

2010 - 2011

**Course Code Directory
and
Instructional Personnel Assignments**

This document applies to programs in public schools, grades PreK-12 and certain postsecondary programs, which begin in the time period of the first day of the 2010-2011 school year through the day prior to the beginning of the 2011-2012 school year.

Florida Department of Education

Section 1 - Course Code Directory System Guide

<u>Table of Contents</u>	<u>Page</u>
Submitting a New Course	5
A) CURRICULUM AND STANDARDS	
1. Introduction	6
2. Course Descriptions	6
3. Next Generation Sunshine State Standards	6
4. Access Points for Students with Significant Cognitive Disabilities	7
5. Grade Level Expectations	7
6. Grade Weighting/Course Levels	7
7. Community Service	7
8. World Languages	8
9. Multiple-Credit Courses	8
10. Prekindergarten Program for Students with Disabilities/Inclusive of “Blended Settings”	8
11. Students with Disabilities - Additional Information	8
B) EDUCATOR CERTIFICATION	
1. Highly Qualified Teachers	10
2. Any Field Certification Coverage	10
3. Reading	10
4. Dropout Prevention, Teenage Parents, and Department of Juvenile Justice Programs	10
5. Reading Certification Requirements for Exceptional Student Education (ESE) Teachers	11
6. Highly Qualified Requirements for Exceptional Student Education (ESE) Teachers	11
7. Requirements for ESE Endorsements	11
8. Gifted Service Models.....	12
9. Certification/Highly Qualified Requirements for Different Scheduling Methods Used for Students with Disabilities.....	13
10. Career and Technical Education Courses (Regular and ESE)	16
11. English for Speakers of Other Languages (ESOL) Certification, Training, and Reporting Requirements	16
12. Prekindergarten Basic Definitions	17
C) STUDENT PROGRESSION	
1. Legislative Intent	20
2. Comprehensive Program for Student Progression	20
3. Retention Placement	20
4. Allocation of Remedial Resources	20
5. Assessment	20
6. Remediation	20

7. Elementary Intensive Reading Instruction	21
8. Third Grade Retention	21
9. Parental Notification	21
10. Good Causes Exemptions to Third Grade Retention	22
11. Procedures for Good Causes Exemptions to Third Grade Retention	22
12. Successful Progression of Retained Third Grade Readers	23
13. Parental Notification for Retained Third Grade Students	23
14. Mid-Year Promotion for Retained Third Grade Students	24
15. Parental Notification of Instructional Options for Retained Third Grade Students	24
16. Elimination of Social Promotion	24
17. K-3 READ Initiative	24
18. Intensive Acceleration Class for Retained Third Grade Students	25
19. Intensive Acceleration Class Student Progress Reporting Requirements	26
20. Transitional Instructional Setting for Retained Third Grade Students	26
21. Annual Reporting Requirements	26

D) MIDDLE GRADES PROMOTION

1. General Requirements for Students Entering Middle Grades in the 2006-2007 School Year and Thereafter	27
2. Parental Notification	28
3. Intensive Intervention	28
4. Required Instruction	28
5. Middle and High School Grading System	28

E) GRADUATION REQUIREMENTS FOR BASIC, ADULT, AND SPECIAL PROGRAMS

1. District Policies to Assist Students in Meeting Graduation Requirements	29
2. General Requirements for High School Graduation Programs (Revised)	30
3. Requirements for Adult Students	32
4. Waiver of FCAT Requirements for Students with Disabilities	32
5. Requirements for a Special Diploma for Students with Disabilities	33
6. Requirements for a Standard Diploma for Students in Dropout Prevention, Teenage Parent, DJJ, and ESOL Programs	34
7. Department of Juvenile Justice	34
8. Students in Local Jail Programs	34
9. Dropout Prevention, Academic Intervention, and Teenage Parent Programs	34
10. Basic Education Course Substitutions	35
11. Career and Technical Education Course Substitutions	37
12. Advanced International Certificate of Education (AICE) Diploma	39
13. The International Baccalaureate (IB) Curriculum for High School Diploma	40
14. Dual Enrollment	41
15. Advanced Placement (AP) Program®	41
16. Florida Bright Futures Scholarship Program	42

F) COURSE NUMBERING SYSTEM

1. General	43
2. Basic Education -- Grades PreK-5	44
3. District Elementary Reporting for Permanent Records and Report Cards Required	44
4. Basic Education – Elementary (Grades PreK-5)	45
5. Basic Education - Middle/Junior High (Grades 6-8)	45
6. Middle/Junior High Exploratory Wheel	46
7. Basic Education – Senior High and Adult (Grades 9-12, 30, 31)	46
8. Applied, Combined, or Integrated Courses	47
9. Course Levels for Grades 9-12	48
10. Basic Education – Senior High and Adult (Grades 9-12, 30, 31)	48
11. Subject Area Transfer Numbers	49
12. Course Data/FTE Reporting	49
13. Exceptional Student Education	50
14. Prekindergarten Programs for Children with Disabilities	50
15. Career and Technical Education Programs and Courses	51

G) CODES AND SYMBOLS

1. Grade-Level Codes	52
2. Subject-Area Graduation Requirement Codes	52
3. Course-Credit/Multiple-Credit Codes	53
4. Certification Codes	53
5. Explanation of Symbols	54
6. Special Symbols Linked to Teacher Certifications	55

Course Listings – Courses listed in the Course Code Directory are available on the Office of Articulation Web site at <http://www.fldoe.org/articulation/CCD/default.asp> by selecting the appropriate school year on the left navigation menu.

Submitting a New Course

To submit a new course to be reviewed by the Florida Department of Education (DOE) for inclusion in the Course Code Directory (CCD), please follow these steps:

- 1) Access a submission form on the CCD Web site: <http://www.fldoe.org/articulation/CCD/default.asp>

Note: Please be sure to obtain the appropriate form and to obtain the signature required on the form.

- 2) Develop a comprehensive course description that follows the general template of the following examples:

- http://www.fldoe.org/BII/curriculum/Course_Descriptions/

Note: Please be sure you use the most up-to-date standards, including new standards once they are adopted.

- 3) After completing the forms and writing the course descriptions, please follow these last two steps:

- Email the signed form, course description and evidence of school board approval to trinity.colson@fldoe.org.
- Mail the physical documents to:

Trinity Colson
Manager, Course Code Directory
Florida Department of Education
325 West Gaines Street, Suite 1401
Tallahassee, FL 32399-0400

A) Curriculum and Standards

INTRODUCTION

[State Board of Education Rule 6A-1.09441, Florida Administrative Code](#) (FAC), requires that programs and courses funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The course code numbers are essential in the collection of information for use by decision-makers in the following areas:

1. Program planning and evaluation at the state level;
2. Cost reporting at the school, district, and postsecondary levels;
3. Course identification at the school, district, postsecondary, and state levels;
4. Provision of information to local, state, and federal education and legislative agencies; and
5. Fiscal and program audits.

The rule requires that school-level, district-level, and postsecondary-level personnel use this Directory when performing the following tasks:

1. Scheduling students into any PreK-12 course;
2. Aggregating student assignments for course data;
3. Identifying courses which may be used to fulfill graduation and program completion requirements; and
4. Determining appropriate educator certification for specified courses.

COURSE DESCRIPTIONS

State Board of Education (SBE) Rules [6A-1.09412](#), [6A-1.09414](#), and [6A-6.0571](#), FAC, which address Course Descriptions, allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to 10% of the course requirements of any Course Description. In addition, district school boards may request a waiver to allow a school to substitute locally-approved course requirements within a Course Description, provided these substitutions adequately address the major concepts and content contained in the Course Description and provided the waiver request is submitted in accordance with specified procedures. Career and technical education (CTE) licensure/certification programs may not use the 10% variance.

NEXT GENERATION SUNSHINE STATE STANDARDS

The DOE, with assistance from education stakeholders throughout the state, developed the [Next Generation Sunshine State Standards](#) (NGSSS) that identify what Florida public school students should know and be able to do. The benchmarks are in the subject areas of language arts, mathematics, science, social studies, the arts (dance, music, theatre, visual arts), health and physical education, and world languages. These describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the NGSSS are authorized by [Section 1003.41, F.S.](#), and are adopted by the SBE. [Rule 6A-1.09401, FAC](#), requires public schools to provide appropriate instruction to assist students in the achievement of these Standards. [Section 1008.25, F.S.](#), requires each district school board to incorporate the NGSSS into the district student progression plan.

*****Special Note Regarding Next Generation Sunshine State Standards*****

Beginning in August of 2006, the Sunshine State Standards began to undergo a complete revision. Each of the subject areas mentioned above will be included in this revision process, which is scheduled to proceed for several more years. To keep track of the progress and schedule, please check the following Web site: <http://www.fldoe.org/bii/curriculum/sss/> and/or contact the Bureau of Curriculum and Instruction at 850-245-0423.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

As a part of the revision to the Sunshine State Standards, access points for students with significant disabilities have been developed. These access points are expectations for students with significant cognitive disabilities to access the general education curriculum. Embedded in the NGSSS, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

GRADE LEVEL EXPECTATIONS (GLEs)

Of the remaining Sunshine State Standards that have yet to undergo the latest revisions, music and visual arts are further defined in the GLEs. The GLEs are recommended, but not state-adopted. The GLEs are useful for articulation across grade levels and for planning curriculum at the district and school levels. They are used as reference material in the writing of the FCAT specifications.

GRADE WEIGHTING/COURSE LEVELS

For purposes of class ranking, [Section 1003.437, F.S.](#), authorizes the district school board to exercise a weighted grading system. Beginning with students entering ninth grade in the 2006-2007 school year, districts and colleges must weigh dual enrollment courses the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses when grade point averages are calculated, as required by [Section 1007.271\(16\), F.S.](#) Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. Courses designated as Level 3 courses in the CCD are those courses considered as rigorous as determined by the DOE, pursuant to [Section 1009.531\(3\), F.S.](#)

COMMUNITY SERVICE

[Section 1003.43\(k\), F.S.](#), allows school boards to award a maximum of one-half credit in social studies and one-half elective credit for student completion of non-paid 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 DOE 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 CCD and/or (2) offer an elective one-half credit as part of any course listed in the CCD 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 district school board adopt appropriate performance standards for the volunteer community or school services portion of the course.

WORLD LANGUAGES

Middle /Junior (M/J) Course Sequencing: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Foreign Languages two-course or three-course sequence in middle school.

MULTIPLE-CREDIT COURSES

Multiple-credit courses are available in some areas of the CCD. 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.

