Financial Assistance www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Traditional 24-Credit High School
Graduation Option

Fact Sheet

January 2008

<p>1. What is the 24-credit graduation option?</p>	<p>A student who selects the traditional 24-credit graduation option must complete the International Baccalaureate (IB) curriculum, complete an Advanced International Certificate of Education (AICE) curriculum, or earn 24 credits in high school courses (Refer to Question 2). The traditional graduation option generally allows a student to graduate from high school in 4 years.</p> <p>To graduate, a student must also earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests (Refer to High School Graduation Fact Sheet and Florida Comprehensive Assessment Test Fact Sheet).</p> <p>For additional information on high school graduation requirements, see the High School Graduation Fact Sheet and the Accelerated 18-Credit High School Graduation Options Fact Sheet.</p>																															
<p>2. What are the requirements for the 24-credit graduation option?</p>	<p>In 2006 and 2007, the Legislature revised the requirements for the 24-credit graduation option, effective with students entering 9th grade in or after the 2007-2008 school year. The following table compares the revised and former graduation requirements:</p> <table border="1" data-bbox="561 1184 1464 1892"> <thead> <tr> <th></th> <th>Students in High School Before the 2007-2008 School Year</th> <th>Students Entering 9th Grade in or after the 2007-2008 School Year</th> </tr> </thead> <tbody> <tr> <td>Required credits</td> <td>24 credits</td> <td>24 credits</td> </tr> <tr> <td>Required grade point average</td> <td>2.0</td> <td>2.0</td> </tr> <tr> <td>English</td> <td>4 credits (with major concentration in composition and literature)</td> <td>4 credits (with major concentration in composition, <i>reading for information</i>, and literature)</td> </tr> <tr> <td>Mathematics</td> <td>3 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)</td> <td>4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)</td> </tr> <tr> <td>Science</td> <td>3 credits (2 credits must have a laboratory component)</td> <td>3 credits (2 credits must have a laboratory component)</td> </tr> <tr> <td>American History</td> <td>1 credit</td> <td rowspan="3">3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)</td> </tr> <tr> <td>World History</td> <td>1 credit</td> </tr> <tr> <td>Economics</td> <td>½ credit</td> </tr> <tr> <td>American Government</td> <td>½ credit (including Florida Government)</td> <td></td> </tr> <tr> <td>Practical Arts Career Education/ Exploratory Career Education / Performing Fine Arts credits</td> <td>1 credit (three options): <ul style="list-style-type: none"> • 1 credit in Practical Arts Career Education or Exploratory Career Education; • 1 credit in Performing </td> <td>1 credit in Fine or Performing Arts (may include speech and debate) Alternative options to</td> </tr> </tbody> </table>		Students in High School Before the 2007-2008 School Year	Students Entering 9th Grade in or after the 2007-2008 School Year	Required credits	24 credits	24 credits	Required grade point average	2.0	2.0	English	4 credits (with major concentration in composition and literature)	4 credits (with major concentration in composition, <i>reading for information</i> , and literature)	Mathematics	3 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	Science	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)	American History	1 credit	3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)	World History	1 credit	Economics	½ credit	American Government	½ credit (including Florida Government)		Practical Arts Career Education/ Exploratory Career Education / Performing Fine Arts credits	1 credit (three options): <ul style="list-style-type: none"> • 1 credit in Practical Arts Career Education or Exploratory Career Education; • 1 credit in Performing 	1 credit in Fine or Performing Arts (may include speech and debate) Alternative options to
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Traditional 24-Credit High School Graduation Option

		<p>Fine Arts (music, dance, drama, painting, sculpture, or speech and debate); or</p> <ul style="list-style-type: none"> • ½ credit in Practical Arts Career Education or Exploratory Career Education and ½ credit in Performing Fine Arts 	<p>satisfy requirement:</p> <ul style="list-style-type: none"> • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit* (may duplicate credit for physical education); or • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for physical education)
	Life Management Skills	½ credit	None
	Physical Education	<p>1 credit (including assessment, improvement, and maintenance of personal fitness)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; or • One semester with grade "C" or better in marching band class or Reserve Officer Training Corp (ROTC) class satisfies ½ credit (does not satisfy personal fitness requirement) <p>(Refer to Physical Education Fact Sheet.)</p>	<p>1 credit (including integration of health)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for fine or performing arts and does not satisfy personal fitness requirement); or • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit* (does not satisfy personal fitness requirement). <p>(Refer to Physical Education Fact Sheet.)</p>
	Electives	8½ credits in Electives	<p>8 credits in Majors, Minors, or Electives:</p> <ul style="list-style-type: none"> • 4 credits in the student's Major Area of Interest; and • 4 credits in Elective Courses (second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses).
<p>* Completing 2 years in a Reserve Officer Training Corps (ROTC) class simultaneously satisfies 1 credit in fine or performing arts and 1 credit in physical education electives (total of 2 credits).</p>			
3. What is a major	A major area of interest consists of 4 credits in sequential courses in		

