

PUBLIC SCHOOLS
High School Issues



Education Council
High School Graduation
Requirements

Fact
Sheet

January 2005

<p>1. What are the current high school graduation requirements?</p>	<p>In order to receive a standard high school diploma, a student must earn a passing score on the reading, writing, and mathematics components of the 10th grade Florida Comprehensive Assessment Test (Refer to the Florida Comprehensive Assessment Test Fact Sheet.), earn the requisite cumulative grade point average (GPA) in courses required for graduation, and successfully complete academic credits that meet certain curricular requirements. The options for completing the academic credits are:</p> <ul style="list-style-type: none"> • the traditional 4-year, 24 credit graduation option • a 3-year, 18 credit college preparatory program, or • a 3-year, 18 credit career preparatory program. 		
<p>2. What are the academic credit requirements for each high school graduation option?</p>	<p>The statutory requirements for each option are as follows:</p>		
	<p>4-Year High School Graduation Option</p>	<p>3-Year College Preparatory Option</p>	<p>3-Year Career Preparatory Option</p>
<p>Required credits</p>	<p>24</p>	<p>18</p>	<p>18</p>
<p>District authority to require additional credits</p>	<p>Yes</p>	<p>No</p>	<p>No</p>
<p>Required GPA</p>	<p>2.0</p>	<p>3.0</p>	<p>3.0</p>
<p>Minimum grade in each course to receive credit toward graduation</p>	<p>"D"</p>	<p>"B", weighted or unweighted</p>	<p>"C", weighted or unweighted</p>
<p>Credits required in advanced courses like honors, dual enrollment, AP, etc.</p>	<p>0</p>	<p>6</p>	<p>0</p>
<p>Math credits</p>	<p>3; 1 must be at Algebra I or higher level, or be a series of courses equivalent to Algebra I</p>	<p>3 at Algebra I or higher level and be from a course list that qualifies for state university admission</p>	<p>3; 1 must be at Algebra I level</p>

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	4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
English credits	4, with major concentration in literature & composition	4, with major concentration in literature & composition	4, with major concentration in literature & composition
Natural science credits	3; 2 must have laboratory component, but SBE may waive this requirement	3; 2 must have a laboratory component	3; 2 must have a laboratory component
Social Science credits	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government
Foreign language credits	None required; can be pursued as an elective	2 in same foreign language	None required, can be pursued as an elective
Practical Arts/ Career Education/ Performing Fine Arts credits	1	None required; can be pursued as an elective	3 in a single career education program; 3 in career and technical certificate dual enrollment courses; or 5 credits in career education programs
Life Management Skills credits	One-half	None required; can be pursued as an elective	None required; can be pursued as an elective

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	4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
Physical Education **	1	None required; can be pursued as an elective	None required; can be pursued as an elective
Electives	8 $\frac{1}{2}$	3	0-2 (dependent upon the number of career education credits earned)
Anticipated time to completion	4 years	3 years	3 years

****Refer to the Physical Education Requirements Fact Sheet**

The requirements in the chart are for the 2004-2005 school year. Any student enrolling in an accelerated graduation option before July 1, 2004, may continue under the provisions in place when the student chose the accelerated graduation option set forth in s. 1003.429, F.S. (2003).

3. Can a district school board choose to increase graduation requirements?

With regard to the traditional 4-year, 24-credit graduation option pursuant to s. 1003.43, F.S., the district school boards are authorized to establish GPA or academic credit requirements for graduation in excess of the minimum requirements set forth in statute.

With regard to the accelerated 3-year, 18 credit school graduation options pursuant to s. 1003.429, F.S., the district school boards are expressly prohibited from imposing requirements in addition to those set forth in statute.

4. How do the credit requirements for each graduation option compare?

Although the new 18-credit standard college preparatory and career preparatory options require fewer total credits for completion, these options are actually more academically rigorous than the traditional 24-credit option. For example, the new college preparatory option requires completion of two years in the same foreign language. The traditional 24-credit option does not contain a foreign language requirement, even though almost every university in the country requires it as a condition for admission. The mathematics and science requirements are also less rigorous under the traditional 24-credit option.

The number of credits within the college preparatory program aligns with the minimum standards for admission to a state university, while the career preparatory requirements are aimed toward entrance into a technical center or community college for career preparation.