PREKINDERGARTEN PROGRAM FOR STUDENTS WITH DISABILITIES/INCLUSIVE OR “BLENDED SETTINGS”

When the Head Start, Title I, school readiness, prekindergarten other, or VPK education program serves as an inclusive setting for a child with a disability receiving special education in accordance with an IEP, or these programs are “blended” with the prekindergarten disabilities program, the teacher may hold certification as required in the Head Start, Title I, school readiness, prekindergarten other, VPK education course code description, **or** as listed in [Section 4](#) for the applicable prekindergarten disabilities course number. When this model is used, one teacher may serve as both the ESE teacher for the preschool children with disabilities and the prekindergarten teacher for children served by the other preschool program identified above. Beginning July 1, 2012, for the models described in this section (inclusive or blended settings), the teacher must meet the certification requirements specified in [Section 4](#) for the applicable prekindergarten disabilities course number.

STUDENTS WITH DISABILITIES – ADDITIONAL INFORMATION

Special programs for students with exceptionalities encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the environment ([Rule 6A-6.0311, F.A.C.](#)). The courses listed in [Section 4](#) represent the content of instruction and do not indicate the variety of appropriate instructional strategies that should be used with students with exceptionalities. Some courses for grades 6-8 and 9-12 in [Section 4](#) include a range of intended student outcomes and may be repeated. Students may earn multiple credits in courses for grades 9-12. When using multiple credit courses, the particular course requirements and course performance objectives must be specified on an individual basis for each credit earned.

In grades 9-12, students with a disability may access different courses at different levels of complexity, (i.e., Independent, Supported, Participatory) depending on their individual needs and abilities. The courses under Academics-Subject Areas are designed for all students working on the access points.

- The courses listed under **Special Skills Courses** are designed to meet the specialized needs of students with exceptionalities. Some courses are tailored to meet the specific needs of a particular category of exceptionality. Other courses in [Section 4](#) may be used to meet the individual needs of any student with exceptionalities.
- The courses listed under **Miscellaneous** are designed to meet the needs of students with exceptionalities who need to learn special content or skills in these areas. The content of these courses is different from basic education courses in the same areas.
- The courses listed under **Therapy** are designed to meet the needs of students with disabilities who need to receive specialized services in identified areas. Typically these courses are not offered for class credit.
- The titles listed under **Non-Credit** represent instructional settings (such as hospital/homebound services) and are included only for the purposes of scheduling.
- The courses listed under **CTE** for students with disabilities are designed to meet the career and technical skill needs of students with disabilities. These courses are appropriate when it has been determined that modifications, or the use of modified occupational completion points, are not sufficient for the successful mastery of regular CTE courses.

B) Educator Certification

HIGHLY QUALIFIED TEACHERS

The [No Child Left Behind Act of 2001](#) (NCLB) places a major emphasis on highly qualified teachers (HQT). This federal law establishes requirements for determining if a teacher meets the criteria for being reported as “highly qualified” under NCLB. It is important to note that current Florida Statutes and SBE Rules relating to the classification of teachers reported for Florida purposes as “in-field,” “qualified,” or “out-of-field” are not the same as the federal highly qualified designation requirements. Thus, a teacher may be considered “in-field” pursuant to the requirements of the CCD, but will not be classified as a HQT in the NCLB reporting.

ANY FIELD CERTIFICATION COVERAGE

Some courses listed in the CCD display the appropriate certification as “Any Field When Certificate Reflects Bachelor or Higher Degree” or “Any Academic Coverage.” These coverages may not meet the requirements of NCLB “HQT” and will, therefore, be subject to review and change. Consistent with the emphasis on educational reform and school improvement, districts and schools are encouraged to explore methods of offering courses and programs in new and innovative ways to address their school improvement plans.

DROPOUT PREVENTION, TEENAGE PARENT, AND DEPARTMENT OF JUVENILE JUSTICE PROGRAMS

To be “in-field” and “highly qualified” when assigned to Dropout Prevention, Teenage Parent, or Department of Juvenile Justice programs, teachers must be certified in the specific core academic areas being taught or meet the requirements of a High, Objective, Uniform State Standard of Evaluation (HOUSSE) plan, as appropriate. See <http://info.fldoe.org/dscqi/ds.py/Get/File-2439/Forms.pdf>.

For teenage parent programs, child care providers serving children three to five years old without a valid teacher's certificate must meet:

- the minimum credentialing standards of a child development associate (CDA) credential **-OR-**
- a CDA equivalency as defined in [Rule 65C-22.003, FAC](#).

READING

K-6 or 1-6 remains the appropriate coverage to teach reading at the elementary or middle school (6th grade only) level. In order to teach a reading course at the middle school (with the exception of a 6th grade elementary education certified teacher teaching 6th grade reading) or high school level, a teacher must be certified in reading or carry the reading endorsement on the certificate. The reading endorsement may only be added to a certificate that reflects a Bachelor’s degree or higher.

Certification in Primary Education K-3 and Prekindergarten Primary PK-3 may also be appropriate coverages at those grade levels.

READING CERTIFICATION REQUIREMENTS FOR EXCEPTIONAL STUDENT EDUCATION (ESE) TEACHERS

Grades K-6: The elementary ESE teacher must meet the HQT requirements for an elementary education teacher. If the ESE teacher meets the highly qualified requirements of a general education elementary teacher, then the ESE teacher also meets the highly qualified requirements for reading, grades K-6.

Grades 7-12: The secondary ESE teacher who is teaching a reading course must have the reading endorsement or reading certification unless the level of instruction provided to the students is at an elementary level; in this circumstance, then the secondary ESE teacher must meet the highly qualified requirements for elementary education.

HIGHLY QUALIFIED REQUIREMENTS FOR EXCEPTIONAL STUDENT EDUCATION (ESE) TEACHERS

All K-12 ESE teachers teaching core academic subjects must meet the HQT requirements for the appropriate core academic subject areas as noted below.

- An ESE teacher teaching students in grades K-6 must meet the HQT requirements for elementary education.
- An ESE teacher teaching students in grades 7-12 basic education courses must meet the HQT requirements for the appropriate core academic subject area (e.g., Biology, English).
- An ESE teacher teaching 7800 and 7900 series courses must meet the HQT requirements for elementary if the level of instruction* (not the grade level of the student) is at the elementary level.
- An ESE teacher teaching 7800 or 7900 series courses must meet the HQT requirements for the core academic subject if the level of instruction* (not the grade level of the student) is at the secondary level.

*Note: Refer to the table beginning on page 13 for additional information regarding types of courses, scheduling methods/service delivery, certification, and HQT. *Level of instruction is based on the grade level content that is being taught, not the reading or math level of the student.*

For a newly-hired ESE teacher teaching multiple subjects and already highly qualified in math, science, or language arts, the teacher will be given two years from the date of employment to meet the High, Objective, Uniform State Standard of Evaluation (HOUSSE) or certification requirements in the other core academic subjects taught.

Teachers providing hospital/homebound services must be highly qualified for the basic core academic subjects taught.

REQUIREMENTS FOR ESE ENDORSEMENTS

Four endorsement areas are provided for teachers of students with disabilities – severe or profound disabilities, orientation and mobility for visually impaired, prekindergarten disabilities, and autism spectrum disorder. The orientation and mobility endorsement is currently required for course number 7763060, Orientation and Mobility PK-5, course number 7863060, Orientation and Mobility 6-8, and course number 7963060, Orientation and Mobility Skills.

The autism spectrum disorder (ASD) endorsement, as described in [Rule 6A-4.01796, F.A.C., Specialization Requirements for Endorsement in Autism – Academic Class](#), will be required by July 1, 2011, for K-12 ESE teachers with **100% of students on their caseload or in their class** identified as having autism spectrum disorders. The endorsement can be added to any ESE Florida educator certificate. The exceptions to this requirement are for ESE teachers who:

- have the severe/profound endorsement, as described in [Rule 6A-4.01793, F.A.C., Specialization Requirements for Endorsement in Severe or Profound Disabilities, Academic Class](#), on their Florida teaching certificates **or**
- can document at least two full years of teaching experience (including satisfactory teacher evaluations) with students with ASD between July 1, 2006 – June 30, 2011.

The prekindergarten disabilities endorsement, as described in [Rule 6A-4.01792, F.A.C., Specialization Requirements for the Prekindergarten Disabilities Endorsement](#), will be required by July 1, 2011, for ESE teachers who teach **either course number 7650030 or 7650130** as listed in the CCD. This endorsement can be added to primary education, elementary education (K-6), early childhood education, or any ESE Florida educator certificate. The exceptions to this requirement are for teachers who:

- have certification in preschool education (birth through age four years) **or**
- have certification in prekindergarten/primary education (age three years through grade three) **or**
- can document at least two full years of teaching experience (including satisfactory teacher evaluations) with prekindergarten children with disabilities between July 1, 2006 – June 30, 2011.

GIFTED SERVICE MODELS

The courses listed under **Gifted** are designed to meet the needs of students who have met state eligibility criteria and are identified as gifted ([Rule 6A-6.03019, FAC](#)). Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment ([Rule 6A-6.0311, FAC](#)).

All K-12 teachers providing services to students who are gifted must meet the highly qualified certification requirements and have the gifted endorsement. If the course is not based in a specific content area, certification must be for the age/grade of the students. An out-of-field teacher of the gifted must take at least two courses each year to meet endorsement requirements. Parents must be notified at the beginning of the year when the teacher is currently out-of-field.

<u>Course Number</u>	<u>Course Title</u>	<u>Course Number</u>	<u>Course Title</u>
7755040	Advanced Academics: K-5	7855040	Advanced Academics: 6-8
7855042	Advanced Academics & Career Planning: 6-8	7963090	Skills for Students who are Gifted: 9-12
7965010	Research Methodology for Students who are Gifted: 9-12	7965030	Externship for Students who are Gifted: 9-12
7965040	Studies for Students who are Gifted: 9-12	*Students must meet gifted program state eligibility requirements.	

Services for students who are gifted may be provided directly or indirectly. For more information on Gifted Education, please visit http://www.fldoe.org/bii/gifted_ed/.