Traditional 24-Credit High School Graduation Option

<p>area of interest?</p>	<p>an academic content area, career and technical area, or fine and performing arts. A student selects a major area of interest as part of his or her personalized academic and career plan developed in 7th or 8th grade. A student may annually change his or her major area of interest at registration. To be selected, a major area of interest must be offered at the student’s high school.</p> <p>Each major area of interest offered by a high school must be submitted by the school district for approval by the Commissioner of Education. Once approved, a major area of interest may be offered by any school district.</p> <p>A student may also select a minor area of interest. A minor area of interest differs from a major area of interest in that it consists of 3 credits.</p>
<p>4. Are students who select the 24-credit high school graduation option eligible for a Bright Futures Scholarship?</p>	<p>Yes. A student earning a standard high school diploma through either the traditional 24-credit graduation option or the accelerated 18-credit graduation options may qualify for a scholarship under the Florida Bright Futures Scholarship Program if the student meets the program’s eligibility requirements. However, the eligibility requirements for a Bright Futures Scholarship do include specific credit and course-level requirements that may exceed the minimum requirements for graduation (Refer to Question 2). (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1003.4156(1)(a), F.S. – General Requirements for Middle Grades Promotion (Electronic Personal Education Plan). Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1003.43, F.S. – General Requirements for High School Graduation. Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores). Section 1009.531, F.S. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Rewards. Section 1009.534(1)(a), F.S. – Florida Academic Scholars Award. Section 1009.535(1)(a), F.S. – Florida Medallion Scholars Award. Section 1009.536(1)(c), F.S. – Florida Gold Seal Vocational Scholars Awards.</p>
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	Florida House of Representatives Schools & Learning Council (850) 488-7451
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<p>1. What is the Florida Career and Professional Education Act?</p>	<p>The Florida Career and Professional Education Act (Chapter 2007-216, L.O.F.) created by the 2007 Legislature provides a statewide planning partnership between business and education communities.</p> <p>The Act ensures Career and Technical Education programs are academically rigorous and relevant to the workplace, and it provides a statutory bond between Career and Technical Education and the Workforce Development System.</p> <p>The Act is designed to:</p> <ul style="list-style-type: none"> • Increase student academic achievement. • Prepare students to make appropriate education and employment choices. • Focus on career preparation. • Raise student aspiration and commitment to academic achievement and work ethics. • Support graduation requirements. • Promote acceleration mechanisms. • Support Florida’s economy by meeting industry needs for skilled employees in high demand jobs.
<p>2. What is a Career and Professional Academy?</p>	<p>Career and Professional Academies (academies) are public high school academies that offer a rigorous and relevant curriculum that leads to industry-recognized certification in high demand occupations, a standard high school diploma, and opportunities for high school students to simultaneously earn college credit.</p>
<p>3. What must each Career and Professional Academy include?</p>	<p>Each academy must include the following:</p> <ul style="list-style-type: none"> • A rigorous, standards-based academic curriculum integrated with a career curriculum that leads to industry certification, a standard high school diploma, and college credit as appropriate. • Instruction in a career designated as high-growth, high-demand, and high-pay by the local or regional workforce board. • One or more partnerships between the local school district, postsecondary institutions approved to operate in Florida, and local workforce boards. • Maximum articulation of credits based on articulation agreements between the academy and postsecondary institutions approved to operate in Florida.

	<ul style="list-style-type: none"> • Instruction from highly skilled, industry-certified professionals. • Internships, externships, and on-the-job training. • Maximum use of private-sector facilities and personnel. • Personalized academic advisement and support for middle grades career exploration. • Attainment, at minimum, of the Gold Seal Scholars award. • An evaluation plan developed jointly with the Department of Education (DOE) and the local workforce board.
<p>4. Who must develop strategic 5-year plans? What must the plans include?</p>	<p>School districts must develop strategic 5-year plans that address the needs of local and regional workforce. School districts are required to work collaboratively with local workforce boards and the postsecondary community in the development and implementation of academies.</p> <p>These plans must address provisions for efficient transportation, maximum use of shared resources, and access to courses through the Florida Virtual School when appropriate.</p> <p>Each district must have at least one operational academy established no later than the beginning of the 2008-09 school year. However, two or more school districts may collaborate in developing and offering academies, as long as the strategic plan is approved by the Agency for Workforce Innovation (AWI) and certain requirements are met.</p>
<p>5. Who is responsible for reviewing newly proposed core school subjects?</p>	<p>The State Board of Education (SBE) is responsible for establishing a process for the continuous review of newly proposed rigorous and relevant core high school courses. An appointed curriculum committee comprised of subject area, business, and postsecondary experts will conduct the review.</p>
<p>6. What is the course approval and appeals process?</p>	<p>Decisions regarding course eligibility must be made within 60 days. Approved courses will be included in the Course Code Directory and will also be considered for possible dual enrollment and postsecondary credit.</p> <p>The SBE is required to establish an appeals process for proposed courses that are denied which shall require a consensus ruling by AWI and the Commissioner of Education within 15 days.</p>
<p>7. How will the Agency for Workforce Innovation define industry certification?</p>	<p>AWI is required to identify appropriate industry certification based on the highest national standards available. Local workforce boards and academies may request additions to the list of industry certifications as long as the requests are based upon high-demand labor needs of the regional workforce economy. AWI will publish annually an updated</p>

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	list of industry certifications to be used within the career academies.
8. Do all offered courses have to lead to industry certification?	All courses offered in an academy must lead to industry certification or college credit linked directly to the career theme or course.
9. What are the Department of Education's responsibilities relating to data collection?	<p>The DOE is required to work with Workforce Florida and Enterprise Florida in the collection and analysis of academic achievement and performance data of academy students.</p> <p>The analysis must include an evaluation plan and self-assessment tool to determine outcomes such as graduation rates, retention rates, achievement of industry certification, postsecondary enrollment, satisfaction of business and industry, employment rates, earnings figures, and awards of scholarships and postsecondary credit.</p>
10. Who can offer Career and Professional Academies technical assistance?	The Okaloosa School District CHOICE Institutes are required to serve in an advisory role and offer technical assistance to newly created academies for a 3-year period.
11. How are Career and Professional Academies funded?	<p>Public school districts that offer industry-certified academies will receive an additional bonus weight of 0.3 FTE in the Florida Education Finance Program (FEFP) for students who successfully complete the academy and receive industry certification.</p> <p>Funding is subject to the General Appropriations Act (GAA) in the year following official reports on the students who received industry certification. The total amount of funds required will depend on the number of districts who offer academies and the number of students who successfully complete the program and receive industry certification.</p> <p>The additional bonus weight FTE will be added to the FEFP funding formula beginning in FY 2008-2009.</p> <p>However, the 2007 Legislature in SB 1232 (Ch. 2007-215, L.O.F.) caps the allocation for the FTE bonus to \$30 million annually, unless otherwise specified in the GAA.</p>
12. How do these new Career and Professional Academies requirements impact the way districts currently operate career education?	<p>Districts may continue to operate current career education programs. However, they will need to adopt a program or programs that meet these new requirements if they wish to receive the .03 weighted funding for each student that participates in the program.</p> <p>Locally developed certifications may continue to be used locally and district programs may work through workforce boards and AWI to get those certifications approved for the Career and Professional Academies program. Vendor certifications and state licensures may be approved by AWI for purposes of the industry certification required by the</p>

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13. What are the applicable statutes and laws?	Career and Professional Academies Program as well. Section 1003.491, F.S. – Florida Career and Professional Education Act. Section 1003.492, F.S. -- Industry-certified career education programs. Section 1003.493, F.S. -- Career and Professional Academies. Section 1011.62(1)(p), F.S. – Funds for operation of schools. Ch. 2007-215, L.O.F.
14. Where can I get additional information?	Florida Department of Education Division of Workforce Education (850) 245-9029 Florida House of Representatives Schools & Learning Council (850) 488-7451



