

Section 1: Course Code Directory System Guide

E) General Information

Community Service

Section 1003.43 (k) , Florida Statutes, allows school boards to award a maximum of one-half credit in social studies and one-half elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. In order to earn two one-half credits, students would have to complete 150 hours of service. Credit may not be earned for service provided as a result of court action. School boards that approve the award of credit for student volunteer service must develop guidelines regarding the award of such credit, and school principals are responsible for approving specific volunteer activities.

Under the provisions of this legislation, the Department of Education has prepared Course Descriptions for a half-credit elective course in social studies, Voluntary School/Community Service (2104330) and a half-credit general elective course, Voluntary Public Service (0500370).

District school boards may also choose to (1) award the one-half credit in social studies as part of an existing elective social studies course listed in grades 9-12 of the *Course Code Directory* and/or (2) offer an elective one-half credit as part of any course listed in the *Course Code Directory* that is used to fulfill part of the eight and one-half elective graduation credits. This option would require that existing content and course requirements for the course be implemented along with the required 75 hours of volunteer community or school service and that the school board adopt appropriate performance standards for the volunteer community or school services portion of the course.

Course Data/FTE Reporting

In order for a student to receive subject-area credit toward high school graduation with a standard diploma, the appropriate basic education courses listed in Section 3 must be recorded in the student's records and reported as student enrollment to the Department of Education, regardless of the Florida Education Finance Program funding being generated by the students. Where a class or section of students or an individual student in a basic education course generates special program funding under current law or State Board Rule, provision must be made in the school district's information system to properly report the student FTE earned in that basic education course to the Department of Education. Course/section records maintained in the school district information system must contain the appropriate FEFP cost category when students generate special program FTE.

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Similar provisions must be made for courses funded through English for Speakers of Other Languages (ESOL), Exceptional Student Education, or Secondary Career and Technical.

The Department of Education will collect student membership information by course number and FEFP cost category, as specified by law. Instructions for calculating FTE are found in "FTE General Instructions," or in the DOE Information Data Base Requirements: Volume I-Automated Student Information System.

Course Forgiveness

Each district school board may establish policies for course forgiveness, as authorized by Section 1003.43 (5) (e) 1, Florida Statutes. Beginning with entering freshmen in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses must be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses must be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. These statutory restrictions on district forgiveness policies do not apply to high school courses taken below the ninth grade. Any course grade not replaced according to a district forgiveness policy that conforms to these provisions must be included in the calculation of the cumulative grade point average required for graduation. (See K12 Memo #2005-08, dated February 17, 2005) at <http://info.fldoe.org/docushare/dsweb/Get/Document-2763/2005-08.pdf>.

Department of Juvenile Justice

Students participating in educational programs in Department of Juvenile Justice facilities who have not graduated from high school, must be enrolled in courses listed in the appropriate basic academic, career and technical, or exceptional courses as provided in this directory. Districts must report student membership data using the appropriate course numbers. These students are eligible for services afforded to students enrolled in programs pursuant to Section 1003.53, F.S., and all corresponding State Board of Education Rules as prescribed in Section 1003.52 (1), Florida Statutes. This stipulation would include, but not be limited to, "*Temporary Instructional Placement*" as cited below under Dropout Prevention Programs.

Each school district must ensure that students in these facilities are enrolled in appropriate courses and have the opportunity to earn grades leading toward credits for graduation. When these students are assigned to another facility or enrolled in another school, provisions must be made for the transfer of attendance, grades and credits earned.

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Students in Local Jail Programs

Students who have not graduated from high school who are detained in a local jail must be offered educational services by the local school district. Students must be enrolled in appropriate basic, adult, exceptional, or Career and Technical I courses as provided in this directory.

Dropout Prevention, Academic Intervention, and Teenage Parent Programs

Students participating in district dropout prevention, academic intervention, and teenage parent programs, pursuant to Sections 1003.53 or 1003.54, F.S., must be enrolled in courses listed in the appropriate basic academic, career and technical, or exceptional courses as provided in this directory. Districts must report student membership data using the appropriate course numbers.

Temporary Instructional Placement

Special assignment designations have been developed to assist districts in reporting course data for students in short-term Department of Juvenile Justice regional, community-based residential or day programs. In some cases, the student's schedule cannot be determined upon entering the program. Such programs may not offer all of the courses in each student's regular school schedule. Students placed in this designation do not receive credit.