CERTIFICATION/HIGHLY QUALIFIED REQUIREMENTS FOR DIFFERENT SCHEDULING METHODS USED FOR STUDENTS WITH DISABILITIES

Information is provided in the table below on scheduling methods/service delivery with corresponding certification and HQT requirements based on various types of courses. **Districts should exercise discretion in implementing these options based on the consideration of appropriateness to student needs and related staffing issues.**

Type of Course	Scheduling Method/Service Delivery	Certification Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	HQT Requirements in accordance with NCLB	Additional Comments
<p>1. Basic education</p>	<p>One teacher (basic education) is providing instruction.</p> <p>AND</p> <p>An ESE teacher is providing consultation services in accordance with a student's IEP.</p>	<p>Basic education teacher must meet certification requirements in accordance with the basic education course number.</p> <p>ESE teacher must meet certification requirements for any ESE area. <i>Note: If consultation is provided to address a student's visual impairment in accordance with the IEP, the required certification is visually impaired. If consultation is provided to address a student's hearing impairment in accordance with the IEP, the required certification is hearing impaired. If consultation is provided to address a student's dual sensory impairment, see Section 4 for the applicable certifications. If consultation is being provided by an occupational or physical therapist, or speech-language pathologist, see Section 4 for applicable credential/certification.</i></p>	<p>Basic education teacher must meet HQT requirements for basic core academic subjects taught.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction in the core academic subject.</p>	<p>For consultation services as identified in the student's IEP the basic education teacher and ESE teacher meet face-to-face <u>or</u> via conference call or virtual technologies on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. If claiming these services on the Matrix of Services Document, the meetings must be face-to-face.</p>
<p>2. Basic education</p>	<p>Two teachers are providing instruction through co-teaching in accordance with Section 1003.03(5)(c), F.S. Both teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.</p>	<p>Both teachers must meet certification requirements in accordance with the basic education course number.</p> <p>If one co-teacher is also providing the specially-designed instruction as indicated on a student's IEP, the teacher must meet certification requirements for any ESE area.</p>	<p>Both teachers must meet HQT requirements for basic core academic subjects taught.</p>	

<p>3. Basic education</p>	<p>Two teachers are providing instruction (not co-teaching). The basic education teacher is teaching the basic education course content. AND An ESE teacher provides services via “in class one-on-one.” In class one-on-one is defined in the Automated Student Information System as follows: “Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.” In class one-on-one is also known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.</p>	<p>Basic education teacher must meet certification requirements in accordance with the basic education course number.</p> <p>ESE teacher must meet certification requirements for any ESE area. <i>Note: If support facilitation is provided to address a student’s visual impairment in accordance with the IEP, the required certification is visually impaired. If support facilitation is provided to address a student’s hearing impairment in accordance with the IEP, the required certification is hearing impaired. If consultation is provided to address a student’s dual sensory impairment, see Section 4 for the applicable certifications. If support facilitation is being provided by an occupational or physical therapist, or speech-language pathologist, see Section 4 for applicable credential/certification.</i></p>	<p>Basic education teacher must meet HQT requirements for basic core academic subject.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction for the basic core academic subject.</p>	
<p>4. Basic education</p>	<p>One teacher serves as both the basic education teacher and the ESE teacher to provide the specially-designed instruction as identified on the students’ IEPs.</p>	<p>The teacher must meet certification in accordance with the basic education course number.</p> <p>AND</p> <p>The teacher must meet certification requirements for any ESE area.</p>	<p>The teacher must meet HQT requirements for basic core academic subject.</p>	<p>At the IEP meeting, the teacher may sign the IEP as the general education teacher and the special education teacher.</p>

<p>5. Basic education and ESE</p>	<p>One teacher (basic education) is providing instruction for both the basic and ESE courses. AND An ESE teacher provides services via “in class one-on-one.” In class one-on-one is defined in the Automated Student Information System as follows: “Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.” In class one-on-one is also known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.</p>	<p>Basic education teacher must meet certification requirements in accordance with the basic education course number. <i>Note: The basic education teacher is not out-of-field for the ESE course number.</i></p> <p>ESE teacher must meet certification requirements for any ESE area. <i>Note: If support facilitation is provided to address a student’s visual impairment in accordance with the IEP, the required certification is visually impaired. If support facilitation is provided to address a student’s hearing impairment in accordance with the IEP, the required certification is hearing impaired. If consultation is provided to address a student’s dual sensory impairment, see Section 4 for the applicable certifications. If support facilitation is being provided by an occupational or physical therapist, or speech-language pathologist, see Section 4 for applicable credential.</i></p>	<p>Basic education teacher must meet HQT requirements for basic core academic course.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction for the basic core academic subject.</p>	
<p>6. Basic education and ESE</p>	<p>One teacher serves as both the basic education teacher and the ESE teacher to provide the specially-designed instruction as identified on the students’ IEPs.</p>	<p>The teacher must meet certification requirements in accordance with the basic education course number.</p> <p>AND</p> <p>The teacher must meet certification requirements for the applicable ESE course number.</p>	<p>The teacher must meet HQT requirements for the basic core academic subject. Additionally the level of instruction, not the grade level of the students, determines the HQT requirements for the ESE course. If the level of instruction provided to the students is at K-6, the teacher must meet the HQT requirements for elementary education. If the level of instruction provided to the students is at the grade 7-12 level, the teacher must meet the HQT requirements for the appropriate secondary basic core academic subject area (e.g., English).</p>	

7. ESE (7700, 7800, 7900 series)	One teacher (ESE) is providing instruction.	ESE teacher must meet certification requirements for the applicable ESE course number.	The teacher must meet HQT requirements for the basic core academic subject. Additionally the level of instruction, not the grade level of the students, determines the HQT requirements for the ESE course. If the level of instruction provided to the students is at K-6, the teacher must meet the HQT requirements for elementary education. If the level of instruction provided to the students is at the grade 7-12 level, the teacher must meet the HQT requirements for the appropriate secondary basic core academic subject area (e.g., English).	
---	--	--	--	--

CAREER AND TECHNICAL EDUCATION COURSES (REGULAR AND ESE)

Required certification for specific CTE programs in which students enroll is listed in the certification column adjacent to the particular program. Students with disabilities may enroll in regular or ESE CTE courses. Districts are encouraged to use allowable accommodations and modifications, or modified occupational completion points (MOCPs), to enable students with disabilities to participate in regular CTE programs.

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, F.A.C.](#), 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 in-service training and certification requirements apply to personnel assigned to serve English Language Learners (ELLs). Students identified as ELL should be enrolled in district ESOL programs as described in the state-approved District ELL Plan and as prescribed in the 1990 ESOL Agreement and Sections [1003.56](#) and [1011.62, F.S.](#) ELLs should be enrolled in courses listed in Basic ([Section 3](#)) and Career and Technical ([Section 4](#)). ELLs enrolled in language arts, reading, 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 ELL students must be adjusted as indicated below.

1. The primary English/Language Arts or Developmental Language Arts taught to ELLs using ESOL strategies require:
 - a. the appropriate coverage and level to teach English/Language Arts, plus the ESOL endorsement or ESOL K-12 certification; or
 - b. the appropriate foreign language coverage plus the ESOL endorsement; or
 - c. compliance with all in-service requirements that may be required under [Rule 6A-6.0907, F.A.C.](#)

2. The primary English/Language Arts or Developmental Language Arts-R taught to ELLs using ESOL strategies require:
 - a. the appropriate coverage and level to teach English/Language Arts, plus the ESOL endorsement or K-12 ESOL Certification plus Reading Endorsement or K-12 Reading Certification; or
 - b. the ESOL (stand alone) coverage and the Reading Endorsement or K-12 Reading Certification; and
 - c. compliance with all in-service requirements that may be required under [Rule 6A-6.0907, F.A.C.](#)
3. Core subjects: mathematics, science, social studies, and computer literacy taught to ELLs:
 - a. In accordance with the in-service requirements under [Rule 6A-6.0907, F.A.C.](#), core subjects taught in English using ESOL strategies require the appropriate subject area coverage and level, and one of the following:
 1. 60 in-service points in ESOL strategies as documented by the school district; or
 2. 3 semester hours in ESOL strategies; or
 3. ESOL endorsement; or
 4. ESOL K-12 certification.
 - b. In accordance with the in-service requirements under [Rule 6A-6.0907, F.A.C.](#), core subjects (mathematics, science, social studies, and computer literacy) taught in the home language using home language strategies require the appropriate subject coverage and level, proficiency in the native language as evidenced by test or certification as documented by the school district, and one of the following:
 1. 60 in-service points in home language strategies; or
 2. 3 semester hours in home language strategies; or
 3. ESOL endorsement; or
 4. ESOL K-12 certification.
4. In accordance with the in-service requirements under [Rule 6A-6.0907, F.A.C.](#), all subjects taught to ELLs other than English, Developmental Language Arts, reading, mathematics, science, social studies, and computer literacy using ESOL strategies require the appropriate subject area coverage and level, and one of the following:
 - a. 18 in-service points in ESOL strategies as documented by the school district; or
 - b. 3 semester hours in ESOL strategies; or
 - c. ESOL endorsement; or
 - d. ESOL K-12 certification.

For additional information concerning in-service requirements for personnel assigned to teach ELLs, see [Rule 6A.6.0907, F.A.C.](#)

PREKINDERGARTEN BASIC DEFINITIONS

Basic grades use the following definitions to determine appropriate course numbers for prekindergarten programs.

District Head Start Programs: Any preschool program operated by the school district with Head Start funds. Staff qualifications appear in [Sections 3 and 4](#).

District Title 1: Any preschool program operated by the school district with Title 1 funds. Staff qualifications appear in [Sections 3 and 4](#).

School Readiness Programs: Any program serving children below kindergarten age, including home-visitor programs for infants and toddlers and their families that are operated with funds provided through an early-learning coalition. [These programs, when previously

supported through funds made directly available to school districts, were identified as Prekindergarten Early-Intervention Programs, Florida First Start, or District-Operated Subsidized Child Care programs.]

Prekindergarten Other: Any other prekindergarten program operated by the local school district. Staff qualifications appear in [Sections 3 and 4](#).

Voluntary Prekindergarten Education Program: Beginning with the 2005-06 school year, the VPK education program for children attaining the age of four on or before September 1st, has implemented as provided by [Sections 1\(b\) and \(c\), Article IX of the State Constitution](#). School districts **are required** to provide a summer prekindergarten program as of the summer of 2006. The credential requirements for staff differ between the school-year and summer prekindergarten program. Staff qualifications appear below and in the [Sections 3 and 4](#). For detailed information visit <http://info.fldoe.org/docushare/dsweb/Get/Document-4196/07-02att1.pdf>.

Staff Qualifications

Course Number: 5100580 Course Name: Voluntary Prekindergarten Education: School-Year Program

Qualification:

- Child Development Associate (CDA) or CDA Equivalent.
- Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- Bachelor's degree or higher in elementary education, if teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- Associate's degree or higher in child development.
- An Associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child-care services for children any age from birth through 8 years of age.
- Educational credentials approved by the DOE as equivalent to, or greater than, the educational credentials described above.
- The VPK implementing legislation authorizes the DOE to approve educational credentials for VPK instructors that are equivalent to, or greater than, the prescribed Bachelor's or Associate's degrees noted above. Based on an analysis of the content requirements of these and proposed degrees, the Department recommends the following as approved credentials for instructors in the school-year VPK program: Bachelor's (or higher) degree, ESE, Special Education, Mental Disabilities, Specific Learning Disabilities, Physically Impaired, Varying Exceptionalities, Emotional Disabilities, Visually Impaired, Hearing Impaired, Speech-Language Pathology, Associate's degree, Early Childhood Education.
- For each of the proposed Bachelor's and Associate's degrees listed above, related competencies and skills (defined in terms of applicable Florida Certification Coverages) are delineated in Attachments A and B found in Technical Assistance Paper (TAP) #07-01 [Voluntary Prekindergarten \(VPK\) Instructor Qualification](#).
- Upon receipt of a written request and appropriate supporting documentation, the DOE will review any related Bachelor's degree area, certification coverage, or Associate's degree to determine the extent to which the proposed credential incorporates competencies and skills equivalent to, or greater than, those delineated for other approved VPK instructor credentials at the Bachelor's or Associate's degree levels. If a program serves children with disabilities as an inclusive setting, see page 8.