<p>1. What duties do school districts have for physical education?</p>	<p>Each school district must develop a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Each district is required to adopt and annually review a written physical education policy that details the district’s physical education program and expected program outcomes. The Department of Education (DOE) must publish each district’s policy on DOE’s Internet website.</p> <p>Each district must provide 150 minutes of physical education every week for students in kindergarten through 5th grade. “Physical education” means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina – including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.</p> <p>A district’s physical education program and curricula must be reviewed by a certified physical education instructor. However, the required 150 minutes of physical education each week for students in kindergarten through 5th grade may be provided by instructional personnel, regardless of certification, who are designated by the school principal. These instructional personnel include classroom teachers; student personnel services (e.g., guidance counselors, social workers, career specialists, and school psychologists); librarians and media specialists; other instructional staff (e.g., learning resource specialists); and education paraprofessionals.</p> <p>Each district must encourage students in prekindergarten through 12th grade to participate in physical education that consists of physical activities of at least a moderate intensity for durations sufficient to provide a significant health benefit to students. A district is specifically encouraged to provide 225 minutes of physical education each week for students in grades 6 through 8.</p> <p>Each school district must provide all courses required for middle grades promotion and high school graduation. In addition, physical education instruction must be aligned to the Sunshine State Standards.</p>
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	<p>A school district also has authority to adopt policies for participation in physical education programs, including appropriate physical education attire and protective gear.</p>
<p>2. What are the high school graduation requirements for physical education?</p>	<p>A student selecting the traditional 24-credit graduation option must earn one credit in physical education for high school graduation. For students entering 9th grade in or after the 2007-2008 school year, credit for physical education must include the integration of health education. For students who entered high school before the 2007-2008 school year, credit for physical education must include the assessment, improvement, and maintenance of personal fitness. A student selecting one of the accelerated 18-credit graduation options is not required to earn physical education credit (Refer to High School Graduation Fact Sheet).</p> <p>To satisfy the one-credit requirement for students entering high school in or after the 2007-2008 school year, DOE established the following three course options:</p> <ul style="list-style-type: none"> • Option 1: One-half-credit course in personal fitness and one-half-credit course in a physical education elective; • Option 2: One-credit Health Opportunities through Physical Education (HOPE) Core course; or • Option 3: One-credit HOPE Physical Education Variation course. <p>A school district may not require a student to earn the credit in 9th grade.</p> <p>Students who entered high school before the 2007-2008 school year must take a one-half-credit course in personal fitness and one-half-credit course in a physical education elective. In addition, these students must take a one-half-credit course in life management skills, which includes nutrition and other health education. A school district may not require a student to earn the credit in 9th grade.</p>
<p>3. What alternative options are available for satisfying the physical education credit requirements?</p>	<p>A student entering high school in or after the 2007-2008 school year may satisfy the physical education credit requirements (Refer to Question 2) through any of the following alternative options:</p> <ul style="list-style-type: none"> • For a student choosing Option 1 (one-half-credit course in personal fitness and one-half-credit course in a physical education elective): <ul style="list-style-type: none"> ○ Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of

	<p>DOE's personal fitness competency test with a "C" or better, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education;</p> <ul style="list-style-type: none">○ Completion of one semester in a marching band class, or a dance class, with a "C" or better satisfies one-half credit in a physical education elective. However, the student must take one-half-credit in personal fitness to complete the required one credit in physical education.○ Completion of 2 years in a Reserve Officer Training Corps (ROTC) class that includes drills as a significant component satisfies one credit of physical education electives. However, the student must take one-half credit in personal fitness to complete the required one credit in physical education. <ul style="list-style-type: none">● For a student choosing Option 2 (one-credit HOPE Core course) or Option 3 (one-credit HOPE Physical Education Variation course):<ul style="list-style-type: none">○ Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of DOE's personal fitness competency test with a "C" or better, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education; or○ Completion of 2 years in a Reserve Officer Training Corps (ROTC) class, with drills as a significant component, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education. <p>A student who entered high school before the 2007-2008 school year may satisfy the physical education credit requirements through the following alternative options:</p> <ul style="list-style-type: none">● Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of DOE's personal fitness competency test with a "C" or better, satisfies both the one-half-credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education; or● Completion of one semester in marching band with a "C" or better, or 1 year in a ROTC class, with drills as a significant component, satisfies one-half credit in a physical education elective. However, the student must take one-half credit in personal fitness to complete the required one credit in physical education.
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Physical Education

4. What are the applicable statutes and rules?	Section 1001.11(7), F.S. – Commissioner of Education; Other Duties. Section 1001.43(3)(d), F.S. – Supplemental Powers and Duties of District School Board. Section 1003.01(16), F.S. – Definitions (“Physical Education”). Section 1003.42(1), F.S. – Required Instruction. Section 1003.428(2)(a)6., F.S. – General Requirements for High School Graduation; Revised. Section 1003.429, F.S. – Accelerated High School Graduation Options. Section 1003.43(1)(i) and (j), F.S. – General Requirements for High School Graduation. Section 1003.453(1) and (2), F.S. – School Wellness and Physical Education Policies; Nutrition Guidelines. Section 1003.455, F.S. – Physical Education; Assessment.
5. Where can I get additional information?	Florida Department of Education Bureau of Instruction and Innovation Coordinated School Health Program (850) 245-0480 www.fldoe.org/bii/CSHP/ Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council **Student Grading Scale for Grades 6-12**

Fact Sheet

January 2008

<p>1. Does Florida have a statewide student grading scale?</p>	<p>Yes. In 1987, the Legislature established a statewide student grading scale for public high schools. In 2006, the Legislature extended use of the student grading scale to public secondary schools (grades 6-12). Thus, the student grading scale generally applies to grade 6 students in elementary school, middle or junior high school students, and high school students. The current student grading scale is as follows:</p> <ul style="list-style-type: none">• Grade “A” equals 90-100%, has a grade point average value of 4, and is defined as “outstanding progress.”• Grade “B” equals 80-89%, has a grade point average value of 3, and is defined as “above average progress.”• Grade “C” equals 70-79%, has a grade point average value of 2, and is defined as “average progress.”• Grade “D” equals 60-69%, has a grade point average value of 1, and is defined as “lowest acceptable progress.”• Grade “F” equals 0-59%, 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. How was the current student grading scale established?</p>	<p>Before 2001, the statewide student grading scale did not provide the current point range of 10 percentage points for each letter grade. Instead, the former scale provided the following ranges: “A” (94-100%), “B” (85-93%), “C” (75-84%), “D” (65-74%), and “F” (0-64%). According to the Department of Education, the current 10-percentage-point range per letter grade, established by the Legislature in 2001, was more consistent with the grading scales used by colleges and universities and high schools in other states.</p>
<p>3. May different weights be assigned to grades?</p>	<p>Yes. Since 1995, school districts may use a weighted grading system for purpose of class ranking. Since 1998, school districts must assign the same weights to grades in college-level dual enrollment courses as honors and Advanced Placement (AP) courses. In 2006, the Legislature specified that weighted grading systems must give the same weight to dual enrollment courses as AP, International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses.</p> <p>In 1997, the Legislature authorized the Department of</p>