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

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<p>9. What are the applicable statutes?</p>	<p>Section 1003.429, F.S. -- Accelerated graduation options. Section 1003.43, F.S. -- General requirements for high school graduation. Section 1007.27, F.S. -- Articulated acceleration mechanisms. Section 1008.22, F.S. -- FCAT Graduation Requirements.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850)245-0479 Department of Education's technical assistance materials: www.firn.edu/doe/commhome/newgrad/newgrad.htm</p> <p>Florida Department of Education's "Counseling for Future Education" Handbook www.facts.org</p> <p>Financial aid website: www.FloridaStudentFinancial.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



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

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

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	<p>Each school district must determine if a student has met the interscholastic requirement and must document the eligibility of each student to take the personal fitness competency test.</p>
<p>4. Who prepares the Competency Test on Personal Fitness?</p>	<p>Current law, s. 1003.43(1)(j), F.S., requires the DOE to develop the competency test on physical fitness. In April 2000, the DOE completed and distributed the competency test on physical fitness to the school districts.</p>
<p>5. What is the competency test and what is it designed to do?</p>	<p>The competency test developed by the DOE consists of 87 items (75 multiple-choice items, and 12 short-answer items). The competency test is designed to assess student mastery of the content of a physical education course. The test is organized around 12 skills that cover 17 benchmarks in three of the Sunshine State Standards for physical education. The 12 required skills are:</p> <ul style="list-style-type: none"> • apply knowledge of safety practices to participation in activities that promote physical fitness. • demonstrate understanding of the components of physical fitness. • apply knowledge of technology to facilitate personal fitness; • demonstrate understanding of health problems associated with inadequate fitness levels. • evaluate and select physical activities according to fitness values. • design and implement a fitness program that meets individual needs and interests. • demonstrate understanding of correct biomedical and physiological principles related to exercise and training. • exhibit an improved level of health-related fitness. • describe the relationship of individual lifestyle to personal fitness and wellness. • demonstrate understanding of sound nutritional practices related to physical fitness. • demonstrate understanding of consumer issues related to physical fitness. • demonstrate understanding of the benefits derived from participation in physical fitness activities .
<p>6. What requirements must be met by students who choose the marching band option?</p>	<p>Students electing to fulfill the physical education requirement through the marching band option must be enrolled in:</p> <ul style="list-style-type: none"> • An official band course and regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity; or • A physical activity class that addresses such activities as eurythmics, flag corps, dance corps and regular practice and performance in marching band activities as an

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	<p>extracurricular activity for a full marching band season.</p> <p>Marching band students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The marching band option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>
<p>7. What requirements must be met by students who choose the R.O.T.C. option?</p>	<p>Students electing to fulfill the physical education requirement through the R.O.T.C. option must be enrolled in an R.O.T.C. class with a significant component in drills.</p> <p>R.O.T.C. students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The R.O.T.C. option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>
<p>8. What is the history of physical education requirements in Florida public high schools?</p>	<p>Before 1997, the physical education graduation requirement was "one-half credit of physical education to include assessment, improvement, and maintenance of personal fitness." At that time, the physical education requirement could only be satisfied by taking a physical education course.</p> <p>In 1997, the Legislature passed legislation (Ch. 97-2, L.O.F.) to allow students to take a physical education course or participate in an interscholastic sport at the freshman, junior-varsity, or varsity level, for a full season, to satisfy the one-half credit physical education requirement for graduation. This legislation originated from the idea that students who participate in interscholastic sports work as hard as students who take a physical education course; therefore, they should receive P.E. credit for participation in interscholastic sports.</p> <p>The 1998 Legislature increased the physical education requirement for graduation from one-half to one full credit. Since the graduation requirement increased, the sports participation requirement also increased.</p> <p>Legislation passed by the 2002 Legislature, in Ch. 2002-387, L.O.F., provides that completion, with a grade of "C" or better, of one semester in a marching band class or in a physical activity class may satisfy one-half of the one-credit graduation requirement in physical education.</p>

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	<p>In 2003, the Legislature provided that one-half of the physical education graduation requirement may be met by participation in an R.O.T.C. class with a significant component of drill if a grade of C or better is earned.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1003.43(1)(j), F.S. -- General requirements for high school graduation. Section 1003.455, F.S. -- Physical education; assessment.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Coordinated School Health Program Office (850) 245-0480 www.fldoe.org (Graduation Requirements)</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
High School Grading Scale