In the assignment designation described above, districts may report the student as enrolled in "Temporary Instructional Placement" listed in the appropriate PK-5, 6-8, or 9-12 Basic Education Section. Districts using this designation must, to the fullest extent possible, either provide instruction in the student's regularly scheduled courses or provide an individualized developmental program which focuses on identified skill deficiencies in basic subject areas. This assignment designation must only be used up to 21 days and will not appear on student records and must only be used as a temporary means of placing students. Upon receipt of student records or other means of determining an appropriate program of study, students must be assigned to specific classes that will permit them to earn credit toward graduation or grade promotion.

Dual Enrollment

Rule 6A-1.09441, FAC, requires that for students to generate funding through the Florida Education Finance Program and earn credit toward high school graduation, the student must be in membership in a course or program listed in the *Course Code Directory*.

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However, for students who are officially dually enrolled in an area career and technical center, community college, or university course as provided for in Section. 1011.62 (l), Florida Statutes, the course number and title used by the postsecondary institution to schedule the student must be recorded in the student's school district records and must be reported by the district to the Department of Education.

Pursuant to F.S. 1007.271(6), the State Board of Education has identified and approved a list of dual enrollment courses that all public high schools must accept toward meeting subject area requirements for high school graduation. Districts are strongly encouraged to consult the *Dual Enrollment Equivalency List*, noting recent revisions and updates, which is available online at FACTS.org, under Advising Manuals, http://www.facts.org/pdf_sw/Dual_enroll2006.pdf. Effective August 2006, the *Dual Enrollment Equivalency List* identifies dual enrollment courses that all colleges and universities offer or accept in transfer as part of their general education requirements. The dual enrollment courses are identified through the Statewide Course Numbering System (with the exception of remedial courses and P.E. skills courses) and approved by the statewide Articulation Coordinating Committee for guaranteed articulation as an elective or general education requirement to a postsecondary certificate or degree program. Districts that offer dual enrollment courses that are not included on the *Dual Enrollment Course Equivalency List* should delineate in their local interinstitutional articulation agreement the credit equivalencies for each course. Students should be advised of their dual enrollment options, guarantees, privileges, and responsibilities. Students should also be made aware that there is no transfer guarantee for locally approved courses.

Beginning with students entering grade 9 in the 2006-07 school year, the revised language for F.S. 1007.27(16) requires districts to weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation, weighing systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited. The 2006 legislature specifies for the purpose of class ranking, district school boards may exercise a weighted grading system pursuant to s.1007.271.

Effective in August 2005, the *Dual Enrollment Course Equivalency List*, noted that students must pass a lab component for a dual enrollment science course to be awarded a full credit. College science courses taken without a lab will be awarded a 0.5 high school science credit. Since the Bright Futures evaluation uses equivalencies from the *Dual Enrollment Course Equivalency List*, it is important for students seeking Bright Futures Scholarships to be advised of the requirements and equivalencies associated with taking college-level dual enrollment to fulfill graduation and scholarship requirements.

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English for Speakers of Other Languages (ESOL) Certification, Training and Reporting Requirements

(As specified in the 1990 League of United Latin American Citizens (LULAC) et. al. v. the State Board of Education Consent Decree and Rule 6A-6.0907, FAC, and other applicable SBE Rules.) Districts should report student membership data using the appropriate course numbers, FEFP cost category, and instructional strategy used. Specific ESOL and Home Language inservice training and certification requirements apply to personnel assigned to serve English Language Learners (ELLs). Students identified as English Language Learners/limited English proficient (LEP) should be enrolled in district ESOL programs as described in the state-approved District LEP Plan, and, as prescribed in the 1990 ESOL Agreement and Sections . 1003.56 **and** 1011.62, F.S., should be enrolled in courses listed in the basic and career and technical sections of this directory. ELLs/LEP students enrolled in language arts, mathematics, science, social studies, and computer literacy courses will generate ESOL weighted funding, provided ESOL or home language strategies are used in the course. Certification coverage and training requirements for instructional personnel serving ELLs/LEP students must be adjusted as indicated below.

1. The primary English/Language Arts, Developmental Language or Intensive Reading subjects taught to ELLs/LEP students using ESOL strategies require
 - a. the appropriate coverage and level to teach English/language arts plus the ESOL endorsement, or
 - b. the appropriate foreign language coverage plus the ESOL endorsement, or
 - c. the ESOL (stand alone) coverage.