	<p>Education to assign weights to certain courses when evaluating high school transcripts for initial eligibility for the Florida Bright Futures Scholarship Program. The department assigned an additional weight of 0.5 to AP, Pre-IB, IB, honors, Pre-AICE, AICE, and dual enrollment courses. In addition, university system-approved courses listed as “Level 3” in the Course Code Directory in mathematics, language arts, science, and social studies are also given the additional weight of 0.5. According to the department, the assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures scholarships.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Section 1001.43(8), F.S. – Student Assessment and Affairs. 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> <p>Section 5, chapter 87-329, L.O.F. – High School Grading System. Section 2, chapter 95-173, L.O.F. – High School Grading System. Section 1, chapter 97-379, L.O.F. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Awards. Section 5, chapter 98-421, L.O.F. – Joint Dual Enrollment and Advanced Placement Instruction. Section 1, chapter 2001-237, L.O.F. – High School Grading System. Sections 25 and 39, chapter 2006-74, L.O.F. – Middle and High School Grading System; Dual Enrollment Programs.</p>
<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Articulated Acceleration
Mechanisms

Fact
Sheet

January 2008

<p>1. What are articulated acceleration mechanisms?</p>	<p>Florida law requires a variety of articulated acceleration mechanisms to be made available to secondary and postsecondary students attending public educational institutions. Acceleration mechanisms serve to shorten the time necessary for a student to complete the requirements for a high school diploma and a postsecondary degree. Such options allow Florida schools to increase the depth of study in a particular subject and expand available curricular options. Some articulated acceleration mechanisms are available to both career and postsecondary preparation students.</p> <p>Dual enrollment, early admission, Advanced Placement (AP), credit by examination, the International Baccalaureate Program (IB), the Advanced International Certificate of Education Program (AICE), and credit earned through the Florida Virtual School are the articulated acceleration mechanisms specifically provided for in statute. In addition, career and professional academies must promote acceleration mechanisms, such as dual enrollment, articulated credit, or occupational completion points, so that career education students can earn postsecondary credit while in high school.</p> <p>Likewise, Florida's high school graduation requirements provide students with various ways to earn a standard high school diploma:</p> <ul style="list-style-type: none">• The four-year standard 24 credit graduation option;• The three-year accelerated 18-credit college preparatory graduation option; and• The three-year accelerated 18-credit career preparatory graduation option;• An IB curriculum; or• An AICE curriculum. <p>(Refer to the General High School Graduation and Accelerated 18-Credit High School Graduation Options Fact Sheets.)</p>
<p>2. Who can participate?</p>	<p>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.</p>

Articulated Acceleration Mechanisms

	<p>Acceleration mechanisms for elementary and middle school students are not specifically addressed by Florida Statute. Many school districts have adopted policies addressing mechanisms such as grade and subject matter acceleration pursuant to their statutory authority to adopt rules to admit, classify, promote, and graduate students.</p>
<p>3. What is the Articulation Coordinating Committee?</p>	<p>The Articulation Coordinating Committee (ACC) is comprised of representatives from the Department of Education, the state university system, the community college system, public workforce education, public and nonpublic schools, and students. The ACC is appointed by the Commissioner of Education. Policies and recommendations proposed by the ACC must be approved by the State Board of Education (SBE).</p> <p>The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next. It acts as the statewide advisory committee in matters concerning student articulation. The ACC develops guidelines for inter-institutional agreements between public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities. It oversees policies requiring a standardized format for student transcripts. In addition, the ACC reviews issues and statewide data regarding articulation and makes policy recommendations for resolving issues and improving articulation system-wide.</p> <p>The ACC establishes cut scores for articulated acceleration mechanism examinations, recommended course equivalencies for accelerated articulation mechanism courses and programs, and policies governing the transfer of examination scores and course credits.</p>
<p>4. What is early admission?</p>	<p>Early admission is a form of dual enrollment that enables a student who is working towards a high school diploma to enroll full-time in postsecondary courses that are creditable toward both a high school diploma and a postsecondary degree (Refer to the Dual Enrollment Fact Sheet).</p> <p>Career early admission is a form of dual enrollment that enables a high school student to enroll full-time at 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>

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<p>5. What is the Advanced Placement Program?</p>	<p>The AP Program is a system of advanced academic courses administered by the College Board. The AP program consists of over 30 college-level courses and exams in subjects ranging from art to statistics. Students earning a "qualifying" grade on an AP exam can earn college credit or advanced placement for their efforts. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on AP exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these exams.</p> <p>In Florida, enrollment in AP and participation in AP examinations must be provided free of charge to public school students. 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 AP examination. Postsecondary course equivalencies are determined by the ACC and approved by the SBE.</p>
<p>6. What is credit by examination?</p>	<p>Credit by examination enables secondary and postsecondary students to obtain postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. Students may receive credit by examination based on AP, AICE, College-Level Examination Program (CLEP), and IB examinations. The ACC provides the recommended passing scores and equivalencies for each examination. Similarly, community colleges and universities may also develop their own examinations and award credit based on student performance.</p>
<p>7. What is the International Baccalaureate Program?</p>	<p>The IB Program is an acceleration mechanism conducted by the International Baccalaureate Organization (IBO). The IBO is a non-profit educational foundation based in Geneva, Switzerland. Founded in 1968, it was originally created to provide an education to the children of diplomats and other foreign nationals residing abroad that was universally recognized by universities worldwide. The IB program is currently offered in 1,901 schools in 124 countries to develop and offer challenging programs to over 488,000 students aged three to 19 years. Forty-six Florida high schools, 16 middle schools, and 10 elementary schools offer the IB program. Eight thousand nine hundred and sixty Florida students are enrolled in IB programs.</p> <p>The IB program consists of a primary years program, a middle years program, and a diploma program. Though the subjects taught at each level vary, the IB curriculum centers upon several core themes that are intended to foster student self-knowledge, self-expression, critical thinking skills, and a</p>