Course Number: 5100590

Course Name: Voluntary Prekindergarten Education: Summer Program

Qualification:

- Certified teacher with a valid Florida educator certificate under [Section 1012.56, F.S.](#), with qualifications specified by the district school board. Priority must be given to teachers who have experience or coursework in early childhood education.
- A Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A Bachelor's degree or higher in elementary education if the teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- If program serves children with disabilities as an inclusive setting, see page 8.

C) Student Progression

LEGISLATIVE INTENT ([Section 1008.25\(1\), F.S.](#))

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his/her parent be informed of that student's academic progress.

COMPREHENSIVE PROGRAM FOR STUDENT PROGRESSION ([Section 1008.25\(2\)\(a\) and \(b\), F.S.](#))

Each district is required to adopt a comprehensive program for student progression, which must include standards for evaluating each student's performance, including mastery of the NGSSS. The plan must also establish specific levels of performance in reading, writing, science, and mathematics at each grade level that include the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained.

RETENTION PLACEMENT ([Section 1008.25\(2\)\(b\) and \(c\), F.S.](#))

If a student is retained, it must be within an intensive program, different from the previous year's program, which takes into account the student's learning style. The plan must provide for appropriate alternative placement for a student who has been retained two or more years.

ALLOCATION OF REMEDIAL RESOURCES ([Section 1008.25\(3\), F.S.](#))

Districts must allocate remedial and supplemental instruction resources first to students who are deficient in reading at the end of third grade and next to students who fail to meet performance levels required for promotion, consistent with the district's student progression plan as required in [Section 1008.25\(2\)\(b\), F.S.](#)

ASSESSMENT ([Section 1008.25\(4\)\(a\), F.S.](#))

Each student must participate in statewide assessment tests as required by [Section 1008.22, F.S.](#) In addition, each elementary school must regularly assess the reading ability of each K-3 student as required by [Section 1002.20\(11\), F.S.](#)

REMEDICATION ([Section 1008.25\(4\)\(a\), \(b\) and \(c\), F.S.](#))

Students who fail to meet performance expectations as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who score below Level 3 in reading or math, must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop and implement, in consultation with the parent, a Progress Monitoring Plan (PMP). A PMP is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally required student plan;
- a school-wide system of progress monitoring for all students; or
- an individualized PMP.

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by [Section 1011.62\(9\), F.S.](#), shall include instructional and support services to be provided for the student to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer, upon the request of the school principal, if transportation is provided.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

ELEMENTARY INTENSIVE READING INSTRUCTION ([Section 1008.25\(5\)\(a\), F.S.](#))

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally-determined assessments or through teacher observations at the beginning of the grade following intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

THIRD GRADE RETENTION ([Section 1008.25\(5\)\(b\), F.S.](#))

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained.

PARENTAL NOTIFICATION ([Section 1008.25\(5\)\(c\), F.S.](#))

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing:

- that the child has a substantial reading deficiency
- of a description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency
- that, if the child's reading deficiency is not remediated by the end of third grade, the child must be retained unless he or she is exempt from mandatory retention for good cause
- of strategies for parents to use in helping their child succeed
- that the FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to assist parents and districts in knowing when a child is reading at or above grade level and ready for grade promotion
- of the district's specific criteria and policies for mid-year promotion.

As specified in [Section 1002.20\(11\), F.S.](#), the parental notification requirements in [Section 1008.25, F.S.](#), are reinforced as a parent and student right, requiring that the parent of any K-3 student who exhibits a reading deficiency must be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent must be consulted in the development of a Progress Monitoring Plan (PMP), as described in [Section 1008.25\(4\)\(b\), F.S.](#), and must be informed that the student will be given intensive reading instruction until the deficiency is corrected.

GOOD CAUSES EXEMPTIONS TO THIRD GRADE RETENTION ([Section 1008.25\(6\)\(b\)1.-6., F.S.](#))

A student can only be exempted from third grade retention for the following good causes:

- Limited English Proficient (LEP) students with less than two years of ESOL instruction
- Students with disabilities whose IEP indicates participation in FCAT is not appropriate
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the SBE (*DOE Note: SAT, ITBS, Terranova*)
- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the NGSSS in reading equal to at least a Level 2 performance on the FCAT
- Students with disabilities who participate in the FCAT and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two years, but still demonstrates a deficiency in reading and was previously retained in Grades K-3
- Students who have received intensive remediation in reading for two or more years, but still demonstrate a deficiency in reading, and who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

PROCEDURES FOR GOOD CAUSES EXEMPTIONS TO THIRD GRADE RETENTION ([Section 1008.25\(6\)\(c\), F.S.](#))

Requests for good cause exemptions from third grade retention must be made consistent with the following:

- Documentation is submitted by the teacher to the school principal that indicates the promotion is appropriate and based upon the student's academic record. In order to minimize paperwork, documentation need only consist of the existing PMP, IEP, and, if applicable, report card or student portfolio.
- The principal must review and discuss such recommendations with the teacher and determine if the student should be promoted. If the school principal determines that the student should be promoted, the principal must recommend it in writing to the district superintendent.
- The district superintendent must accept or reject the school principal's recommendation in writing.

SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADE READERS ([Section 1008.25\(7\)\(a\) and \(b\), F.S.](#))

Retained students must be provided intensive interventions in reading to ameliorate the students' specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:

- effective instructional strategies
- participation in summer reading camp
- appropriate teaching methodologies necessary to assist those students in becoming successful readers
- the determination that students are able to read at or above grade level and are ready for promotion to the next grade

Beginning with the 2004-2005 school year, each district must conduct a review of student PMPs for all students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions. The review must address additional supports and services needed to remediate the student in the identified areas of reading deficiency.

The district must also:

- Complete a student portfolio for each such student that contains evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student must have the opportunity to have a portfolio. *(DOE Note: If a portfolio already exists for a student, it can continue to be used.)*
- Provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - small-group instruction
 - reduced teacher-student ratios
 - more frequent progress monitoring
 - tutoring or mentoring
 - transition classes containing third and fourth grade students
 - extended school day, week, or year
 - summer reading camps

PARENTAL NOTIFICATION FOR RETAINED THIRD GRADE STUDENTS ([Section 1008.25\(7\)\(b\)3., F.S.](#))

Beginning with the 2004-2005 school year, each district must provide written notification to the parent of any mandatorily-retained student that the child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good-cause exemption. The notification must comply with the new provisions of [Section 1002.20\(20\), F.S.](#), and must include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.

MID-YEAR PROMOTION FOR RETAINED THIRD GRADE STUDENTS ([Section 1008.25\(7\)\(b\)4., F.S.](#))

Districts must implement a policy for the mid-year promotion of any retained student who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to fourth grade. *(DOE Note: Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. [Section 1008.25\(5\)\(c\)7., F.S.](#))* Tools that school districts may use in reevaluating any student retained may include:

- subsequent assessments
- alternative assessments
- portfolio reviews, in accordance with rules of the SBE

Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. The SBE will adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills.

PARENTAL NOTIFICATION OF INSTRUCTIONAL OPTIONS FOR RETAINED THIRD GRADE STUDENTS ([Section 1008.25\(7\)\(b\)5 and 6, F.S.](#))

Students who are retained in third grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. In addition to required reading enhancement and acceleration strategies, the district must provide parents of students to be retained with at least one of the following instructional options:

- supplemental tutoring in research-based reading services in addition to the regular reading block, including tutoring before and/or after school
- a "Read-at-Home" plan outlined in a parental contract, including participation in "Families Building Better Readers" workshops and regular parent-guided home reading
- a mentor or tutor with specialized reading training

(DOE Note: The student should also demonstrate his or her readiness for performing the work of the next grade in other core subjects before receiving a mid-year promotion. The mentor/tutor option does not require that districts pay for private tutors. Volunteers or school staff may be used.)

ELIMINATION OF SOCIAL PROMOTION ([Section 1008.25\(6\)\(a\), F.S.](#))

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

K-3 READ INITIATIVE ([Section 1008.25\(\(7\)\(b\)7., F.S.](#))

Districts must establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus is to prevent the retention of third grade students and to offer intensive accelerated reading instruction to each third grade student who failed to meet standards for promotion to fourth grade and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must:

- be provided to all K-3 students at risk of retention as indicated by scientifically research-based assessments.
- be provided during regular school hours in addition to the regular reading instruction.
- provide a scientifically research-based reading curriculum that meets, at a minimum, the following specifications:
 - assists students with a reading deficiency in developing the ability to read at grade level
 - provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - provides scientifically-based and reliable assessment
 - provides initial and ongoing analysis of each student's reading progress
 - is implemented during regular school hours
 - provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects

(DOE determined that the comprehensive core reading programs on the state adopted list satisfy this requirement.)

INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADE STUDENTS ([Section 1008.25\(7\)\(b\)8, F.S.](#))

Each district must establish at each school, where applicable, an Intensive Acceleration Class for retained third grade students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year. *(DOE Note: This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained third grade students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted to fourth grade mid-year and also have the opportunity to take fourth grade FCAT and be promoted into fifth grade).*

The Intensive Acceleration Class must:

- be provided to any retained third grade students who score at Level 1 on the reading portion of the FCAT and who was retained in third grade the prior year because of scoring at Level 1 on the reading portion of the FCAT
- have a reduced teacher-student ratio *(DOE Note: the teacher-student ratio is not defined, but it must be lower than other third grade classes.)*
- provide uninterrupted reading instruction for the majority of student contact time each day
- incorporate opportunities to master the grade four NGSSS in other core subject areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist *(DOE Note: This provision does not mandate the use of a speech language pathologist but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.)*
- include weekly progress monitoring measures to ensure progress is being made. *(DOE Note: This progress monitoring can be informal classroom assessments.)*

INTENSIVE ACCELERATION CLASS STUDENT PROGRESS REPORTING REQUIREMENTS ([Section 1008.25\(7\)\(b\)8.g. and \(7\)\(b\)9., F.S.](#))

The district must report to DOE, in a manner prescribed by the Department, the progress of students in Intensive Acceleration Classes at the end of the first semester. The district must also report to the SBE, as requested, on the specific intensive reading interventions and support implemented at the school district level.