Fact Sheet

January 2005

<p>1. Does Florida have a statewide grading scale for all public high schools?</p>	<p>Yes. In 1987, the Legislature instituted a statewide grading scale for all public high schools. The current high school grading scale is as follows:</p> <ul style="list-style-type: none">• Grade "A" equals 90% through 100%, has a grade point average value of 4, and is defined as "outstanding progress."• Grade "B" equals 80% through 89%, has a grade point average value of 3, and is defined as "above average progress."• Grade "C" equals 70% through 79%, has a grade point average value of 2, and is defined as "average progress."• Grade "D" equals 60% through 69%, has a grade point average value of 1, and is defined as "lowest acceptable progress."• Grade "F" equals 0% through 59%, has a grade point average value of zero, and is defined as "failure."• Grade "I" equals 0%, has a grade point average value of zero, and is defined as "incomplete."
<p>2. Why did the Legislature establish a statewide grading scale?</p>	<p>Prior to the creation of the statewide scale, school district "X" could set the grade of "A" as equivalent to 90% to 100%, while school district "Y" might set it as equivalent to 94% to 100%. This created a perception that students in school district "X" had an unfair advantage over students in school district "Y" in seeking awards, gaining college admission, and participating in sports. The legislation was intended to remedy a perception of unfairness.</p>
<p>3. Has the Florida public high school grading scale changed since its inception?</p>	<p>Yes. The original 1987 grading scale was as follows:</p> <ul style="list-style-type: none">• Grade "A" equals 94% through 100%• Grade "B" equals 85% through 93%• Grade "C" equals 75% through 84%• Grade "D" equals 65% through 74%• Grade "F" equals 0% through 64%• Grade "I" equals 0% <p>(Ch. 87-329, L.O.F.).</p> <p>In 1997, the Legislature raised the minimum for a "C" grade from 75% to 77%, the maximum for a "D" grade from 74% to 76%, and the maximum for a "F" grade from 64% to 69% (Ch. 97-2, L.O.F.). The 2001 Legislature established the current</p>

	<p>grading scale that provides a spread of 10 percentage points for each letter grade (Ch. 2001-237 L.O.F.).</p> <p>The motivation for the most recent change in the grading scale was to bring the public high school grading scale in line with the grading scale used by most universities and colleges in Florida and in other states in order to ensure that Florida students have equitable opportunities to compete for admission to out-of-state programs and for scholarships.</p>
<p>4. Can different weights be assigned to grades?</p>	<p>Yes, under certain circumstances. In 1995, the Legislature amended the grading system to allow school districts to exercise a weighted grading system for the purpose of class ranking.</p> <p>Additionally, the 1998 Legislature required school districts to assign the same weights to grades in academic Dual Enrollment courses as honors and Advanced Placement (AP) courses. This legislation leveled the playing field between dual enrollment and AP courses by ensuring that students received equivalent weighted credit for more strenuous courses.</p> <p>Lastly, the 1998 Legislature authorized the Department of Education to assign weights to certain courses when evaluating high school transcripts for Bright Futures Scholarship eligibility. This legislation removed the potential that students were motivated to take "easy" courses to earn the grades required for a scholarship, rather than challenging courses that would better prepare them for college.</p>
<p>5. What are the applicable statutes and rules?</p>	<p>Section 1001.43(8), F.S. -- School board powers and duties regarding student assessment and affairs</p> <p>Section 1003.33, F.S. -- Report cards; end-of-the-year.</p> <p>Section 1003.437, F.S. -- High school grading system.</p> <p>Section 1007.271, F.S. -- Dual enrollment programs.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0423 www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Articulated Acceleration
Mechanisms

Fact
Sheet

January 2005

<p>1. What are articulated acceleration mechanisms?</p>	<p>Articulated acceleration mechanisms allow both high school and postsecondary students to shorten the time necessary for the student to complete the requirements for a high school diploma or postsecondary degree, broaden the scope of courses available to students, or increase the depth of study available for a particular subject. Participation in articulated acceleration programs allows students to save time and money by earning academic credit that may apply toward postsecondary degree/certificate requirements. A variety of articulated acceleration mechanisms are available in Florida for secondary and postsecondary students attending public educational institutions: dual enrollment, advanced placement, early admission, credit by examination, the International Baccalaureate Program (IB) and the Advanced International Certificate of Education Program (AICE).</p> <p><u>(Refer to the Dual Enrollment Fact Sheet.)</u></p>
<p>2. Who can participate?</p>	<p>Public and nonpublic 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>
<p>3. What is early admission?</p>	<p>Early admission is a form of dual enrollment where a student who is working towards a high school diploma enrolls full-time in a postsecondary institution in courses that are creditable towards both the high school diploma and the postsecondary degree.</p> <p>Career early admission is a form of dual enrollment where a student working towards a high school diploma enrolls full-time in a career center or community college in courses that are creditable toward a high school diploma and a certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time high school enrollment, including studies undertaken in the ninth grade.</p>
<p>4. What is the Advanced Placement Program?</p>	<p>The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses</p>