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	<p>global perspective of other people and cultures. The overall philosophy of the IB program embraces intercultural awareness, holistic learning, and communication.</p> <p>The ACC specifies the IB examination cutoff scores used to grant postsecondary credit at community colleges and universities. If a student achieves the required score on an IB exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. The specific courses for which students receive credit is determined by the Department of Education (DOE).</p>
<p>8. What is the Advanced International Certificate of Education Program?</p>	<p>The AICE program is administered by the University of Cambridge International Examinations (CIE), a subsidiary of the United Kingdom's University of Cambridge. Completion of the AICE curriculum requires that students complete six AICE courses and take the examinations for each. At least one course and examination must be from each of three subject areas: Mathematics & Sciences, Languages, and Arts & Humanities.</p> <p>There are two levels of study available to students-- Advanced (A) Level and Advanced Subsidiary (AS) Level. A-Level examinations require two years of study in a subject while AS-Level examinations cover the first year of the two-year A-Level syllabuses. Students are allowed to choose specific subjects and levels of study for each.</p> <p>In the AICE diploma qualification scheme, AS-Level examinations passed earn one credit and each A-Level examination passed earns two credits. In addition, students may complete a research project option worth one credit, which requires a student to write two 3000 word essays from two different subjects for which AS or A-Level examinations are taken. Students pursuing a full AICE Diploma must earn a total of six credits and include at least one subject examination from each of the three curriculum areas at either AS or A-Level.</p> <p>In 2001, the DOE oversaw a four-year AICE pilot program in three Florida school districts. Since 2001, AICE has been approved for use in any Florida school district looking for an inexpensive and flexible advanced academic program for grades 11 and 12. In order to offer these and other CIE assessments, schools must register with CIE as Examination Centers. Twelve hundred and eighty-five Florida students were enrolled in AICE programs during the 2006-2007 school year. Students in Florida's public secondary schools who are enrolled in AICE courses do not</p>

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	<p>have to pay to take the exams.</p> <p>The ACC specifies the AICE examination cutoff scores used to grant postsecondary credit at community colleges and universities. If a student achieves the required score on an AICE examination, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. 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>9. 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 public school students free of charge. A community college may provide instructional materials at no cost to home education students or students from 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 AP, AICE, the International General Certificate of Secondary Education (pre-AICE), or 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>10. 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: School districts are eligible for additional Florida Education Finance Program (FEFP) funding based on the examination scores of AP students. School districts receive an additional 0.24 Full-Time-Equivalent (FTE) student membership for each student in each AP course who receives a score of “three” or higher on the AP examination for the prior year. This amount is added to the subsequent fiscal year’s total FTE student membership in basic programs for grades 9 through 12. Each district must allocate at least 80 percent of these funds</p>

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to the high school that generates the additional funds.

AP teacher bonus: School districts must award AP teachers a \$50 bonus for each student they instruct who receives a score of “3” or higher on the AP examination. AP teachers in “D” or “F” schools who have at least one student scoring “three” or higher on the AP examination receive a \$500 bonus. Bonuses awarded to AP teachers must not exceed \$2,000 in any given school year.

IB district bonus: School districts are eligible for additional FEFP funding based on the examination scores of IB students. School districts receive an additional 0.24 FTE student membership for each student enrolled in an IB course who receives a score of “four” or higher on the subject examination. In addition, school districts may receive a value of 0.3 FTE per IB student who receives an IB diploma. These values are added to the total FTE basic program membership for students in grades 9 through 12 for the subsequent fiscal year.

IB teacher bonus: School districts must distribute a \$50 bonus to IB teachers for each IB student taught by the teacher who receives a score of “four” or higher on the IB examination. IB teachers in “D” or “F” schools who have at least one student scoring “four” or higher on the international baccalaureate examination are eligible for an additional bonus of \$500. Bonuses awarded to IB teachers must not exceed \$2,000 in any given school year.

AICE district bonus: School districts are eligible for additional FEFP funding based on student AICE examination scores. School districts may receive an additional value of 0.24 FTE student membership for each student enrolled in a full-credit AICE course who receives a score of “E” or higher on the subject examination. Likewise, school districts may receive a value of 0.12 FTE for each student enrolled in a half-credit AICE course who receives a score of “E” or higher on the subject examination. In addition, school districts may receive a value of 0.3 FTE for each student who receives an AICE diploma. These additional values are added to the district’s total FTE student membership for basic programs for grades 9 through 12 for the subsequent fiscal year.

AICE teacher bonus: School districts must also award bonuses to certain AICE teachers. AICE teachers are awarded a \$50 bonus for each one of their students who receives a score of “E” or higher on a full-credit AICE course examination. Likewise, AICE teachers are awarded

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	<p>a \$25 bonus for each one of their students who receives a score of “E” or higher on a half-credit AICE course examination. AICE teachers in “D” or “F” schools who have at least one student scoring “E” or higher on a full-credit AICE examination may receive an additional bonus of \$500 and those who have at least one student scoring “E” or higher on a half-credit AICE examination may receive a bonus of \$250. Bonuses awarded to AICE teachers must not exceed \$2,000 in any given school year.</p>
<p>11. 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 1003.428, F.S. – General requirements for high school graduation, revised. Section 1007.23, F.S. – Statewide articulation agreement. 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 bonuses.</p> <p>Rule 6A-10.024(8), F.A.C. -- Articulation between universities, community colleges, and school districts. Rule 6A-10.0315, F.A.C. -- College preparatory testing, placement, and instruction.</p>
<p>12. Where can I get additional information?</p>	<p>Office of Articulation Florida Department of Education (850) 245-0427</p> <p>FACTS.org http://www.facts.org Documents that may be found under the “Advising Manuals” tab:</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>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council Dual Enrollment

Fact Sheet

January 2008

<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 successful completion of a dual enrollment course, the student simultaneously receives high school and college credit. (Refer to Articulated Acceleration Mechanisms Fact Sheet.) Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements for a postsecondary degree. Eligible students are permitted to enroll in dual enrollment courses 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 enrollment in college-level courses and a 2.0 GPA for enrollment in career certificate courses. If enrolling in a college credit 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</p>