2. Core subjects: mathematics, science, social studies, and computer literacy taught to LEP students:
 - a. Core subjects taught in English using ESOL strategies require
 - 1) the appropriate subject area coverage and level, and
 - 2) one of the following:
 - a) 60 in-service points in ESOL strategies as documented by the school district, or
 - b) three semester hours in ESOL strategies, or
 - c) ESOL endorsement, or
 - d) ESOL (stand alone) coverage.

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- b. Core subjects mathematics, science, social studies, and computer literacy taught in the home language using home language strategies require
 - 1) the appropriate subject coverage and level, and
 - 2) proficiency in the native language as evidenced by test or certification as documented by the school district, and
 -) one of the following:
 - a) sixty (60) in-service points in home language strategies, or
 - b) three (3) semester hours in home language strategies, or
 - c) ESOL endorsement, or
 - d) ESOL (stand alone) coverage.
3. All subjects taught to ELLs/LEP students other than English, Developmental Language Arts, Intensive Reading, mathematics, science, social studies, and computer literacy using ESOL strategies require
 - a. the appropriate subject area coverage and level, and
 - b. one of the following:
 - 1) eighteen (18) in-service points in ESOL strategies as documented by the school district, or
 - 2) three (3) semester hours in ESOL strategies, or
 - ESOL endorsement, or
 - ESOL (stand alone) coverage.

For implementation information see Timelines for Completion of the ESOL Requirements, which may viewed at the following URL:
<http://www.firn.edu/doe/omsle/timeline.htm>.

1)

Foreign Languages

M/J Course Sequencing: Course content requirements for the two-course sequence that include any same language M/J Foreign Languages Beginning and Intermediate courses are equivalent to a Foreign Language Level I (grades 9-12) course (not to be Confused with a Level 1 academic rigor) of the same language. Also, course content requirements for the three-course sequence that include and same language M/J Foreign Languages Beginning, Intermediate, and Advanced courses may be equivalent to Foreign Languages Level II (9-12) of that language. It is each district school board's responsibility to determine high school foreign

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language placement policies for those students who complete the M/J Foreign Languages two-course or three-course sequence in middle school.

Undergraduate Admission: Minimum academic standards for undergraduate admission to a Florida public university requires that Each student earn two credits of sequential foreign language at the secondary level or the equivalent of such instruction at the Postsecondary level, Sections 1007.261 (1) (b) and 1007.262 , Florida Statutes.

One Credit Course offered as One-Half Credit Course

Any elective course listed in the grades 9-12 section of the Course Code Directory as earning one credit may also be offered for one-half credit. The school must select the appropriate course requirements from the Course Description (<http://data.fldoe.org/crsCode/default.cfm?level=912>) to be mastered in the one-half credit course. For example, students may meet the high school graduation requirements for performing fine arts and practical arts by taking one full credit in performing fine arts **or** one full credit in practical arts **or** one-half credit in performing fine arts **and** one-half credit in practical arts. In order to manage the number of different courses in the Course code Directory, most fine arts courses have been developed for one credit. A district or school may choose to offer one or more of these courses as a one-semester courses. The transcript should reflect the Course Code Directory course number, title, and the appropriate credit, in this case one-half credit instead of one credit.

Multiple Credit Courses

Multiple credit courses are available in some areas of the *Course Code Directory*. Districts are required to ensure that student achievement expectations are raised as the student progresses through the sequence. The Department has not set a limit on the number of times such a course may be used.

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District-Developed Requests for New Courses

Districts are encouraged to use courses in the *Course Code Directory* that show rigor, promote high student achievement, and have been infused with the Sunshine State Standards. However, in order to allow districts maximum flexibility in special programs, districts may submit requests for courses to the Department of Education to be included in the *Course Code Directory*. Districts are responsible for (1) developing a course description, in the format used for Course Descriptions by the Department of Education, that integrates the appropriate Sunshine State Standards (2) obtaining school board approval for the course description, 6A-1.09441, F.A.C.; and (3) submitting the course description for approval to the Department of Education with the appropriate request form. This request must be submitted by March 1st to be included in the next year's Course Code Directory, on the form which can be accessed at (<http://www.firn.edu/doe/curriculum/ccd2/ccda.pdf>) Department of Education. -- ESE 104. (See Appendix)