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	<p>and exams ranging from art to statistics which provides secondary students the opportunity to complete college-level studies during high school. To receive college credit for the course at a public postsecondary institution, students must score a minimum of three, on a five-point scale, on the corresponding Advanced Placement Examination. The Department of Education determines the specific courses for which students receive credit.</p>
<p>5. What is credit by examination?</p>	<p>Credit by examination is a mechanism through which secondary and postsecondary students generate postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. The examinations and scores required for awarding postsecondary credit are defined by the State Board of Education in the statewide articulation agreement. Community colleges and state universities may also award such credit based on student performance on examinations developed within and recognized by individual colleges and universities.</p>
<p>6. What is the International Baccalaureate Program?</p>	<p>The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. The IB Program is offered through the International Baccalaureate Office (IBO), a nonprofit educational foundation based in Switzerland. The State Board of Education must specify the cutoff scores and the International Baccalaureate examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The specific courses for which students receive credit is determined by the Department of Education.</p>
<p>7. What is the Advanced International Certificate of Education Program?</p>	<p>The Advanced International Certificate of Education (AICE) program is an international curriculum and examination program modeled on the British pre-college curriculum and "A-level" exams. The program is administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education must specify the cutoff scores and Advanced International Certificate of Education examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The community college or university that accepts the student for admission into the program must determine the specific course for which a student receives</p>

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<p>8. What are the advantages for students who participate in certain articulated acceleration programs?</p>	<p>credit.</p> <p>High school students enrolled in dual enrollment courses or participating in early admission programs are not required to pay registration, tuition or lab fees. In addition, instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from public high schools free of charge. A community college may provide instructional materials at no cost to home education students or students from private schools participating in dual enrollment courses.</p> <p>Public school students are also exempt from the payment of any fees for the administration of an Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), or International Baccalaureate (IB) examination whether or not the student achieves a passing score on the examination.</p> <p>Any student who earns nine or more credits from one or more acceleration mechanisms is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.</p> <p>Participation in postsecondary acceleration mechanisms can represent a considerable cost savings to the student and family.</p>
<p>9. Are financial incentives provided to school districts and teachers for offering acceleration mechanisms?</p>	<p>School districts that offer AP, IB, and AICE programs as well as the teachers that provide the instruction in these programs may be eligible for financial bonuses.</p> <p>AP district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student in each advanced placement course who receives a score of 3 or higher on the AP examination, At least 80% of these additional funds must go to the high school offering the AP courses.</p> <p>AP teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the AP instruction for each student who scores 3 or higher on the AP exam. An additional \$500 bonus is paid to each teacher who teaches an AP course at a "D" or "F" school and who has at least one student who achieves a score of 3 or higher on the AP exam regardless of the number of classes taught or the number of students scoring a 3 or higher on the AP examination.</p>

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IB district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. In addition, the district receives a value of 0.3 FTE for each student who receives an IB diploma (approximately \$1,101 per student).

IB teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the IB instruction for each student who scores 4 or higher on the IB exam. An additional \$500 bonus is paid to each IB teacher at a "D" or "F" school who has at least one student who achieves a score of 4 or higher on an IB exam, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the IB examination.

AICE district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student enrolled in a full-credit AICE courses who receives a score of 2 or higher on a subject examination. A district receives a value of .12 FTE (approximately \$440 per student) for each student enrolled in a half-credit AICE course who receives a score of 1 or higher on a subject examination. In addition, the district receives a value of 0.3 FTE for each student who receives an AICE diploma (approximately \$1,101 per student).