	<p>Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program. The articulated acceleration 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 Commissioner of Education (Commissioner) appoints faculty committees representing public school, community college, and university faculties to identify postsecondary courses that meet the high school graduation requirements. These committees also establish postsecondary and high school course credit equivalencies for each identified course. The credit equivalencies must be based on comparable course content and not on seat time traditionally allocated for such courses in high school.</p> <p>The Commissioner provides the committees' course and credit equivalency recommendations to the State Board of Education (SBE) for its consideration. The SBE issues an approved list of dual enrollment courses that meet high school graduation requirements and that specifies the level of credit that must be awarded once the course has successfully been completed. Other courses not on the list may also be offered for dual enrollment.</p> <p>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>Beginning with students entering grade nine in the 2006-07 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Previously, the statute required that dual enrollment courses receive the same weighting as honors and advanced placement courses when grade point averages are calculated.</p>

Dual Enrollment

	For purposes of calculating the grade point average for a Florida Bright Futures Scholarship, additional weights are added for dual enrollment as well as for Level 3 high school courses.
5. What are the provisions for career and technical dual enrollments?	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.
6. How does a secondary student find out about dual enrollment?	<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 Department of Education 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>
7. What is early admission?	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 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 six 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 incorporated within and subject to the provision of the district interinstitutional articulation agreement and must integrate the course structure recommended by the College Board and the structure that corresponds to the statewide 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 must be provided to dual enrollment students from Florida public high schools free of charge. Private school and home education students are 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

	<p>school. The exemption from payment of fees does not apply to students dually enrolled in an eligible independent postsecondary institution.</p>
<p>10. How is dual enrollment funded?</p>	<p>A dually enrolled student may be included in the calculation of full-time equivalent (FTE) 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 FTE 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.</p>
<p>11. What are the applicable statutes?</p>	<p>Section 1003.428, F.S. – General requirements for high school graduation; revised. Section 1003.43(1), F.S. – Dual enrollment credits, general requirements for high school graduation. Section 1003.436(1)(a), F.S. – Definition of “credit”. Section 1007.22, F.S. – Articulation; postsecondary institution coordination and collaboration. Section 1007.235, F.S. – District interinstitutional articulation agreements. Sections 1007.24, F.S. – Statewide course numbering system. Section 1007.25, F.S. – General education courses, common prerequisites; and other degree requirements. 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 1008.30, F.S. – Common placement testing for public postsecondary education. Section 1008.345, F.S. – Implementation of state system of school improvement and education accountability. Section 1009.22, F.S. – Workforce education postsecondary student fees. Section 1009.25(2)(a), F.S. – Fee exemptions. Section 1009.531(3)(b), F.S. – Florida Bright Futures Scholarship eligibility determination. Section 1011.62(1)(i), F.S. – Funds for dual enrollment. Section 1011.68(1)(d), F.S. – Transportation funds for dual enrollment students. Section 1011.80(9), F.S. – Funding for dually enrolled students in workforce development.</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education Office of Articulation</p>

Dual Enrollment

	<p>(850) 245-0427</p> <p>Florida Department of Education Division of Community Colleges and Workforce Education (850) 245-0407</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Florida Ready to Work Certificate Program

Fact Sheet

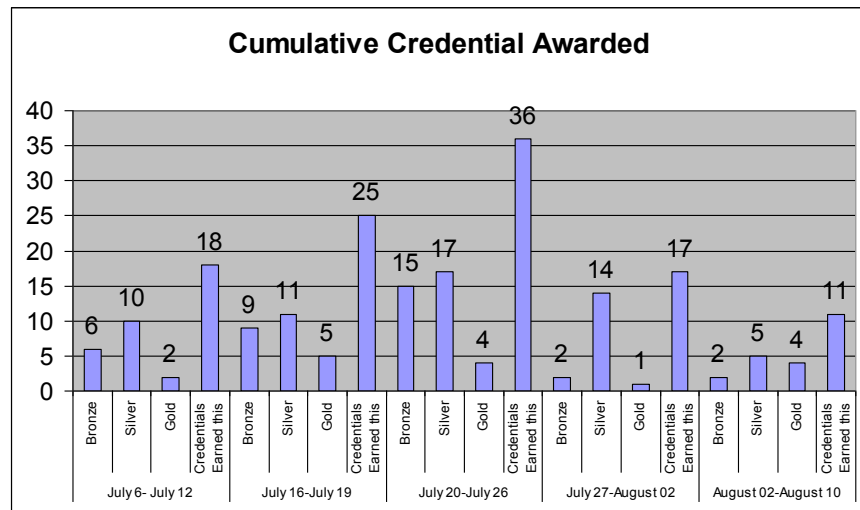
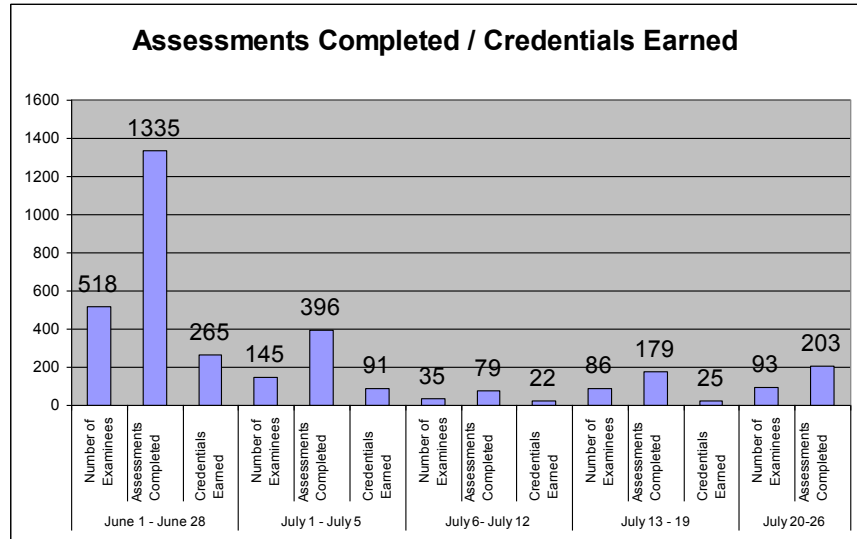
January 2008