TRANSITIONAL INSTRUCTIONAL SETTING FOR RETAINED THIRD GRADE STUDENTS ([Section 1008.25\(7\)\(b\)10., F.S.](#))

The district must provide a student who has been retained in third grade and has received intensive instructional services, but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate the areas of reading deficiency. (*DOE Note: The essential issue is what is being provided to help the student catch up, not where it is being provided.*)

ANNUAL REPORTING REQUIREMENTS ([Section 1008.25\(8\)\(a\) and \(b\), F.S.](#))

Each district school board must annually report to the parent of each student on the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics. The district school board must report to the parent on the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

Each school board must annually publish in the local newspaper, and report in writing to the SBE by September 1 of each year, the following information on the prior school year:

- The provisions of law relating to student progression and the school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading FCAT.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the district school board's policy on student retention and promotion from the prior year.

D) Middle Grades Promotion

GENERAL REQUIREMENTS FOR STUDENTS ENTERING MIDDLE SCHOOL IN THE 2006-2007 SCHOOL YEAR AND THEREAFTER

Promotion from a school composed of middle grades 6, 7, and 8 requires that students must successfully complete academic courses as follows:

1. English - 3 middle school or higher courses
These courses must emphasize literature, composition, and technical text.
2. Mathematics - 3 middle school or higher courses
Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
3. Social Studies - 3 middle school or higher courses
One semester of these courses must include the study of state and federal government and civics education.
4. Science - 3 middle school or higher courses
5. Career and Education Planning – to be completed in 7th or 8th grade
The course must be taught by any member of the instructional staff and must include, but is not limited to, the following components:
 - Career exploration using CHOICES for the 21st Century or a comparable cost-effective program
 - Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students (FACTS) at the Web site www.facts.org and must result in the completion of a personalized academic and career plan.
6. Physical Education – Beginning with the 2009-2010 school year, one semester of physical education is required each year for students enrolled in grades 6-8. The following waiver options are available:
 - 1) The student is enrolled or required to enroll in a remedial course
 - 2) The student's parent indicates in writing to the school that:
 - a) the parent requests that the student enroll in another course from among those courses offered as options by the school district;
 - OR-
 - b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

District school boards are required, by Florida Statute, to notify parents of the waiver options annually prior to the scheduling of classes for the following school year, beginning with 2009-2010.

PARENTAL NOTIFICATION ([Section 1003.4156\(1\)\(a\)5., F.S.](#))

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student must complete an electronic personal education plan (ePEP) that must be signed by the student, the student's instructor or guidance counselor, and the student's parent.

INTENSIVE INTERVENTION ([Section 1003.4156\(1\)\(b\), F.S.](#))

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses are subject to approval by the Department for inclusion in the CCD and offered pursuant to the comprehensive reading plan ([Section 1011.62\(9\), F.S.](#)). For each year in which a student scores at Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be integrated into the student's required mathematics course.

REQUIRED INSTRUCTION ([Section 1003.42, F.S.](#))

Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that all students have the opportunity to meet SBE-adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

MIDDLE AND HIGH SCHOOL GRADING SYSTEM ([Section 1003.437, F.S.](#))

The grading system and interpretation of letter grades used for students in public schools in grades 6-12 shall be as follows:

- Grade "A" equals 90 percent through 100 percent, has a grade-point average value of 4, and is defined as "outstanding progress."
- Grade "B" equals 80 percent through 89 percent, has a grade-point average value of 3, and is defined as "above-average progress."
- Grade "C" equals 70 percent through 79 percent, has a grade-point average value of 2, and is defined as "average progress."
- Grade "D" equals 60 percent through 69 percent, has a grade-point average value of 1, and is defined as "lowest acceptable progress."
- Grade "F" equals 0 (zero) percent through 59 percent, has a grade-point average value of 0 (zero), and is defined as "failure."
- Grade "I" equals 0 (zero) percent, has a grade-point average value of 0 (zero), and is defined as "incomplete."

For purposes of class ranking, district school boards may exercise a weighted grading system pursuant to [Section 1007.271, F.S.](#)

E) Graduation Requirements for Basic, Adult, and Special Programs

DISTRICT POLICIES TO ASSIST STUDENTS IN MEETING GRADUATION REQUIREMENTS

Each district school board must establish policies to assist students in meeting graduation requirements, as authorized by [Section 1003.428\(4\)\(d\), F.S.](#) These policies may include, but are not limited to:

- forgiveness policies;
- summer school;
- before or after school attendance;
- special counseling;
- volunteers or peer tutors;
- school-sponsored help sessions;
- homework hotlines; and
- study skills classes.

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

[Rule 6A-1.0955\(3\)\(a\)\(7\), FAC](#), requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION PROGRAM-REVISED ([SECTION 1003.428, F.S.](#))

Sections [1003.43](#), [1003.428](#), [1003.429](#), and [1003.438](#), F.S., identify state minimum graduation requirements for basic, adult students, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total number of credits that students shall earn in certain subject areas. District school boards are authorized and encouraged to establish requirements for the standard 24-credit high school diploma in excess of the general requirements for high school graduation established in [Section 1003.43, F.S.](#), but may not establish additional requirements that apply to students already enrolled in high school. Districts may not add requirements to either of the accelerated graduation options identified in [Section 1003.429, F.S.](#) State graduation requirements are summarized below.

STUDENTS WHO ENTERED NINTH GRADE IN 2007-2008 SCHOOL YEAR AND THEREAFTER			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program¹	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
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, one of which must be Algebra I or its equivalent ² , or a higher-level mathematics course	3 credits at the Algebra I level ² or above from the list of courses that qualify for state university (SUS) ³ admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health ⁴	Not required	Not required
Major, Minor, or Electives	8 credits ⁵ 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, credit recovery, or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in vocational/career education (including 3 credits in one sequential CTE program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements ⁶	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)

Grade Point Average (GPA) Requirements ⁷	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
---	--------------------------------------	--	--

¹All courses earned toward the three-year, 18-credit college preparatory program must satisfy minimum admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please see the high school counselor for assistance. At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the DOE.

²See high school counselor for assistance with Algebra I equivalents. The series of courses identified as "equivalent" for satisfying Algebra I for graduation purposes (i.e., Algebra Ia and Ib; Applied Mathematics I and II; Integrated Mathematics I and II) count as one of four credits required in mathematics for state university admission purposes.

³Students seeking admission to an SUS institution must complete an additional mathematics academic unit of Algebra 1 or higher (bringing the mathematics requirements to 4 units) [Regulation 6.002, B.O.G.]

⁴For more information on meeting the physical education requirement, please visit <http://info.fldoe.org/docushare/dsweb/Get/Document-4461/k12-2007-103.pdf> or see high school counselor.

⁵Students may revise [major areas of interest](#) each year as part of their annual course registration process.

⁶Students must earn passing scores on the Grade 10 FCAT in mathematics and reading (or scores that are concordant with the passing scores on the Grade 10 FCAT).

⁷Students in grades 6-8 who take any high school-level course(s) for high school credit and earn a grade of "C," "D," or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING NINTH GRADE IN 2006-2007

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program ¹	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in natural science, two of which must have a laboratory requirement	3 credits in natural science, two of which must have a laboratory requirement	3 credits in natural science, two of which must have a laboratory requirement
Social Studies	1 credit world history 1 credit American history 0.5 credit American government 0.5 credit economics	3 credits (American history, world history, economics, American government)	3 credits (American history, world history, economics, American government)
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career/ Technical education or Exploratory Career Education or 1 credit Performing Fine Arts, or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts	Not required	3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential CTE program)
Life Management Skills	0.5 credit	Not required	Not required
Physical Education	1 credit to include 0.5 credit Personal Fitness and 0.5 credit physical education elective ³	Not required	Not required
Electives	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
TOTAL	24 credits	18 credits⁴	18 credits

State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits
(1) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system. (2) See high school guidance counselor for Algebra I equivalents. (3) See high school guidance counselor for Physical Education electives. (4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the DOE as rigorous pursuant to s. 1009.531(3), F.S.			

REQUIREMENTS FOR ADULT STUDENTS ([Section 1003.43\(6\), F.S.](#))

Graduation requirements for students in adult education programs who are earning standard diplomas are identical to the requirements for a traditional 24-credit high school diploma students in grades 9-12, with the following exceptions:

- 1) The one credit in physical education is not required for graduation and shall be substituted with elective credit to keep consistent the total number of credits needed for graduation.
- 2) School boards may waive the laboratory component of the science requirement when facilities are inaccessible or do not exist.
- 3) The one credit in performing arts shall be satisfied by enrollment in and satisfactory completion of any course in 9th grade or above listed in the music, dance, theatre, speech, debate, and visual art areas of [Section 3](#).

Secondary courses for both adults and regular high school students are the same.

WAIVER OF FCAT REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Sections [1003.43\(11\)](#) and [1003.428\(8\), F.S.](#), provide for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the IEP team must meet to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the [Individuals with Disabilities Education Act \(IDEA\)](#), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. In accordance with Sections [1003.428\(8\)](#) and [1003.43\(11\)](#), F.S., each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

In order to be considered for the waiver from the FCAT graduation requirement, the student must:

- be identified as a student with a disability, as defined in [Section 1007.02\(2\), F.S.](#);
- have an IEP;

- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
- have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice (once in the 10th grade and once in the 11th grade); and,
- be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT, participation in FCAT during March of the senior year is recommended.

In accordance with [Section 1003.433\(1\), F.S.](#), a student who transfers from another state in the 11th or 12th grade must pass the Grade 10 FCAT or an alternate assessment that is concordant with the FCAT; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring or meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the FCAT waiver. For additional information as it relates to military families, please refer to the [Interstate Compact on Educational Opportunity for Military Children](#).

In accordance with [Rule 6A-1.09431, F.A.C.](#), *Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma*, students with disabilities who have an IEP may be eligible for consideration for a special exemption from the Grade 10 FCAT under extraordinary circumstances where the results of the administration of the FCAT would reflect a student's impaired sensory, manual or speaking skills rather than a student's achievement. Extraordinary circumstances are defined as physical conditions that affect a student's ability to communicate in modes acceptable through accommodation of the FCAT. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and/or measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

A request for a special exemption must be made by the school district superintendent at least one semester before the student's anticipated graduation date. The request is sent to the Commissioner of Education and must include documentation specified in [Rule 6A-1.09431\(2\), F.A.C.](#) Students granted a request for a special exemption from the Grade 10 FCAT must meet all other criteria for graduation with a standard diploma.

REQUIREMENTS FOR A SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES

[Section 1003.438, F.S.](#), authorizes the awarding of special diplomas to certain students with disabilities. Upon meeting all applicable requirements prescribed by the district school board, and all special diploma state minimum requirements, a special diploma shall be awarded in a form prescribed by the Commissioner. Any such student who meets all special requirements of the district school board for certain special programs, but is unable to meet the appropriate special state minimum requirements, must be awarded a special certificate of completion in a form prescribed by the Commissioner. Any student who graduates with a credential other than a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue to generate weighted FTE through the FEFP until the student receives a standard high school diploma or the student reaches age 22, whichever occurs first. The decision for determining if a student with a disability will pursue a standard or special diploma is made by the IEP team. Because students who do not participate in FCAT will not be eligible for a standard high school diploma, the IEP team should ensure that the requirements found in [Rule 6A-1.0943, F.A.C.](#), *Statewide Assessment for Students with Disabilities*, are met. When modifying CTE courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on an individual basis.