AICE teacher bonus: Each classroom teacher who provides the AICE instruction is paid a \$50 bonus for each student who scores 2 or higher on the AICE exam in a full-credit AICE course. Each classroom teacher who provides the AICE instruction is paid a \$25 bonus for each student who scores 1 or higher on the AICE exam in a half-credit AICE course. Additional bonuses are paid to each AICE teacher at a "D" or "F" school who has at least one student who achieves a score of 2 or higher on the full-credit AICE exam (\$500 bonus) or a score of 1 or higher on the half-credit AICE exam (\$250 bonus), regardless of the number of classes taught or of the number of students achieving bonus-qualifying scores on the exams. However, the maximum additional bonus for teachers of half-credit AICE classes is limited to \$500 in any given school year. Teachers receiving a bonus associated with instruction in full-credit AICE classes are not eligible for the half-credit bonus.

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	<p>Teacher bonuses associated with AP, IB, or AICE classes are capped at \$2,000 in any given school year and are in addition to any regular wage or bonus the teacher received or is scheduled to receive.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1003.429, F.S. -- Accelerated high school graduation options. Section 1003.43, F.S. -- General requirements for high school graduation. Section 1007.235, F.S. -- District interinstitutional articulation agreements. Section 1007.27, F.S. -- Articulated acceleration mechanisms. Section 1007.271, F.S. -- Dual Enrollment Programs. Section 1007.272, F.S. -- Joint dual enrollment and advanced placement instruction. Section 1011.62(1)(l)(m) and (n), F.S. -- IB, AICE, and AP 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>11. Where can I get additional information?</p>	<p>Florida Department of Education publications:</p> <ul style="list-style-type: none"> • Course Code Directory • "Guidelines: Dual Enrollment and Interinstitutional Articulation Agreements" • "Information on Advanced Placement Programs" • Florida Counseling for Future Education Handbook <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Dual Enrollment

Fact Sheet

January 2005

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

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

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

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

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	<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 school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a home education student until the student successfully demonstrates educational progress in a home education program for one grading period.</p>
<p>3. May a charter school student participate in interscholastic extracurricular activities?</p>	<p>Yes. A charter school student is eligible to participate in interscholastic extracurricular activities at the public school to which the student would be assigned or the public school which the student could choose to attend pursuant to open enrollment provisions unless such activities are offered by the student's charter school.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida charter school student must:</p> <ul style="list-style-type: none"> • meet all of the requirements established by the charter school governing board. • demonstrate educational progress by maintaining certain grade point average requirements (See Question 1). • meet the same residency requirements as other students in the school at which he or she participates. • meet the same standards of acceptance, behavior, and performance as required of other participating students. • register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a charter school student until the student successfully demonstrates educational progress in a charter school for one grading period.</p>

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<p>4. Who sets and oversees eligibility requirements for athletic programs in public schools?</p>	<p>In 1997, the Legislature statutorily designated the Florida High School Activities Association (FHSAA) as the organization to operate, govern, regulate, and oversee athletic programs, including eligibility requirements, for Florida's public schools. In 2003, based upon the recommendation of the FHSAA board of directors, the Legislature changed the name of the association to the Florida High School Athletic Association. The FHSAA is not a state agency, but has a quasi-governmental function.</p>
<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 in the athletic activity?</p>	<p>Yes. A student that wishes 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>7. Can a student participate in interscholastic athletic activities without undergoing a medical evaluation?</p>	<p>Yes. A student may participate in interscholastic athletic activities without undergoing a medical evaluation if his or her parent objects in writing to the evaluation because the evaluation is contrary to his or her religious tenets or practices. However, no liability shall exist when a student who does not undergo a medical evaluation is injured or dies during his or her participation in an interscholastic athletic activity as a result of a medical condition that would have been detected during a medical evaluation.</p>
<p>8. 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</p>

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	<p>member to the board of directors must examine the ethnic and demographic composition of the board when selecting candidates for appointment and, to the greatest extent possible, make appointments that reflect state demographic and population trends. The Legislature also requires that one of the three representatives appointed by the Commissioner of Education must be appointed to balance the board for diversity or state population trends, or both.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1006.15, F.S. - Standards. Section 1006.16, F.S. -- Insurance. Section 1006.17, F.S. -- Sponsorship of athletic activities. Section 1006.18, F.S. -- Cheerleaders. Section 1006.19, F.S. -- Audit of records of nonprofit organizations handling interscholastic activities. Section 1006.20, F.S. -- Athletics in public K-12 schools.</p>
<p>10. Where can I get additional information?</p>	<p>Florida High School Athletic Association (352) 372-9551 www.fhsaa.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>