<p>1. What is the Florida Ready to Work Certificate Program?</p>	<p>The 2006 Florida Legislature created the Florida Ready to Work Certificate Program (program) to enhance the workplace skills of Florida’s students to better prepare them for successful employment in specific occupations. A student who earns a Ready to Work Credential (credential) will be considered equipped with the skills to enter the workforce.</p> <p>The program is administered by the Florida Department of Education, Division of Workforce Education, in cooperation with Worldwide Interactive Network (WIN) and the nationally recognized ACT® WorkKeys program. WIN provides the online WIN for WorkKeys® pre-assessment and skills training courseware, career database, and other program support. ACT WorkKeys® provides the proctored assessment and career readiness certification.</p> <p>The Florida Association of District School Superintendents (FADSS) has partnered with the Florida Department of Education, Division of Workforce Education, to bring the program into Florida K-12 schools statewide.</p> <p>Business partners are currently being made aware of the program and are being encouraged to utilize this credential as part of their recruitment and hiring practices.</p>
<p>2. What is a Ready to Work Credential?</p>	<p>A credential is awarded to a student who successfully passes 3 WorkKeys assessments in Reading for Information, Applied Mathematics, and Locating Information.</p> <p>Each assessment is scored on a scale from 3 to 7. The higher the score, the greater the participant’s ability to perform more complex skills.</p> <p>The three levels of the credential are:</p> <ul style="list-style-type: none">• Bronze – minimum score of 3 or more on all assessments• Silver – minimum score of 4 or more on all assessments• Gold - minimum score of 5 or more on all assessments <p>Each assessment can be completed in less than 1 hour. The assessments are offered online but must be proctored and taken at a certified Florida Ready to Work testing center.</p> <p>Any Florida student or resident is eligible to earn the credential.</p>

Florida Ready to Work Certification Program

3. How many assessments have been completed? How many students have earned a credential?

As of August 2007, the total number of assessments completed is 3,901, the total number of examinees is 1,570, and the total number of credentials awarded is 785.

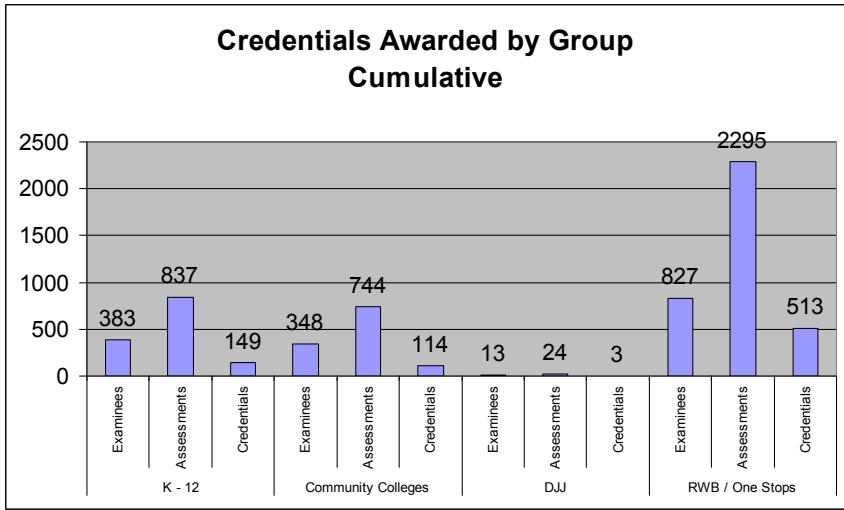


4. Where is the Ready to Work Credential Program offered?

As of August 2007, there are 229 assessment sites offered at the following sites:

- K-12 Public Middle and High Schools (126)
- Community Colleges (28)
- Universities (1)
- Adult Education Centers (8)
- Regional Workforce Board (RWB)/One-Stop Career Centers (30)
- Department of Juvenile Justice Programs (23)
- Employers (6)
- Other (7)

Florida Ready to Work Certification Program



5. What counties are participating in the Florida Ready to Work Certificate Program?

County Name	# of sites in each county	County Name	# of sites in each county
Alachua	2	Nassau	3
Baker	2	Okaloosa	7
Bay	5	Okeechobee	1
Brevard	2	Orange	3
Broward	9	Pasco-oth	3
Charlotte-djj	1	Palm Beach	7
Citrus	8	Pinellas	6
Clay	2	Polk	8
Collier-djj	1	Putnam-rwb	1
Columbia-cc	2	St. Johns	9
Dade	5	St. Lucie-djj	1
DeSoto	3	Santa Rosa-djj	2
Duval	20	Sarasota	10
Escambia	5	Seminole	12
Franklin-oth	1	Sumter-cc	1
Gilchrist	1	Suwannee	1
Gulf-rwb	1	Taylor	1
Hardee-djj	1	Union-djj	1
Hendry-Ad	1	Volusia	15
Hernando	1	Walton	2
Highlands	3	Districts - 53	144
Hillsborough	34		
Indian River	1		
Jackson	1		
Key West-cc	1	Not registered	
Lafayette	1	Dixie	
Lake	1	Gadsden	
Lee	5	Liberty	
Leon	4	Monroe	
Levy	1	Osceola	
Madison	1	Wakulla	
Manatee	11		
Marion	7		

Florida Ready to Work Certification Program

<p>6. What is the process for earning a Ready to Work Credential?</p>	<p>To earn a credential, a student must:</p> <ul style="list-style-type: none"> • Sign up at a participating assessment center • Complete the on-line pre-instructional assessment to determine mastery level • Enroll in self-paced tutorial course work, if needed • Demonstrate mastery of the 3 WorkKeys assessments <p>Upon successful completion of the process, the student will receive a Ready to Work Credential signed by the Governor.</p>
<p>7. How will a Ready to Work Credential benefit business partners?</p>	<p>The credential will demonstrate to current and future employers that students have the skills to meet employment expectations. Knowing a job applicant possesses a credential, an employer can be more confident that he or she can begin the job with the skills necessary for successful job performance.</p> <p>In addition, the credential ensures that students have the skills necessary to enter college or the workforce based on objective, standardized skill assessments which are aligned to FCAT objectives.</p>
<p>8. How is the Ready to Work Credential Program funded?</p>	<p>The program is funded by the Legislature. There is no direct cost to students, job seekers, employers, schools or other partners to participate in the program.</p> <p>The 2006-2007 General Appropriations Act appropriated \$13,250,000 (Specific Appropriation 135A).</p> <p>The 2007-2008 General Appropriations Act appropriates \$14,750,000 (Specific Appropriation 127).</p>
<p>9. What are the applicable statutes and laws?</p>	<p>Section 1004.99, F.S. – Florida Ready to Work Certificate Program</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 127.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Division of Workforce Education (850) 245-9063 (assessment site information and assistance)</p> <p>1-866-429-2334 or readytowork@fldoe.org (student or job applicant questions)</p> <p>www.myfloridareadytowork.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