Student with disabilities who have an intellectual disability; autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia; students who are deaf or hard-of-hearing or dual sensory impaired, have the option of graduating with a special diploma.

[Rule 6A-1.09961, F.A.C.](#), *Graduation Requirements for Certain Students with Disabilities*, provides two special diploma options. The first special diploma option (Option 1) includes procedures for determining and certifying mastery of student performance standards. The second special diploma option (Option 2) is based on mastery of employment and community competencies.

All district school boards must offer the first special diploma option. School Boards may choose to offer the second option.

REQUIREMENTS FOR A STANDARD DIPLOMA FOR STUDENTS IN DROPOUT PREVENTION, TEENAGE PARENT, DEPARTMENT OF JUVENILE JUSTICE, AND ESOL PROGRAMS

Students participating in these programs must meet state minimum graduation requirements, pursuant to Sections [1003.43](#) and [1003.438](#), F.S., and any additional local graduation requirements for a standard high school diploma. These students may also enroll in Learning Strategies: 6-8 (7863090) or Learning Strategies (7963080), for grades 9-12, consistent with the certification requirements listed in [Section 4](#).

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 [Sections 3-6](#). 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 SBE Rules as prescribed in [Section 1003.52\(1\), F.S.](#) 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.

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 courses as provided in [Sections 3-6](#).

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](#) and [1003.54, F.S.](#), must be enrolled in courses listed in the appropriate basic academic, career and technical, or exceptional courses as provided in [Sections 3-6](#). 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 ([see Section 3](#)). 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.

BASIC EDUCATION COURSE SUBSTITUTIONS - A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards State University System admissions requirements.

Practical Arts

The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course listed in [Sections 3-6](#), or by substituting one of the basic Computer Education or Journalism courses on a curriculum equivalency basis. Selected ESE CTE courses may be used to satisfy this requirement for students with exceptionalities (excluding Gifted).

Upon completion of all of the courses in a JROTC program (Army, Air Force, Navy, Marine Corps or Coast Guard), students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.

Special Note: Practical Arts courses are no longer required for graduation. These courses will apply as electives for graduation after the 2009-2010 graduating class.

Life Management Skills and JROTC (Air Force, Army, Marine Corp, Navy): When district policy permits:

Students may meet the Life Management Skills (0800300) graduation requirement by taking two JROTC Air Force, Army, Marine Corps or Navy JROTC Leadership Education credits. (*Note: For students entering 9th grade prior to school year 2007-2008.*)

- Record the non-credit course number 0800400, JROTC Life Management Skills Waiver.
- Record the course numbers for two of the following JROTC Leadership Education courses completed by the student in the specific Armed Forces category:

Air Force: 1800400, 1800410
Army: 1801300, 1801310

Marine Corps: 1803300, 1803310
Navy: 1802300, 1802310

Physical Education High School Waiver Options - (For students entering 9th grade in 2007-2008 school year and thereafter)

Districts Choosing the Personal Fitness/Physical Education Activity Elective	Districts Choosing Health Opportunities through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the full one-credit physical education requirement.
One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. (NOTE: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.	
One semester of a dance class waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.	Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement <u>AND</u> the full one-credit performing arts requirement (also #1500480).
Two years in an JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective <u>AND</u> the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.	

Course Code # for Waiver	Description of Waiver*	Option Applied to:
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE
1500430	INTERSCH SPTS WAIVER (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500445	DANCE WAIVER (Dance waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500450	JROTC PE YR 1 WAIVER (JROTC Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness class).
1500460	JROTC PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness class).
1500470	JROTC PE WAIVER– COM (completion of JROTC year 1, JROTC year 2, and Personal Fitness course)	Personal Fitness/Physical Education Activity Elective
1500480	JROTC PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness course).

*Please Note: The capitalized portion in the “Description of Waiver” is identical to the language in [Section 3](#). The portion in parenthesis is for clarification of the requirements for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports. It can not be entered or placed on a student’s transcripts until the student completes a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements (like a students’ grade on the Personal Fitness competency test) do not factor into a student’s GPA.

Foreign Language and Other Academic Courses

Pursuant to [Section 1003.429, F.S.](#), a student selecting the college-preparatory three-year graduation program must complete two credits in the same second language, unless he or she is a native speaker of a language other than English or can otherwise demonstrate proficiency. If a student meets either of these criteria, he or she may substitute two academic credits for the two required credits in the same second language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, which represents the waiver of the foreign language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- teacher-developed assessment administered to students who have completed two credits (two years)
- exit tests or assessments used in IB, AP, Pre-AICE or AICE programs
- language placement tests used by the modern languages department at the local college or state university
- use of a commercially-developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Pursuant to Section [1007.2615, F.S.](#), students may elect to take two consecutive courses in American Sign Language (ASL I and II) to meet the foreign language requirement of the college-preparatory three-year graduation program and for admission to Florida’s state universities.

CAREER AND TECHNICAL EDUCATION COURSE SUBSTITUTIONS

[Section 1003.491, F.S.](#) requires district school boards to include strategies to ensure the review of district pupil-progression plans and to amend such plans to include career and professional courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses. The CTE program that is substituted for a non-elective academic course will be funded at the level appropriate for the CTE program. Specific information regarding procedures to be followed by districts in reporting CTE course substitutions for funding purposes will be included in the instructions for the FTE survey count. Course substitutions may not count towards State University System admissions requirements.

In adopting the CTE course substitution policy, school boards must follow the procedures listed below:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, four credits in mathematics, and three credits in science. The credit substituted for English, mathematics, or science earned through the CTE job preparatory program shall be on a curriculum equivalency basis.
2. CTE course substitutions shall not exceed two (2) credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.
3. Job preparatory courses that have been identified as being the equivalent of Business English I (1001440), Business English II (1001450), Business Mathematics (1205540), Pre-Algebra (1200300) and Anatomy and Physiology (2000350) are listed on the following chart:

Job Preparatory Program Substitutions			
Level	Subject Area	Program Course	Program Number
2	Business English I (1001440)	Administrative Assistant program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1 Business Supervisions and Management program: Computing for College and Careers Business and Entrepreneurial Principals Legal Aspects of Business	8212500 8209020 8212110 8212120 8215200 8209020 8215120 8215130
2	Business English I (1001440) and/or Business English II (1001450)	Administrative Assistant program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1	8212500 8209020 8212110 8212120
1	Business Mathematics (1205540)	Administrative Assistant program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1 Accounting Operations program: Computing for College and Careers Accounting Applications 1 Accounting Applications 2 International Business program: Computing for College and Careers Accounting Applications 1 International Business Systems OR International Finance and Law Business Computer Programming program: Computing for College and Careers Business Computer Programming 1 Business Computer Programming 2	8212500 8209020 8212110 8212120 8203400 8209020 8203310 8203320 8216100 8209020 8203310 8216110 8216120 8206500 8209020 8206010 8206020
1	Pre-Algebra (1200300)	Electronics	8730000

The AICE program was piloted and studied by the DOE for four years in three Florida school districts and, since 2001, has been approved for use in any Florida school district looking for an inexpensive, flexible advanced academic program. In order to offer these and other CIE courses/assessments, schools must be registered with University of Cambridge International Examinations (CIE).

For additional information about the AICE program, please contact CIE's U.S. Representative, Sherry Reach, at (850) 230-4770 or email cieusrep@comcast.net.

THE INTERNATIONAL BACCALAUREATE (IB) CURRICULUM FOR HIGH SCHOOL DIPLOMA

[Section 1003.43\(1\), F.S.](#), requires successful completion of either a minimum of 24 academic credits in grades 9-12 or an IB curriculum for graduation. The components of the IB curriculum that meet this requirement are as follows: The IB Diploma program is a rigorous pre-university course of studies, leading to internationally-standardized examinations that meet the needs of highly motivated secondary students. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. The IB Organization, a nonprofit educational foundation, has been in existence since 1963.

Diploma candidates are required to select one subject from each of six subject groups. At least three, and not more than four, are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period. IB diploma candidates must also demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases oral, examinations in the subject areas.

The IB curriculum is defined as follows:

- Complete all prerequisite courses identified in the school's IB program.
- Complete a minimum of 13 credits in courses identified by the IB Organization, or equivalent courses as identified in the Bright Futures Comprehensive Course Tables (https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx), in grades 9-12 as follows:
 - Two credits* in each of the following areas: 2 Language Arts credits at the level of grades 11 and 12, Foreign Language, Social Studies, Science, Mathematics and Arts/Electives.
 - One credit in Theory of Knowledge.
- Complete Creativity, Action and Service (CAS), which includes at least 75 hours of community service completed in grades 9-12.
- Complete an extended essay.

* Students may satisfy the two-credit requirement for up to three SL subjects by completing the curriculum for each course and taking the IB exam in that subject area. For additional information, you may contact Karen Brown at brownkt@bay.k12.fl.us.

DUAL ENROLLMENT

[Rule 6A-1.09441, F.A.C.](#) requires that for students to generate funding through the FEFP and earn credit toward high school graduation, the student must be in membership in a course or program listed in the CCD.

However, for students who are officially dually-enrolled in an area career and technical center, Florida college, or university course as provided for in [Section 1011.62\(l\), F.S.](#), 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 DOE.

Pursuant to [Section 1007.271\(6\), F.S.](#), the SBE 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 Course – High School Subject Area Equivalency List*, noting recent revisions and updates, which is available online at <http://www.fldoe.org/articulation/pdf/DEList.pdf>. All other dual enrollment courses in the Statewide Course Numbering System (with the exception of remedial courses and P.E. skills courses) count as an elective toward high school graduation. Districts that provide subject area credit for dual enrollment courses that are not included on the *Dual Enrollment Course – High School Subject Area Equivalency List* should delineate credit information in their local inter-institutional articulation agreement the subject area 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 [Section 1007.27\(16\), F.S.](#), requires districts to weigh dual enrollment courses the same as AP, IB, and AICE courses when grade point averages are calculated. Alternative grade calculation, weighting systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited. The 2006 Legislature specified for the purpose of class ranking, district school boards may exercise a weighted grading system pursuant to [Section 1007.271, F.S.](#)

Effective in August 2005, the *Dual Enrollment Course – High School Subject Area Equivalency List*, noted that students must pass a lab component for a dual enrollment science course to be awarded a full high school 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 – High School Subject Area 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.

Effective August 2006, the *Dual Enrollment Course – High School Subject Area Equivalency List* identifies dual enrollment courses that all colleges and universities offer or accept in transfer as part of their general education requirements.

ADVANCED PLACEMENT (AP) PROGRAM®

The College Board's AP Program® consists of college-level courses and exams in subjects ranging from U.S. History to Calculus, offered by participating high schools, including the Florida Virtual School. Students earning a "qualifying" grade on an AP examination can earn college credit or advanced placement for their efforts. More than 3,000 universities and colleges world-wide grant credit, advanced placement, or both, to students who have performed satisfactorily on the exams.

The *Articulation Coordinating Committee Credit-By-Exam Equivalencies* specifies the postsecondary courses for which students may earn credit by earning a qualifying score on an AP examination. The list can be found online at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf>.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is the umbrella program for Florida's three state-funded scholarships based on academic achievement of high school students (Florida Academic Scholars Award, the Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award). Each of the three scholarship awards within the Bright Futures Scholarship Program has specific eligibility criteria. In addition, to be eligible for an initial award from any of the three types of scholarships, a student must:

- complete a Florida Financial Aid Application (FFAA) available at www.FloridaStudentFinancialAid.org during the last year in high school (after December 1 and prior to high school graduation);
- be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary institution the student attends;
- earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution;
- enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term;
- not have been found guilty of, or pled no contest to, a felony charge; and
- begin using the award within three years of high school graduation. If you enlist directly in the military after graduation, your three-year period begins upon date of separation from active duty.

The requirements for the Bright Futures Scholarship Programs must be met prior to earning a standard Florida high school diploma from a Florida public high school or a registered FDOE private high school. Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook available online at http://www.fldoe.org/articulation/pdf/2009_Handbook.pdf or the Office of Student Financial Assistance Web site at <http://www.floridastudentfinancialaid.org/SSFAD/factsheets/BF.htm>.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements.

F) Course Numbering System

GENERAL

On permanent records and transcripts, school districts must record the state course numbers and abbreviated titles as found in the [CCD](#). On report cards, school districts must use the state abbreviated titles without alteration and may use the course numbers. If the district chooses to use course numbers on report cards, the numbers must be displayed without alteration.

All school district and postsecondary documents, forms, automated terminal displays, and hard copies must use only the state course numbers and titles listed in this document, unless such reference falls under one of the following exceptions:

1. Students dually-enrolled in postsecondary institutions must use the numbers in the postsecondary Statewide Course Numbering System.
2. Students dually-enrolled in private postsecondary institutions, as provided in [Section 1011.62, F.S.](#), may use the private institution course numbers.
3. Students enrolled in courses that are included in either postsecondary adult CTE (non-college credit) or postsecondary CTE programs (college credit) must use either the numbers listed in this Directory or those listed in the Statewide Course Numbering System.

A seven-digit course number is used throughout the [CCD](#). The first and second digits of the number indicate the major academic or program area as indicated below:

00	=	Administrative, Curricular, and Service Assignments
01-25	=	Basic and Adult General Education (Grades 6-12)
50-52	=	Prekindergarten, Early Childhood, and Elementary Education
76-79	=	Exceptional Student Education
80-97	=	Career and Technical Education
99	=	Adult Education

BASIC EDUCATION - GRADES PREK-5

Seven-Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) of the course numbers:

- 50 = elementary program
- 51 = self-contained
- 52 = ungraded

-The **second two** digits (XXXXXX) of the course numbers:

- When beginning with the first two digits of 50,
 - the second two indicate the major subject area as indicated by the numbers used in grades 6-12.
(Example: 5020000 indicates an elementary [50] science [20] course)
- When beginning with the first two digits of 51 or 52,
 - the second two digits are numbered sequentially beginning with 5100000 or 5200000 with the last digit remaining a zero.

-The **third two** digits (XXXXXX) of the course numbers indicate the unique courses in all Basic PreK-5 courses

-The **last** digit (XXXXXX) of the course numbers begin with 0 (zero) and is numbered sequentially when needed

DISTRICT ELEMENTARY REPORTING FOR PERMANENT RECORDS AND REPORT CARDS REQUIRED:

Districts must use course numbers and official abbreviated titles as listed in the [CCD](#) on permanent records and report cards.

A Few Examples:

Permanent Records and Report Cards

0200310	=	CPTR APPLS 1	(Computer Applications 1)
1200310	=	ALG 1	(Algebra 1)
1800340	=	ADV AERO SCI	(Advanced Aerospace Science)

BASIC EDUCATION - ELEMENTARY (GRADES PREK-5)

<u>Subject Area</u>	<u>Code Range</u>	<u>Subject Area</u>	<u>Code Range</u>
Art-Visual Arts	5001000-5001990	Mathematics	5012000-5012990
Computer Education	5002000-5002990	Music	5013000-5013990
Dance	5003000-5003990	Physical Education	5015000-5015990
Drama-Theatre Arts	5010190-5010190	Science	5020000-5020990
Foreign Languages	5007000-5007990	Social Studies	5021000-5021990
Health	5008000-5008990	Study Hall	5022000-5022990
Language Arts	5010000-5010180		

BASIC EDUCATION - MIDDLE/JUNIOR HIGH (GRADES 6-8)

<u>Subject Area</u>	<u>Code Range</u>
Art-Visual Arts	0100000-0199290
Computer Education	0200000-0299290
Dance	0300000-0399290
Drama-Theatre Arts	0400000-0499290
Exploratory Experiential Education	0500000-0599290, 0600000-0699290
Foreign Languages	0700000-0799290
Health	0800000-0899290
Language Arts	1000000-1099290
Library Media	1100000-1199290
Mathematics	1200000-1299290
Music	1300000-1399290
Peer Counseling	1400000-1499290
Physical Education	1500000-1599290
Research	1700000-1799290
Science	2000000-2099290
Social Studies	2100000-2199290
Study Hall	2200000-2299290
Career and Technical Basic	2300000-2399290
Graded Self-Contained	2400000-2499290
Temporary Instructional Placement	2500000-2500500
Applied, Combined, and Integrated Course	3000000-3999999

MIDDLE/JUNIOR HIGH EXPLORATORY WHEEL

If school districts wish to report individual courses taught in the middle/junior high exploratory wheel, they may report these on report cards or permanent records by using the following procedure. Use the seven-digit state course numbers and abbreviated titles for exploratory courses listed in the [CCD](#). The district may report any breakdown of exploratory courses under the official title, as long as the selected titles do not exceed twenty characters.

Example: 0600000 = M/J Exp Wheel 1, Health, Art, French

BASIC EDUCATION – SENIOR HIGH AND ADULT (GRADES 9-12, 30, 31)

Seven-Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (**XXXXXX**) of the course numbers indicate the major subject areas as follows:

01 = Arts-Visual Arts	14 = Peer Counseling
02 = Computer Education	15 = Physical Education
03 = Dance	16 = Remedial/Compensatory
04 = Drama-Theatre Arts	17 = Research and Critical Thinking
05 = Experiential Education	18 = J.R.O.T.C./Military Training
06 = Exploratory Education	19 = Safety and Driver Education
07 = Foreign Languages	20 = Science
08 = Health	21 = Social Studies
09 = Humanities	22 = Study Hall
10 = Language Arts	23 = Career and Technical
11 = Library Media	24 = Graded Self-Contained or Leadership Skills Development
12 = Mathematics	25 = Temp Instructional Placement
13 = Music	30 = Applied, Combined, and Integrated Course
	99 = Adult Noncredit

-The **second two** digits (**XXXXXX**) of the course numbers indicate the subject area category within the subject area

- Example:
Academic area: Social Studies (first two digits: 21)
Subject area category: Political Science (**second two** digits: 06)
Number for course begins: 21**06**XXX

-The **third two** digits (XXXXXX) of the course numbers indicate a unique course within the subject area category

- The fifth digit (XXXXXX) indicates the grade level:
 - 0-2 for a 6-8 grade level course
 - 3-9 for a 9-12 grade level course

Note: The number 8 in the fifth character indicates an IB course
- The sixth digit (XXXXXX) shows unique courses sequentially

-The **last** digit (XXXXXX) of the course numbers begin with 0 and is numbered sequentially if needed

Example: 2106310 = American Government
21 = Social Studies
06 = Political Science
31 = Unique 9-12 grade level course
0 = In sequence

Note: Adult General Education courses listed in [Section 6](#) begin with the numbers 99. These courses are numbered sequentially beginning with the number 9900000.

APPLIED, COMBINED, OR INTEGRATED COURSES

Seven-Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) of the course numbers are 30

-The **second two** digits (XXXXXX) of the course number indicate the subject areas

26 = Health Education and Physical Education
27 = Science and Career Technology Education

-The **third two** digits (XXXXXX) indicate the unique course

-The **last** digit (XXXXXX) of the course numbers begin with 0 (zero) and is numbered sequentially if needed

Example: 3026010 = Health Opportunities through Physical Education (HOPE)
30 = Applied, Combined, or Integrated Course
26 = Health Education and Physical Education
01 = Unique course: HOPE
0 = In sequence

COURSE LEVELS FOR GRADES 9-12

Course levels are designated in the following way:

- Remedial = Courses correcting deficiencies. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit toward high school graduation. See [Section 1003.43\(2\), F.S.](#)
- Level 1 = Fundamental or basic courses. No student may be granted credit toward high school graduation for any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older. See [Section 1003.43\(7\)\(d\), F.S.](#) If these requirements are met, a Level 1 course may meet subject area graduation requirements.
- Level 2 = Regular, mainstreamed courses
- Level 3 = Honors, IB, AP, AICE, and other rigorous and advanced college-preparatory courses
- Example: Remedial = Intensive Mathematics (1200400)
 Level 1 = Pre-Algebra (1200300)
 Level 2 = Algebra I (1200310)
 Level 3 = Algebra I Honors (1200320)

BASIC EDUCATION - SENIOR HIGH AND ADULT (GRADES 9-12, 30-31)

<u>Area</u>	<u>Code Range</u>	<u>Area</u>	<u>Code Range</u>
Art-Visual Arts	0100300-0199990	Peer Counseling	1400300-1499990
Computer Education	0200300-0299990	Physical Education	1500300-1599990
Dance	0300300-0399990	Research and Critical Thinking	1700300-1799990
Drama-Theatre Arts	0400300-0499990	ROTC and Military Training	1800300-1899990
Experiential Education	0500300-0599990	Safety and Driver Education	1900300-1999990
Foreign Languages	0700300-0799990	Science	2000300-2099990
Health	0800300-0899990	Social Studies	2100300-2199990
Humanities	0900300-0999990	Leadership Skills Development	2400300-2499990
Language Arts	1000300-1099990	Study Hall	2200300-2299990
Library Media	1100300-1199990	Temporary Instructional Placement	2500510-2500510
Mathematics	1200300-1299990	Applied, Combined, and Integrated Course	3000000-3999999
Music	1300300-1399990		

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. A few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided. The transfer number is listed as the last number in each major subject area. *Note: Transfer numbers do not receive any credit in the Bright Futures Program.*

Example: Michigan Indian Culture = 2100990 (Social Studies Transfer)

For grades 9-12, in the area of foreign languages, eight transfer numbers are provided. The first number in foreign language (0700980) is to be used to report the first year of a language not listed in the [CCD](#), such as Hungarian; the second foreign language number (0700990) is to be used to list a second year of the same language; the third foreign language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional foreign language.