<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 extracurricular activities in the school in which he or she first enrolls each school year, or is eligible as 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 cumulative 2.0 GPA or above in the courses required for high school graduation. <p>However, a student is not required to maintain a cumulative 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 cumulative 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, as necessary, to enable the student to become eligible for participation.</p> <p>Students must also demonstrate satisfactory conduct to be eligible for participation in interscholastic extracurricular activities. 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. May 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 where the student would have been assigned, a public school the student could choose to attend pursuant to open enrollment provisions, or a private school the student could</p>

Interscholastic Extracurricular Activities

	<p>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; • 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 or private school student who has not maintained academic eligibility may not participate in interscholastic 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>
<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 have been 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 or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a charter school student until he or she 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</p>

Interscholastic Extracurricular Activities

	<p>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>
<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 it 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 as a result of a medical condition that would have been detected during a medical evaluation.</p>
<p>7. May student athletes be tested for anabolic steroid use?</p>	<p>Yes. State and federal authorizes school districts to conduct student drug testing. In the past, Florida school districts have exercised local authority in determining whether to implement a student drug testing program.</p> <p>According to an April 2007 report by the Office of Program Policy Analysis and Government Accountability (OPPAGA), the following three school districts have implemented steroid testing programs:</p> <ul style="list-style-type: none"> • Polk County School District, using federal grant funds, implemented a random student athlete drug and steroid testing program during the 2006-2007 school year and has been seeking funding to continue the program. • Jackson and Marion County School Districts, also using federal grant funds, have established programs to randomly test students for drugs, including steroids. In Jackson County, any student participating in extracurricular activities may tested, while in Marion County, the program tests students participating in weightlifting, football, and basketball.

Interscholastic Extracurricular Activities

	<p>The 2007 Legislature enacted and funded a statewide, random, anabolic steroid drug testing pilot program for high school athletes participating in regular and postseason football, baseball, and weightlifting programs governed by the FHSAA (Ch. 2007-193, L.O.F.). The legislation:</p> <ul style="list-style-type: none"> • Requires the FHSAA to administer the program during the 2007-2008 school year. • Provides that both public and private schools must participate in the steroid testing program as a prerequisite to membership in the FHSAA. • Specifies program requirements, penalties, and challenge and appeal procedures. • Requires the FHSAA to submit a report on program results by October 1, 2008, to the Legislature.
<p>8. What were the recommendations of the Student Athlete Recruiting Task Force?</p>	<p>The 2006 Legislature created the Student Athlete Recruiting Task Force (Task Force) to study the problem of recruiting among FHSAA member schools. The Task Force was created in response to revisions to FHSAA bylaws governing student athlete residence and transfer. It was comprised of proponents and opponents to the revised bylaws and was required to submit its recommendations to the Governor, President of the Senate and Speaker of the House of Representatives by January 1, 2007.</p> <p>The Task Force issued its final report in December 2006, and recommended that the FHSAA:</p> <ul style="list-style-type: none"> • Clarify the definition of recruiting; • Require parents, students, and others to sign affidavits that explain what recruiting is and that attest they have not engaged in recruiting; • Hire trained investigators to investigate recruiting violations; • Focus penalties on individuals who engage in illegal recruiting; and • Withdraw its proposed bylaw on student transfers. <p>In response to the Task Force's report, the FHSAA at its June 1, 2007, meeting withdrew its proposed bylaw on student transfers and adopted a revised Policy on Athletic Recruiting, effective for the 2007-2008 school year and beyond. The policy defines "recruiting," explains the behaviors that constitute recruiting, and specifies the individuals to whom the policy applies. Further, the policy provides the following penalties that may be imposed on individuals and institutions that engage in illegal recruiting:</p> <ul style="list-style-type: none"> • Mandatory forfeiture of contests and awards won;

Interscholastic Extracurricular Activities

	<ul style="list-style-type: none"> • Public reprimand; • Financial penalty; • Probation; • Prohibition against participation in certain interscholastic competitions; • Prohibition against participation in the sport for which the recruiting occurred; and • Expulsion or restricting membership in the FHSAA for a period of one or more years. <p>Finally, the FHSAA has hired professional investigators to investigate alleged acts of illegal recruiting.</p>
<p>9. 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. Additionally, one of the three representatives appointed by the Commissioner of Education must balance the board for diversity or state population trends, or both.</p>
<p>10. What are the applicable statutes and FHSAA policies?</p>	<p>Section 1006.15, F.S. – Student standards for participation in interscholastic extracurricular student activities, regulation.</p> <p>Section 1006.16, F.S. – Insuring school students engaged in athletic activities against injury.</p> <p>Section 1006.17, F.S. – Sponsorship of athletic activities similar to those for which scholarships offered; rulemaking.</p> <p>Section 1006.18, F.S. – Cheerleader safety standards.</p> <p>Section 1006.19, F.S. – Audit of records of nonprofit corporations and associations handling interscholastic activities.</p> <p>Section 1006.20, F.S. – Athletics in public K-12 schools.</p> <p>FHSAA Policies and Publications:</p> <p>Steroid Testing Procedures:</p>

Interscholastic Extracurricular Activities

	<p>http://www.fhsaa.org/compliance/steroid_testing/Revised Policy on Athletic Recruiting: http://www.fhsaa.org/compliance/files/recruiting.pdf</p> <p>Affidavit of Compliance with FHSAA Policy on Athletic Recruiting: http://www.fhsaa.org/forms/pdf/GA04_affidavit.pdf</p> <p>Certification of Compliance with FHSAA Policy on Athletic Recruiting: http://www.fhsaa.org/forms/pdf/GA03_compliance.pdf</p>
<p>11. Where can I get additional information?</p>	<p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us Reports:</p> <ul style="list-style-type: none"> • <i>Steroid Education Programs Are Available, But Most School Districts Still Do Not Test</i>, Report No. 07-25, April 2007. • <i>Though the Option Is Available, School Districts Do Not Test Students for Steroids</i>, Report No. 04-72, October 2004. <p>The Final Report of the Student Athlete Recruiting Task Force, December 2006. http://www.oppaga.state.fl.us/sataskforce/index.htm</p> <p>Florida High School Athletic Association (352) 372-9551 www.fhsaa.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>