Examples:	Hungarian I	=	0700980	(Foreign Languages Transfer I)
	Hungarian II	=	0700990	(Foreign Languages Transfer II)
	Hungarian III	=	0701980	(Foreign Languages Transfer III)
	Hungarian IV	=	0701990	(Foreign Languages Transfer IV)
	Slovak I	=	0702980	(Foreign Languages Transfer V)
	Slovak II	=	0702990	(Foreign Languages Transfer VI)
	Slovak III	=	0703980	(Foreign Languages Transfer VII)
	Slovak IV	=	0703990	(Foreign Languages Transfer VIII)

In the area of JROTC and Military Training, a transfer number is listed for granting elective credit for military training, including basic military training over the summer, as allowed in the district's approved pupil progression plan.

Example: 1800990 = Military Transfer

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 DOE, regardless of the FEFP 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 SBE 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 DOE. Course/section records maintained in the school district information system must contain the appropriate FEFP cost category when students generate special program FTE.

Similar provisions must be made for courses funded through ESOL, ESE, or Secondary CTE.

The DOE 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](#).

EXCEPTIONAL STUDENT EDUCATION

Seven-Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) represent the grade levels

76	=	ESE grades PK Disabilities
77	=	ESE grades PK-5
78	=	ESE grades 6-8
79	=	ESE grades 9-12, 30, 31

-The **second two** digits (XXXXXX) are the major subject areas used in Basic and CTE

00	=	Noncredit Courses	55	=	General Academics
01	=	Art	60	=	Life Management
02	=	Computer Education	61	=	Skills for Students with Moderate Disabilities
10	=	Language Arts	62	=	Skills for Students with Severe/Profound Disabilities
12	=	Mathematics	63	=	Special Skills Courses
13	=	Music	65	=	Gifted
15	=	Physical Education	66	=	Therapy
19	=	Driver Education	67	=	Arts
20	=	Science	80	=	CTE for Students with Disabilities
21	=	Social Studies			
50	=	Prekindergarten			

-The **third two** digits (XXXXXX) represent unique course numbers.

-The **last** digit (XXXXXX) of the course numbers begin with 0 (zero) and is numbered sequentially if needed

PREKINDERGARTEN PROGRAMS FOR CHILDREN WITH DISABILITIES

ESE uses the following definitions to determine appropriate course numbers for prekindergarten disability programs. Course numbers and certification information are listed in [Section 4](#).

Prekindergarten Disabilities: Age 0-2 Any prekindergarten program for children with disabilities, birth through age two (2).

Prekindergarten Disabilities: Age 3-5

Any prekindergarten program for children with disabilities, ages three (3) to five (5).

The prekindergarten courses for children with disabilities have been differentiated for ages birth-2 and 3-5. Certification areas for courses 7650030-7650170 are listed in [Section 4](#). When a district contracts for services for one or more named children, the requirements of [Rule 6A-6.0361, F.A.C.](#), *Contractual Arrangements with Non-public Schools*, apply. The appropriate course number for the prekindergarten disabilities program is used when prekindergarten children with disabilities are receiving special education services in accordance with the IEP in an inclusive setting or through the “blending” of the ESE prekindergarten program with other district-operated early childhood programs, including a district-operated Head Start, Title I, school readiness program, prekindergarten other, or VPK education program, or through a program provided through a contract with a non-public school program.

CAREER AND TECHNICAL EDUCATION PROGRAMS AND COURSES

CTE programs are sorted under the following clusters. To find a CTE program cluster area, please go to the following Web site: http://www.fldoe.org/workforce/dwdframe/rtf/2010-11_secondary_program_list.rtf.

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communication
Business Management & Administration
Education & Training
Energy
Finance
Government & Public Administration
Health Science
Hospitality & Tourism

Human Services
Information Technology
Law, Public Safety & Service
Manufacturing
Marketing, Sales & Service
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics
Additional CTE

The grade level designation in the CTE Section is authorized in compliance with [Rule 6A-6.065, F.A.C.](#)

Adult: Non-High School Graduate = 30
Adult: High School Graduate = 31

Secondary Level

CTE programs and courses that can be offered only at the secondary level have been assigned seven-digit numbers in the 8000000 to 9799999 range.

Postsecondary Adult Levels

CTE programs that can be offered at the postsecondary adult levels have been assigned seven-figure, alpha-numeric identifier. Each identifier consists of a three-letter prefix and a four-digit number. For example, the alpha-numeric designation for the Practical Nursing course is H170605.

G) Codes and Symbols

GRADE-LEVEL CODES

The following codes are used to indicate the grade level(s) of the student to whom instructional services are being provided:

PK	=	Prekindergarten
KG	=	Kindergarten
1-12	=	First-Twelfth Grades
30	=	Adult Non-High School Graduate
31	=	Adult High School Graduate

SUBJECT-AREA GRADUATION REQUIREMENT CODES

Courses meeting subject-area graduation requirements are coded adjacent to each applicable course title in [Sections 3, 5 and 6](#). The codes used to designate high school subject area graduation requirements are listed below:

AG	=	American Government
AH	=	American History
EC	=	Economics
EN	=	English
LM	=	Life Management Skills
		<i>(Note: For students who entered high school during the 2007-2008 school-year or thereafter, Life Management Skills is no longer a graduation requirement.)</i>
MA	=	Mathematics
PA	=	Vocational Courses counting as Arts (see chart starting on pg. 44)
PE	=	Physical Education
PF	=	Visual and Performing Arts
SC	=	Science
SV	=	Half Science and Half Vocational (effective beginning with the 2007-2008 school year)
VO	=	Career and Technical Education
WH	=	World History

COURSE CREDIT/MULTIPLE-CREDIT CODES

Grades 6-8: Courses that are allowed to be offered multiple times are designated by an MC (multiple credit) in the course title.
Grades 9-12: Courses receiving credit are coded in the Maximum Credit Column in [Sections 3-6](#). The codes used to designate the number of credits allowed are listed below:

0.5	=	half credit
1.0	=	one credit
2.0	=	2 years of instruction of 300 hours
3.0	=	Course may be taken for up to three credits
MC	=	Multiple Credit (more than 1 credit)

CERTIFICATION CODES

This CCD provides the certification coverages appropriate for an individual to teach or render service in specific areas or fields. The number(s) or letter(s) to the right of the certification coverage indicate(s) the instructional level(s) for which the certification is valid. These numbers are interpreted as follows:

Early Childhood	=	0 ***
Grades 6-12	=	1
Adult Education	=	2
Elementary (1-6)	=	3 ***
Secondary (7-12)	=	4 ***
Grades K-8	=	5 ***
Elementary and Secondary (K-12)	=	6
Vocational-Technical	=	7 (requires job experience and can be taught at any level that the course is offered)
Preschool (Birth through age 4)	=	A
Primary (K-3)	=	B ***
Middle Grades (5-9)	=	C
Preschool-Secondary (PK-12)	=	D
Endorsement	=	E*
District determined level	=	F**
District issued employment certificate	=	G
Prekindergarten/Primary (Age 3 through Grade 3)	=	H
Elementary Education (K-6)	=	K

* An endorsement is a rider on a Florida educator's certificate with a designated coverage. An endorsement shown on a certificate with a coverage signifies a pedagogical knowledge base that targets particular levels, stages of development, or circumstances.

** The appropriate certification instructional level is to be determined by each district's screening, selection, and appointment process for principals and assistant principals.

*** All of these certification coverages in Section 3 must have the @ sign attached to them.

Term Used

Definition of Term

Any Field

Any coverage, degreed or non-degreed, listed in the CCD

Any Field when certificate reflects Bachelor’s Degree or Higher

Any coverage listed in the Directory that requires the teacher to hold a bachelor’s degree or higher. This definition does not include placement of personnel who are state- or district-certified if they do not hold a bachelor’s or higher degree.

Any Academic Coverage

Any coverage classified as an academic coverage in [Rules 6A-4.0101 through 6A-4.0343, F.A.C.](#)

Any Vocational Field or Coverage

Any vocational coverage, degreed or non-degreed, that is listed in the CCD.

Note: The non-degreed coverages include those issued by the district in accordance with [Section 1012.39, F.S.](#) However, a non-degreed coverage shall be appropriate for instruction only for the course for which such coverage has been specified in the current CCD.

EXPLANATION OF SYMBOLS

Listed below are the symbols and their definitions now being used in the North West Regional Data Center (NWRDC) and Web version of the CCD. The symbols in the Course Data Base (CDB) column are those used in the NWRDC CDB version, and the symbols in the CCD Column are those used in the Web version CCD.

CDB CCD

- D a This symbol indicates (1) courses that may be deleted the following school year, (2) course titles or numbers that may be replaced with a new title or number the following school year, and/or (3) courses in [Section 3](#) that have not been reported as taught within the last four years. Such courses may be deleted after the fourth year.
- I æ This symbol indicates courses with Course Descriptions that have been revised to require instruction in and mastery of appropriate NGSSS.
- N ✕ This symbol indicates new courses or course numbers listed in the CCD.
- H • This symbol indicates a new title of a course that will become effective after July 1 of the next school year. The existing title will be deleted at the end of the current school year.

SPECIAL SYMBOLS LINKED TO TEACHER CERTIFICATIONS

CDB CCD

T	@	This symbol indicates (1) certification coverages that are no longer issued or added to certificates, and (2) certification coverages and levels that will be accepted as meeting requirements until such time as all valid certificates containing such coverages are converted to the current coverage being issued and added to certificates.
M	/	This symbol connecting a coverage and an endorsement or proficiency indicates that both are required.
Z	#	This symbol indicates coverage appropriate only for appointments prior to July 1, 1989.
W	¢	This symbol indicates coverage appropriate only for appointments prior to July 1, 1990.
P	§	This symbol indicates coverage appropriate only for appointments prior to July 1, 1992.
Y	¶	This symbol indicates coverage appropriate only for appointments prior to July 1, 1993.
S	\$	This symbol indicates coverage appropriate only for appointments prior to July 1, 1996.
J	!	This symbol indicates coverage appropriate only for appointments prior to July 1, 1998.
E	<	This symbol indicates coverage appropriate only for appointments prior to July 1, 2000.
R	%	This symbol indicates coverage is no longer appropriate beginning July 1, 2006.